

**Western Michigan University** Strategic Plan

The Gold Standard

2020

## THE GOLD STANDARD

Strategic Plan 2020 Metrics

FIVE-YEAR HISTORICAL DATA & COMPARISON WITH CARNEGIE PEER UNIVERSITIES

Office of Institutional Effectiveness and Office of Institutional Research

Dr. Jody Brylinsky, Dr. Fen Yu, William McQuitty

September 17, 2018

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## Goal #1 Ensure a distinctive and supportive learning experience that fosters success

### Objective 1.1: A learner-centered culture maximizes student retention and degree completion

#### Metric 1.1.1: Average GPA after completion of first year

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Cohort	2.89	2.94	2.98	2.98	3.03	
Comment Subject	Comment Body					
Description:	The grade point average of first-time, full-time, degree-seeking undergraduate students after the completion of first year on a 4.0 scale. Fall 2017 denotes the cohort that began in summer II 2016.					
Indicator rationale:	A measure of effective advising, support and retention efforts appropriate to the needs of first year students.					
Source availability:	Data submitted in April					
Source:	Internal source					
Data Contact:	Office of Institutional Research, Will Stutz, Data Analyst					

#### Metric 1.1.2: Percentage of freshmen entering with college credit from Advanced Placement (AP) or International Baccalaureate (IB) exams

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census	21.8%	21.4%	21.4%	21.3%	23.4%	
Comment Subject	Comment Body					
Description:	The percent of first-time, first-year, degree-seeking enrolled students who received college credit for at least one Advanced Placement (AP) or International Baccalaureate (IB) exam scores.					
Indicator rationale:	A measure of effective support programs to help students with varying levels of academic preparation and to earn credits toward a degree, certificate or other formal awards.					
Source availability:	Data submitted in May					
Source:	U.S. News and World Report					
Data Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

#### Metric 1.1.3: 6-year graduation rate of Pell Grant recipients

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average (Fall 2017)
Fall Cohort	53%	52%	49%	45.1%	45.0%	49.8%
Comment Subject	Comment Body					
Description:	The percent of fall first-time, full-time, degree-seeking undergraduate students who received a Pell Grant and completed their program in six years or less. Fall 2017 denotes the cohort that began in summer II 2011. This rate is based on the FTIAC (First Time in Any College) cohort and is defined by the federal Department of Education. This cohort does not include students that matriculate to WMU as transfer students. Pell grants are awarded to students who meet the federal definition of eligibility based on expected family contribution.					
Indicator rationale:	A measure of academic and non-academic support given to eligible students that promotes persistence and degree completion.					
Source availability:	Data available in October. Peer data available in July					
Source:	Common Data Set Initiative					
Data Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 1.1.4: 2nd year retention rate by entering SAT/ACT scores**

SAT/ACT Score Range	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
700-800 / 30-36	84.2%	88.8%	79.4%	84.7%	93.4%	
600-699 / 24-29	80.5%	80.8%	84.5%	82.7%	83.0%	
500-599 / 18-23	71.6%	76.0%	77.8%	77.3%	75.6%	
400-499 / 12-17	66.6%	69.8%	70.5%	68.8%	70.0%	
Comment Subject	Comment Body					
Description:	The percent of the fall cohort first-time, full-time, degree-seeking undergraduates who return as either full-time or part-time the following Fall by entering SAT/ACT scores. Fall 2017 denotes the cohort that began in summer II 2016.					
Indicator rationale:	A measure of first-time student college readiness and the effect of practices that promote persistence.					
Source availability:	Data submitted in February					
Source:	Consortium for Student Retention Data Exchange (CSRDE)					
Data Contact:	Office of Institutional Research, Will Stutz, Data Analyst					

**Metric 1.1.5: 6-year graduation rate by entering SAT/ACT scores**

SAT/ACT Score Range	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
700-800 / 30-36	62.7%	71.3%	65.2%	61.5%	61.2%	
600-699 / 24-29	58.6%	59.3%	62.9%	60.4%	57.5%	
500-599 / 18-23	55.5%	52.9%	52.9%	51.4%	50.6%	
400-499 / 12-17	39.0%	37.7%	35.1%	36.5%	33.8%	
Comment Subject	Comment Body					
Description:	The percent of the fall cohort first-time, full-time, degree-seeking undergraduates who earn their bachelor's degree within six years of their first Fall semester by entering SAT/ACT scores. Fall 2017 denotes the cohort that began in summer II 2011.					
Indicator rationale:	A measure of first-time student college readiness and the effect of practices intended to promote degree completion.					
Source availability:	Data submitted in February					
Source:	Consortium for Student Retention Data Exchange (CSRDE)					
Data Contact:	Office of Institutional Research, Will Stutz, Data Analyst					

**Objective 1.2: The learning experience prioritizes critical thinking, application, and experiential learning**

**Metric 1.2.1: Number of students enrolled in external education courses**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average
Fiscal Year	2,100	2,028	2,130	2,052	2,242	
Comment Subject	Comment Body					
Description:	The number of students who registered in at least one course with an "EX" instruction method identifier (example- internship) within a single fiscal year. Does not include study abroad.					
Indicator rationale:	A measure of the effort to promote off-campus, non-classroom, internship, and service learning opportunities for all students.					
Source availability:	Data available in November					
Source:	Internal source					
WMU Contact:	Office of Institutional Research, Will Stutz, Data Analyst					

**Metric 1.2.2: Dollar amount of federal work-study financial aid**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2017)
Fiscal Year	\$1,122,738	\$1,054,391	\$1,062,658	\$1,170,433	\$1,125,285	\$1,379,763
Comment Subject	Comment Body					
Description:	The amount of aid undergraduate students receive from the Federal Work-study program. Work-study program provides part-time employment to eligible postsecondary students to help meet educational expenses.					
Indicator rationale:	A measure of an effort to provide opportunities for professional development to boost post-graduation student success.					
Source availability:	Data available in October. Peer data available in July					
Source:	Common Data Set Initiative					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 1.2.3: Number of completed graduate dissertations, theses, and specialist projects**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average
Fiscal Year	212	197	215	213	230	
Comment Subject	Comment Body					
Description:	The number of graduate students who completed a dissertation, thesis, or specialist projects as part of their degree within a fiscal year.					
Indicator rationale:	A measure of graduate students prioritizing critical thinking, application, and greater involvement in research and creative activities.					
Source availability:	Data available in November					
Source:	Internal source					
WMU Contact:	Graduate College, Dr. Joanne Beverage, Program Manager Graduate Research and Retention					

**Objective 1.3: Learning experiences are heightened through innovative and responsive co-curricular learning opportunities**

**Metric 1.3.1: Number of students participating in academic service learning**

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year	8,990	6,507	6,677	6,587	6,400	
Comment Subject	Comment Body					
Description:	The number of students who participated in at least one academic service-learning program during the semester. Academic service learning is community service integrated with academic course content. It may involve direct or indirect service, and may include academic research.					
Indicator rationale:	A measure of best practice and resources connecting students' learning outcomes with community needs. Service learning promotes student engagement and development of critical thinking, application of knowledge and cultural competence.					
Source availability:	Data available in May					
Source:	Internal source					
WMU Contact:	Office of Service Learning, Shawn Tenney, Director of Service-Learning					

**Metric 1.3.2: Total amount of staff tuition remission**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average
Fiscal Year	\$4,179,413	\$3,976,495	\$4,229,208	\$4,183,372	\$4,617,077	
Comment Subject	Comment Body					
Description:	The dollar amount of tuition discount and remission granted to all employees, employee spouses, and employee dependents who continue their education by enrolling in courses and programs at Western Michigan University.					
Indicator rationale:	A measure of institutional investment in the professional development of employees by facilitating participation in benefit-supported learning opportunities.					
Source availability:	Data available in July					
Source:	Internal Source					
WMU Contact:	Office of Institutional Research, Wayne Harpenau, Business Intelligence Developer					

**Objective 1.4: International learning experiences prepare all learners for the globalized world**

**Metric 1.4.1: Number of students registered for study abroad programs**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census	506	583	582	568	587	
Comment Subject	Comment Body					
Description:	The number of students with a study abroad activity indicator. The study abroad program is defined as an arrangement through which a student completes part of their college program studying in another country.					
Indicator rationale:	An indicator of student global engagement to prepare them for the globalized world. In addition to enhancing education by raising geographical and cultural awareness, study abroad programs have been linked to cognitive, academic, and professional benefits.					
Source availability:	Data available in November					
Source:	Internal Source					
WMU Contact:	Office of Institutional Research, Will Stutz, Data Analyst					

**Metric 1.4.2: Percentage of international instructional staff**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average (Fall 2016)
Fall Census	1.2%	0.6%	0.8%	0.9%	0.8%	5.1%
Comment Subject	Comment Body					
Description:	International instructional staff as a percent of total instructional staff reported at fall census. An international faculty member is a person who is not a citizen of the United States and who is in the country on a visa or temporary basis.					
Indicator rationale:	A measure of recruitment of university employees with international expertise and experience to prepare all learners for the globalized world.					
Source availability:	Data submitted in April. Peer data available in October					
Source:	IPEDS Human Resources Survey					
WMU Contact:	Office of Institutional Research, Teri Schrimpf, Business Intelligence Developer					

**Objective 1.5: University community advances and sustains a respectful, healthy, and safe campus**

**Metric 1.5.1: Percentage of students who feel safe at Western Michigan University**

Reporting Period	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Peer Average
Spring Survey			80%		96%	
Comment Subject	Comment Body					
Description:	The percent of student respondents who agreed/strongly agreed with the statement “I feel safe at this school.” Average number of respondents was 2,581.					
Indicator rationale:	A measure of the University community advancing a respectful and safe campus.					
Source availability:	Data available in October of years when the survey is collected					
Source:	EAB Campus Climate Survey					
WMU Contact:	Office of Institutional Equity, Evelyn Winfield-Thomas, Executive Director and Special Assistant to the President					

**Metric 1.5.2: Percentage of students confident that WMU will fairly address reports of sexual violence**

Reporting Period	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Peer Average
Spring Survey			79%		80%	
Comment Subject	Comment Body					
Description:	The percent of student respondents who agreed/strongly agreed with the statement “I am confident my school would administer the formal procedures to fairly address reports of sexual violence.” Average number of respondents was 2,299.					
Indicator rationale:	A measure of the effort to implement proactive outreach and intervention programs.					
Source availability:	Data available in October of years when the survey is collected					
Source:	EAB Campus Climate Survey					
WMU Contact:	Office of Institutional Equity, Evelyn Winfield-Thomas, Executive Director and Special Assistant to the President					

**Metric 1.5.3: Percentage of students understand sexual violence complaint procedures**

Reporting Period	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Peer Average
Spring Survey			36%		51%	
Comment Subject	Comment Body					
Description:	The percent of student respondents who agreed/strongly agreed with the statement “I understand my school’s formal procedures to address complaints of sexual violence.” Average number of respondents was 2,299.					
Indicator rationale:	A measure of the efforts to implement the recommendations from the Title IX Sexual Misconduct and Safety Survey to ensure a safe and supportive environment for all stakeholders.					
Source availability:	Data available in October of years when the survey is collected					
Source:	EAB Campus Climate Survey					
WMU Contact:	Office of Institutional Equity, Evelyn Winfield-Thomas, Executive Director					

**Metric 1.5.4: Western Wellness participation rate<sup>1</sup>**

Reporting Period	Aug. 2013	Feb. 2015	Sep. 2015	Nov. 2016	Nov. 2017	Peer Average
Intermittent	30%	39%	48%	52%	54%	
Comment Subject	Comment Body					
Description:	The percent of eligible WMU employees enrolled in the Western Wellness program through Holtyn & Associates. <sup>1</sup> Blue Cross Blue Shield HRA through PCP/Sindicuse used in 2013.					
Indicator rationale:	A measure of employee health and the efforts to promote healthy behaviors and lifestyles as key to WMU culture.					
Source availability:	Data available at the end of each quarter					
Source:	Holtyn & Associates					
WMU Contact:	Human Resource, Sue Rodia, Benefits Manager					



**Objective 1.6: The student living-learning environment enhances learning, personal development, and engagement in campus communities**

**Metric 1.6.1: Percentage of returning student residents**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census	38.6%	40.5%	35.0%	37.1%	37.3%	
Comment Subject	Comment Body					
Description:	The percent of students who lived in university owned- operated- or affiliated housing the previous Spring Semester and returned for the following Fall Semester.					
Indicator rationale:	A measure of student satisfaction with University facilities.					
Source availability:	Data available in October					
Source:	Internal source					
WMU Contact:	Residence Life, Laura Darrah, Assistant Director					

**Metric 1.6.2: 6-year graduation rate of student athletes**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average (Fall 2016)
Fall Cohort	71%	75%	66%	73%	55%	63%
Comment Subject	Comment Body					
Description:	The percent of fall first-time, full-time, degree-seeking undergraduate students who completed their program in six years or less and received athletics aid in one or more of eight sports categories: football; baseball; men’s/women’s basketball; men’s/women’s track/cross country; and men’s/women’s other and mixed sports. Fall 2017 denotes the cohort that began in summer II 2011. The student athlete must receive athletics aid from their institution for any period of time during their entering year. Athletics aid is a grant, scholarship, tuition waiver or other assistance from an institution that is awarded on the basis of a student’s athletics ability.					
Indicator rationale:	An indicator of successful implementation of efforts in maximizing student-athlete retention and degree completion.					
Source availability:	Data available in November					
Source:	NCAA Federal Graduation Rates Report					
WMU Contact:	Bronco Athletics, Jeff Stone, Associate Athletic Director of Academic and Compliance					

**Metric 1.6.3: Athletic department ticket sales**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average
Fiscal Year	\$1,404,958	\$1,535,424	\$1,545,880	\$2,962,803	\$2,533,899	
Comment Subject	Comment Body					
Description:	The dollar amount of ticket sales to the public, faculty and students for athletic events.					
Indicator rationale:	An indicator of successful implementation of efforts to support a championship culture that promotes institutional pride and community connectedness.					
Source availability:	Data available in January					
Source:	NCAA Membership Financial Reporting System					
WMU Contact:	Bronco Athletics, Jeff Stone, Associate Athletic Director of Academic and Compliance					

**Metric 1.6.4: Number of intercollegiate sport programs finishing in the top four of their conference**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average
Fiscal Year	7	5	6	6	8	
Comment Subject	Comment Body					
Description:	The number of intercollegiate sport programs finishing in the top four of their conferences.					
Indicator rationale:	An indicator of successful implementation of efforts to support a championship culture that promotes institutional pride and community connectedness.					
Source availability:	Data available in June					
Source:	Internal source					
WMU Contact:	Bronco Athletics, Jeff Stone, Associate Athletic Director of Academic and Compliance					

## Goal #2 Promote innovative learning, discovery, and service

### Objective 2.1: WMU's academic programs respond to student and global needs through innovative, high quality curricula

#### Metric 2.1.1: Percentage of assessment based curriculum changes

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year	15.5%	13.3%	10.6%	10.7%	7.8%	
Comment Subject	Comment Body					
Description:	The percent of curriculum changes resulting from an assessment of student learning (either formal or informal) within a fiscal year.					
Indicator rationale:	A measure of increased flexibility within the curriculum development process to better respond to a rapidly changing world.					
Source availability:	August					
Source:	Annual Report on Curriculum					
WMU Contact:	Office of Assessment and Undergraduate Studies, David Reinhold, Associate Provost					

#### Metric 2.1.2: International student yield rate

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census	34.3%	34.6%	30.8%	29.2%	30.9%	
Comment Subject	Comment Body					
Description:	The percent of international students who enrolled in the university divided by the number who were admitted. An international student is a student who is not a citizen or national of the United States and who is in the country on a visa or temporary basis.					
Indicator rationale:	A measure of the effective incorporation of forecast modeling that anticipate and respond to changes in regional, national, and especially global factors affecting enrollment.					
Source availability:	Data available in September					
Source:	Internal Source					
WMU Contact:	Office of Institutional Research, Will Stutz Data Analyst					

### Objective 2.2: The strategic hiring and retention of a distinguished faculty and staff ensures academic excellence, enhances innovation in discovery and pedagogy, and elevates the University's stature

#### Metric 2.2.1: Percentage of faculty with terminal degrees

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average (Fall 2017)
Fall Census	80.1%	79.2%	78.1%	77.1%	76.6%	81.3%
Comment Subject	Comment Body					
Description:	The percent of full-time instructional faculty whose highest degree is a doctorate, or other terminal degree. Instructional Faculty are those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Terminal degree is the highest degree in a field (example, PhD, EdD, and MFA)					
Indicator rationale:	A dedicated faculty with the highest degrees in their fields best achieves academic excellence and innovative discovery.					
Source availability:	Data available in October. Peer data available in July					
Source:	Common Data Set Initiative					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

## Objective 2.3: Academic excellence will be maintained through the execution of best practices

### Metric 2.3.1: Undergraduate student post-graduation success rate

Reporting Period	Summer 2014	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Peer Average
Summer Survey	88.5%	87.7%	92.9%	91.2%	N/A	
Comment Subject	Comment Body					
Description:	The percent of WMU undergraduates who responded to the survey, completed their program, and were actively engaged within three months of graduation. "Active engagement" is defined as full-time employment (including self-employment and post-graduate internships/fellowships); part-time employment; military service; and continuing education.					
Indicator rationale:	A measure of the capacity of WMU's undergraduate programs to educate and graduate high quality contemporary learners.					
Source availability:	Late Fall					
Source:	Post-Graduation Activity Report					
WMU Contact:	Career and Student Employment Services, Lynn Kelly-Albertson, Executive Director					

### Metric 2.3.2: Ranking on U.S. News and World Report

Reporting Period	Spring 2014	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Peer Average (Spring 2017)
Spring Survey	173	187	194	207	N/A	158
Comment Subject	Comment Body					
Description:	The U.S. News ranking is based on weighted "key measures of quality." These include a combination of graduation and retention rates; assessment of excellence; faculty resources; student selectivity; financial resources; graduation rate performance; and alumni giving.					
Indicator rationale:	An indicator of the national recognition of WMU's academic excellence maintained through the execution of best practices.					
Source availability:	Data submitted in May. Peer data available in August					
Source:	U.S. News and World Report					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

## Objective 2.4: WMU will be positioned as leader in quality graduate education

### Metric 2.4.1: Total financial aid awarded to graduate assistant appointments

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average
Fiscal Year	\$13,291,044	\$13,301,564	\$12,994,948	\$14,420,289	\$13,774,581	
Comment Subject	Comment Body					
Description:	The total amount of awards granted to graduate students. Appointments for graduate students include teaching, research discovery, or research application (service). A full appointment requires 20 hours of service per week from the student in the department or in a related area. Enrollment of at least six hours per semester and three hours per session is required (even for partial appointments).					
Indicator rationale:	A measure of effective financial support strategies to assist graduate students and advance a culture of excellence that attracts highly talented and diverse graduates.					
Source availability:	Data available in July.					
Source:	Internal Source					
WMU Contact:	Office of Institutional Research, Wayne Harpenau, Business Intelligence Developer					

**Metric 2.4.2: Graduate student post-graduation success rate**

Reporting Period	Summer 2014	Summer 2015	Summer 2016	Summer 2017	Summer 2018	Peer Average
Summer Survey	90.5%	89.3%	90.5%	89.3%	N/A	
Comment Subject	Comment Body					
Description:	The percent of WMU graduate students who responded to the survey, completed their program, and were actively engaged within three months of graduation. “Active engagement” is defined as full-time employment (including self-employment and post-graduate internships/fellowships); part-time employment; military service; and continuing education.					
Indicator rationale:	A measure of the capacity of WMU’s graduate programs to educate and graduate high quality contemporary learners.					
Source availability:	Late Fall.					
Source:	Post-Graduation Activity Report					
WMU Contact:	Career and Student Employment Services, Lynn Kelly-Albertson, Executive Director					

**Metric 2.4.3: Amount of graduate student research and travel awards**

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year	\$161,858	\$142,279	\$175,202	\$166,957	N/A	
Comment Subject	Comment Body					
Description:	The dollar amount of research and travel awards granted to graduate students. This includes Graduate Student Research Grants (GSRG); Graduate Student Travel Grants (GSTG); Gwen Frostic Doctoral Fellowships (Frostic); Patricia L. Thompson Dissertation Awards (Thompson); Dissertation Completion Fellowships (DCF); University Dames Endowed Scholarship (Dames); and the George and Beatrice Fisher Gerontology Dissertation Prize (Fisher).					
Indicator rationale:	A measure of the financial investment and support to meet the unique needs of graduate students engaged in high quality and innovative research projects.					
Source availability:	Data available in April					
Source:	Internal Source					
WMU Contact:	The Graduate College, Dr. Joanne Beverage, Program Manager Graduate Research and Retention					

**Objective 2.5: The delivery of learning platforms and locations reflect the breadth and diversity of enrollment that is supportive of the university’s mission and strategic goals**

**Metric 2.5.1: Number of 100% online programs**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census	7	7	10	18	17	
Comment Subject	Comment Body					
Description:	The number of graduate and undergraduate programs for which all required coursework for program completion is able to be completed via distance education courses that incorporate Internet-based learning technologies. Distance education courses are defined as instruction delivered to students who are separated from the instructor and support regular and substantive interaction between the students and the instructor synchronously or asynchronously.					
Indicator rationale:	A measure of effective efforts in expanding and optimizing WMU’s delivery of educational opportunities to new students through non-traditional pathways to degree completion.					
Source availability:	Data available in September					
Source:	Internal source: Task 229					
WMU Contact:	Office of Institutional Research, Teri Schrimpf, Business Intelligence Specialist					

**Metric 2.5.2: Number of credits hours completed at regional sites**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census	6,652	6,721	6,617	7,241	6,859	
Comment Subject	Comment Body					
Description:	The number of credits hours completed by students who take courses at any number of 8 regional sites: Battle Creek, Grand Rapids, Lansing, Metro Detroit, Muskegon, Southwest, Traverse City, and Florida Southwestern State College.					
Indicator rationale:	A measure of comprehensive enrollment management efforts made to maximize program capacity and to deliver education opportunities to new demographics and strategic geographic regions.					
Source availability:	Data available in September					
Source:	Fall Data on Students Enrolled Report					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 2.5.3: Number of dual enrolled students**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census	69	53	54	60	88	
Comment Subject	Comment Body					
Description:	The number of high school students enrolled in university courses for college credit at WMU prior to graduating from high school.					
Indicator rationale:	This is a measure of a specific strategy within comprehensive enrollment management efforts to maximize program capacity and to expand recruitment and delivery of education opportunities, allowing high school students to access mutually beneficial and cost-effective WMU programs.					
Source availability:	Data available in September					
Source:	Internal source					
WMU Contact:	Office of Institutional Research, Institutional Research Analyst					

**Objective 2.6: Faculty research, scholarship, and creative activities enhance innovative teaching and discovery.**

**Metric 2.6.1: Total amount of student based stipend expenditures in sponsored programs**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average
Fiscal Year	\$1,792,882	\$1,687,581	\$1,871,384	\$2,221,972	\$2,242,316	
Comment Subject	Comment Body					
Description:	The dollar amount of research expenditures awarded to graduate and undergraduate students. All functions, no exclusions.					
Indicator rationale:	A measure of faculty engagement and support of student research and creative activities.					
Source availability:	Data available in August					
Source:	Internal source					
WMU Contact:	Grants and Contracts, Betty McKain, Director					

**Metric 2.6.2: Number of graduate assistant appointments**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census	871	810	853	879	882	
Comment Subject	Comment Body					
Description:	The number of graduate assistantship appointments. Graduate assistants are graduate students pursuing a program leading to a graduate degree and receiving payment for services to the University. Appointments include teaching, research discovery, and research application (service).					
Indicator rationale:	A measure of effective efforts made in advancing a culture of excellence that attracts and maintains highly talented, diverse graduates who will help enhance innovative teaching and discovery.					
Source availability:	Data available in October					
Source:	Internal source					
WMU Contact:	Office of Institutional Research, Will Stutz, Data Analyst					

**Goal #3 Progress as a Carnegie-classified higher research doctoral university that advances new knowledge and value-added discovery**

**Objective 3.1: WMU strengthens its position as a Doctoral University: higher research activity in accordance with Carnegie Classification criteria**

**Metric 3.1.1: Number of research doctoral degree programs offered**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Fiscal Year	35	37	40	40	40	30
Comment Subject	Comment Body					
Description:	The number of research based doctoral degree programs offered at Western Michigan University. This count includes degrees and degree concentrations with unique CIP6 codes.					
Indicator rationale:	A measure of the efforts to strengthen and progress WMU’s position as a recognized Doctoral University: Higher Research Activity in accordance with Carnegie Classification criteria.					
Source availability:	Data available in October. Peer data available in the following May (provisional)					
Source:	IPEDS Completions Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 3.1.2: Number of research doctoral degrees conferred**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Fiscal Year	110	121	112	121	125	135
Comment Subject	Comment Body					
Description:	The number of research based doctoral degrees awarded in a fiscal year.					
Indicator rationale:	A measure of the efforts to strengthen and progress WMU’s position as a recognized Doctoral University: Higher Research Activity in accordance with Carnegie Classification criteria.					
Source availability:	Data available in October. Peer data available in the following May (provisional)					
Source:	IPEDS Completions Survey					
WMU Contact:	Office of Institutional Research, Will Stutz, Data Analyst					

**Metric 3.1.3: Number of research staff in science and engineering**

Research Staff	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Postdoctoral	4	0	7	5	5	27
Non-Faculty	0	0	0	1	3	17
Comment Subject	Comment Body					
Description:	The number of postdoctoral appointees and other non-faculty research staff with doctorates conducting research in science and engineering as of fall census. A postdoctoral appointee is an individual who has received a doctoral degree (or equivalent) and is engaged in a temporary and define period of mentored advanced training to enhance the professional skills and research independence needed to pursue their chosen career path. Non-faculty research staff are individuals with doctorates (or equivalent) who are involved principally in research activities but are not considered either postdoctoral appointees or members of the regular faculty.					
Indicator rationale:	A measure of the efforts to strengthen and progress WMU’s position as a recognized Doctoral University: Higher Research Activity in accordance with Carnegie Classification criteria.					
Source availability:	University Data available in February. Peer data available by April					
Source:	National Science Foundation Survey of Graduate Students and Postdoctorates					
WMU Contact:	Office of Institutional Research, Teri Schrimpf, Business Intelligence Specialist					

**Metric 3.1.4: Total amount of research and development expenditures**

Included Data	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
WMU and WMED	\$18,979,000	\$18,943,000	\$19,679,000	\$18,927,000	\$22,372,000	\$56,153,000
WMU only	\$18,979,000	\$18,846,000	\$19,338,000	\$18,540,000	\$17,686,000	\$53,361,000
Comment Subject	Comment Body					
Description:	<p>The total amount of Research and Development (R&amp;D) expenditures from current operating funds reported in a fiscal year. R&amp;D expenditures are defined by the National Science Foundation’s Higher Education Research and Development Survey (HERD) as the following:</p> <p>It includes:</p> <ul style="list-style-type: none"> <li>• Sponsored research (federal and nonfederal)</li> <li>• University research (institutional funds that are separately budgeted for individual R&amp;D projects)</li> <li>• Startup, bridge, or seed funding provided to researchers within your institution</li> <li>• Other departmental funds designated for research</li> <li>• Recovered and unrecovered indirect costs</li> <li>• Equipment purchased from R&amp;D project accounts</li> <li>• R&amp;D funds passed through to a subrecipient organization, educational or other</li> <li>• Clinical trials, Phases I, II, or III</li> <li>• Research training grants funding work on organized research projects</li> <li>• Tuition remission provided to students working on research</li> </ul> <p>It excludes:</p> <ul style="list-style-type: none"> <li>• Public service grants or outreach programs</li> <li>• Curriculum development (unless included as part of an overall research project)</li> <li>• R&amp;D conducted by university faculty or staff at outside institutions that is not accounted for in your financial records</li> <li>• Estimates of the proportion of time budgeted for instruction that is spent on research</li> <li>• Capital projects (i.e., construction or renovation of research facilities)</li> <li>• Non-research training grants</li> <li>• Unrecovered indirect costs that exceed your institution’s federally negotiated Facilities and Administrative (F&amp;A) rate</li> </ul> <p>The total includes R&amp;D expenditures from WMU Homer Stryker M.D. School of Medicine, unless specified otherwise. WMED first submitted research expenditures in FY 2014.</p>					
Indicator rationale:	A measure of the efforts to maintain and strengthen WMU’s position as a recognized Doctoral University: Higher Research Activity in accordance with Carnegie Classification criteria.					
Source availability:	Preliminary internal data available in January, final available in August, peer data available in November of the following year.					
Source:	National Science Foundation Higher Education Research and Development Survey					
WMU Contact:	Office of Grants and Contracts, Betty McKain, Director Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Objective 3.2: WMU’s strengths in research and engaged scholarship create mutually beneficial partnerships that impact significant scientific, economic and social problems**

**Metric 3.2.1: Total amount of research and development expenditures from business and nonprofit sponsors**

Included Data	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
WMU and WMED	\$1,678,000	\$2,138,000	\$2,141,000	\$1,431,000	\$2,964,000	\$4,722,000
WMU only	\$1,678,000	\$2,086,000	\$2,002,000	\$1,228,000	\$1,826,000	
Comment Subject	Comment Body					
Description:	The total amount of R&D expenditures (see metric 3.1.4) reported in a fiscal year that originated from a business or nonprofit sponsor. These sponsors include domestic and foreign for-profit organization and domestic and foreign nonprofit foundations and organizations, except universities and colleges. The total includes R&D expenditures from WMU Homer Stryker M.D. School of Medicine.					
Indicator rationale:	A measure of continuous efforts to support research that will create mutually beneficial partnerships between stakeholders, industries and foundations.					
Source availability:	Preliminary internal data available in January, final available in August, peer data available in November of the following year.					
Source:	National Science Foundation Higher Education Research and Development Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 3.2.2: Research and development expenditures per tenured/tenure track faculty**

Included data	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
All faculty ranks	\$23,259	\$23,558	\$23,728	\$23,002	\$22,793	\$80,021
Excluding faculty specialists	\$26,142	\$26,469	\$26,858	\$26,113	\$26,026	
Comment Subject	Comment Body					
Description:	The total amount of R&D expenditures (see metric 3.1.4) reported in a fiscal year divided by the number of traditionally ranked (tenured or tenure track) full-time faculty for the corresponding fall semester. The IPEDS definition of faculty is used, which specifies that librarian and counseling faculty be excluded and that researchers be included. Faculty Specialists are included in the definition, unless noted otherwise. WMED’s faculty and research expenditures are excluded.					
Indicator rationale:	A measure of the innovation and creativity of the faculty workforce and an indication of the extent to which the University offers support for activities that enable discovery and promote innovation and research.					
Source availability:	Preliminary internal data available in January, final available in August, peer data available in November of the following year.					
Source:	National Science Foundation Higher Education Research and Development Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					



**Metric 3.2.3: Total amount of external funding submissions**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average
Fiscal Year	\$118,098,792	\$89,634,220	\$96,487,753	\$100,895,683	\$177,274,780	
Comment Subject	Comment Body					
Description:	The total amount of external funding submissions reported in a fiscal year. This includes all new submissions, competitive renewals, non-competitive renewals, contracts, sub awards, supplemental funding requests, and fellowship applications sent to external sponsors via the Proposal Approval Form (PAF) process in the Office of the Vice President for Research. It does not include fellowships submitted directly by students or faculty, some foundation awards submitted by the Office of Development & Alumni Relations, and any submission not processed by OVPR.					
Indicator rationale:	A measure of the University’s commitment to research and engaged scholarship.					
Source availability:	Data available in August					
Source:	Internal Source					
WMU Contact:	Office of the Vice President for Research, Robyn Boyle, Budget Manager					

**Objective 3.3: WMU outreach is attentive to local and world needs**

**Metric 3.3.1: Total amount of research and development expenditures from state and local sponsors**

Included Data	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
WMU and WMED	\$113,000	\$301,000	\$463,000	\$400,000	\$719,000	\$6,418,000
WMU only	\$113,000	\$301,000	\$463,000	\$400,000	\$719,000	
Comment Subject	Comment Body					
Description:	The total amount of R&D expenditures (see metric 3.1.4) reported in a fiscal year that originated from a state or local government sponsor. These sponsors include state, county, municipality, or other local government entity in the United States, including state health agencies, and state funds that support R&D at agricultural and other experiment stations. State appropriations restricted for R&D activities are also included. The total includes R&D expenditures from WMU Homer Stryker M.D. School of Medicine.					
Indicator rationale:	A measure of the extent to which the state and local government and local communities offer funding resources that enable discovery and promote innovation and research.					
Source availability:	Preliminary internal data available in January, final available in August, peer data available in November of the following year.					
Source:	National Science Foundation Higher Education Research and Development Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 3.3.2: Number of students participating in community service**

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year	14,290	20,853	20,523	20,607	N/A	
Comment Subject	Comment Body					
Description:	The number of students who participated in at least one community service project during the semester. Community service includes activities designed to improve the quality of life of off-campus community residents. Community service activities includes academic service-learning; co-curricular service learning and other co-curricular student volunteer activities; Federal Work-Study community service; and paid community service internships.					
Indicator rationale:	A measure of best practice and resources connecting students’ learning outcomes with community needs. Service learning promotes student engagement and development of critical thinking, application of knowledge and cultural competence.					
Source availability:	Data available in May					
Source:	Internal source					
WMU Contact:	Office of Service Learning, Shawn Tenney, Director of Service-Learning					

**Goal #4 Promote a diverse, equitable, and inclusive university culture to ensure social sustainability and accessibility**

**Objective 4.1: A system of continuous accountability and evaluation contributes to a culture of inclusive excellence**

**Metric 4.1.1: Number of reports/claims of protected class discrimination/harassment<sup>2</sup>**

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year		37	120	134	N/A	
Comment Subject	Comment Body					
Description:	The number of reports and claims of prohibited protected class discrimination and harassment under federal and state laws and university policy reported to Institutional Equity. Institutional Equity responded to each claim or report with appropriate or required action steps. <sup>2</sup> Data for AY 2014 represents a partial year for sexual and gender based misconduct. Institutional Equity took over sexual misconduct in January 2015.					
Indicator rationale:	A measure of the university’s effort to ensure viable, safe avenues to report instances of inequitable behavior.					
Source availability:	Data available in November					
Source:	Internal Source					
WMU Contact:	Office of Institutional Equity, Evelyn Winfield-Thomas, Executive Director and Special Assistant to the President					

**Metric 4.1.2: Number of search committees receiving training on anti-bias and equity**

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year		1	4	11	N/A	
Comment Subject	Comment Body					
Description:	The number of search committees receiving training on anti-bias equity and diversity from Institutional Equity.					
Indicator rationale:	A measure of the effort to foster a shared understanding of University-wide definitions pertaining to diversity, equity and inclusion.					
Source availability:	Data available in November					
Source:	Internal Source					
WMU Contact:	Office of Institutional Equity, Evelyn Winfield-Thomas, Executive Director and Special Assistant to the President					

**Metric 4.1.3: 6-year graduation rate of MLK students**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Cohort	65.7%	62.3%	73.7%	62.4%	53.6%	
Comment Subject	Comment Body					
Description:	The percent of fall first-time, full-time, degree-seeking undergraduates enrolled in the Martin Luther King Jr. Student Scholars Academy who earn their bachelor's degree within six years of their first fall semester. Fall 2017 denotes the cohort that began in summer II 2011. This rate is based on the FTIAC (First Time in Any College) cohort and is defined by the federal Department of Education. This cohort does not include students that matriculate to WMU as transfer students.					
Indicator rationale:	A measure of an effort to improve accountability and advance equity, accessibility and inclusive excellence.					
Source availability:	Data available in May					
Source:	Cognos report 20.10.32					
WMU Contact:	Office of Institutional Research, Teri Schrimpf, Business Intelligence Specialist					

## Objective 4.2: A diverse student, faculty, and staff population enriches the learning and working environment.

### Metric 4.2.1: 2nd year retention rate by race/ethnicity and gender

Race/ethnicity, gender	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average (Fall 2016)
Average	73.7%	77.5%	79.0%	78.6%	78.1%	79.7%
Female	75.1%	78.0%	80.8%	80.0%	78.4%	
Male	72.2%	77.0%	77.2%	77.2%	77.9%	
Black	66.1%	72.8%	69.8%	68.7%	70.3%	
Hispanic	66.4%	72.3%	77.6%	81.4%	75.1%	
Asian	71.8%	81.6%	87.5%	90.2%	83.3%	
American Indian	71.4%	NR	50.0%	72.7%	100%	
White	76.2%	79.0%	81.4%	80.2%	80.6%	
Nonresident Alien	87.8%	92.7%	84.1%	87.3%	94.2%	
Multiracial	67.4%	71.6%	68.6%	71.9%	70.4%	
Comment Subject	Comment Body					
Description:	The percent of fall cohort first-time, degree-seeking undergraduates by race/ethnicity and gender who return as either full- or part-time students the following fall. Fall 2017 denotes the cohort that began in summer II 2016.					
Indicator rationale:	A measure of effective institutional efforts made to help all groups achieve academic success in higher education. The second year retention rate is a leading indicator for the six-year graduation rate. Most of the loss from retention happens between the first and second year.					
Source availability:	Data submitted in January. Peer data available from IPEDS Fall Enrollment survey in October.					
Source:	Consortium for Student Retention Data Exchange (CSRDE)					
WMU Contact:	Office of Institutional Research, Will Stutz, Data Analyst					

### Metric 4.2.2: 6-year graduation rate by race/ethnicity and gender

Race/ethnicity, gender	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average (Fall 2016)
Average	54.9%	54.0%	54.4%	52.7%	50.8%	55.8%
Female	57.9%	56.1%	59.0%	57.7%	55.3%	59.4%
Male	51.8%	51.8%	49.8%	47.4%	45.8%	51.1%
Black	44.1%	36.8%	39.9%	39.5%	31.7%	44.2%
Hispanic	47.2%	47.2%	52.7%	55.3%	45.1%	50.9%
Asian	47.1%	52.0%	59.0%	44.1%	46.9%	58.3%
American Indian	37.5%	47.1%	33.3%	33.3%	NR	46.3%
White	56.4%	55.4%	56.7%	55.4%	55.4%	58.7%
Nonresident Alien	78.8%	72.8%	71.9%	69.6%	60.8%	65.9%
Multiracial				45.1%	45.2%	49.8%
Comment Subject	Comment Body					
Description:	The percent of fall cohort first-time, full-time, degree-seeking undergraduates by race/ethnicity and gender who earn their bachelor's degree within six years of their first fall semester. This rate is based on the FTIAC (First Time in Any College) cohort defined by the federal Department of Education and does not include students that matriculate to WMU as transfer student. Fall 2017 denotes the cohort that began in summer II 2011.					
Indicator rationale:	A measure of academic effectiveness of the university in helping historically underrepresented groups earn their degree in a certain amount of time. External entities often use this as this as a performance measure of the university.					
Source availability:	Data submitted in January. Peer data available from IPEDS Graduation Rate Survey in March					
Source:	Consortium for Student Retention Data Exchange (CSRDE)					
WMU Contact:	Office of Institutional Research, Will Stutz, Data Analyst					

**Metric 4.2.3: Percentage of minority new hires**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average (Fall 2016)
Fall Census	14.8%		20.3%	20.3%	27.5%	23.7%
Comment Subject	Comment Body					
Description:	The percent of newly hired full-time faculty and staff who self-reported their race/ethnicity as one of the following categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or two or more races.					
Indicator rationale:	A measure of diversity in the campus profile of race and ethnicity. WMU seeks to embrace a diverse university community and promote a campus climate of inclusion.					
Source availability:	Data submitted in April. Peer data available in October (provisional)					
Source:	IPEDS Human Resources Survey					
WMU Contact:	Office of Institutional Research, Teri Schrimpf, Business Intelligence Specialist					

**Metric 4.2.4: Percentage of minority administrative leadership**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census		14.7%	15.5%	15.7%	16.7%	
Comment Subject	Comment Body					
Description:	The percent of administrative leadership (president/chancellor, provosts, deans, and other executive leadership positions) who self-reported their race/ethnicity as one of the following categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or two or more races.					
Indicator rationale:	A measure of diversity in the campus profile of race and ethnicity. WMU seeks to embrace a diverse university community and promote a campus climate of inclusion.					
Source availability:	Data submitted in May					
Source:	Higher Education Excellence in Diversity (HEED) Award					
WMU Contact:	Office of Institutional Research, Teri Schrimpf, Business Intelligence Specialist					

**Objective 4.3: WMU models a welcoming, accessible, and supportive university culture**

**Metric 4.3.1: Institutional support per fiscal year equated students (FYES)**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Fiscal Year	\$2,377	\$2,129	\$2,314	\$2,600	\$2,423	\$2,283
Comment Subject	Comment Body					
Description:	Institutional support is a functional expense category that includes expenses for the day-to-day operational support of the institution. It includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, personnel and records, logistical services such as purchasing and printing, and public relations and development. It also includes information technology expenses related to institutional support activities. If an institution does not separately budget and expense information technology resources, the IT costs associated with student services and operation and maintenance of plant will also be applied to this function. FYES is calculated by dividing the undergraduate credit hours generated in the fiscal year by 30 and the graduate credit hours generated in the fiscal year by 24.					
Indicator rationale:	A measure of the resources available to the University to spend on students to help ensure success.					
Source availability:	Data submitted in April. Peer data available in October (provisional)					
Source:	IPEDS Finance Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 4.3.2: Percentage of female promotions**

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year		63.1%	63.1%	75.5%	N/A	
Comment Subject	Comment Body					
Description:	The percentage of employees promoted who self-reported their gender as female.					
Indicator rationale:	A measure of the efforts to model a welcoming, accessible and supportive university culture by supporting professional development opportunities for all stakeholders while promoting human resource practices that meet the needs of WMU employees to enhance workplace engagement.					
Source availability:	Data available in November					
Source:	Internal Source					
WMU Contact:	Office of Institutional Equity, Evelyn Winfield-Thomas, Executive Director and Special Assistant to the President					

**Metric 4.3.3: Percentage of minority promotions**

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year		32.0%	37.7%	13.2%	N/A	
Comment Subject	Comment Body					
Description:	The percentage of employees promoted who self-reported their race/ethnicity as one of the following categories: Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or two or more races.					
Indicator rationale:	A measure of the efforts to model a welcoming, accessible and supportive university culture by supporting professional development opportunities for all stakeholders that promote global understanding and cultural humility.					
Source availability:	Data available in November					
Source:	Internal Source					
WMU Contact:	Office of Institutional Equity, Evelyn Winfield-Thomas, Executive Director and Special Assistant to the President					

**Objective 4.4: WMU advances as viable setting for social sustainability**

**Metric 4.4.1: Student to non-instructional staff ratio**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average (Fall 2016)
Fall Census	12	11	11	11	10	9
Comment Subject	Comment Body					
Description:	The ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent non-instructional staff (full time plus 1/3 part time).					
Indicator rationale:	A measure of appropriate staffing levels in critical areas to support quality learner-centered services.					
Source availability:	Data submitted in April. Peer data available in October (provisional)					
Source:	IPEDS Human Resources Survey					
WMU Contact:	Office of Institutional Research, Teri Schrimpf, Business Intelligence Specialist					

**Metric 4.4.2: Number of faculty, staff and students participating in university governance**

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year	300	328	379	356	265	
Comment Subject	Comment Body					
Description:	The number of faculty, administrative/staff and students who actively participate in university governance in Committees and Councils.					
Indicator rationale:	A measure of effective strategies implemented to foster faculty, staff, and student responsibility as active participants in University governance.					
Source availability:	Data available in June					
Source:	Internal source					
WMU Contact:	Faculty Senate, Sue Brodasky, Senate Administrator					

**Goal #5 Advance economic and environmental sustainability practices and policies**

**Objective 5.1: WMU continues to be a leader in responsible utilization of financial and human resource management, process and deployment**

**Metric 5.1.1: Tuition and fees as a percent of core revenues**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Fiscal Year	46%	47%	50%	48%	48%	38%
Comment Subject	Comment Body					
Description:	The percent of total core revenues raised by tuition and fees, after deducting discounts & allowances. The other areas of core revenue include state appropriations; local appropriations; government grants and contracts; private gifts, grants, and contracts; investment income; and other core revenues.					
Indicator rationale:	A measure of the WMU’s effort to leverage multiple revenue streams to support clearly defined University goals and responsible budget forecasts.					
Source availability:	Data submitted in April. Peer data available in October (provisional)					
Source:	IPEDS Finance Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 5.1.2: Endowment market value**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Fiscal Year	\$262,300,263	\$319,998,565	\$330,052,478	\$345,457,636	\$386,620,993	\$214,190,379
Comment Subject	Comment Body					
Description:	The market value of WMU’s endowment at the end of the fiscal year.					
Indicator rationale:	A measure of WMU’s responsible utilization of financial resources, process and deployment.					
Source availability:	Data submitted in April. Peer data available in October (provisional)					
Source:	IPEDS Finance Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 5.1.3: Campus housing occupancy rate<sup>3</sup>**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average
Fall Census	94.7%	91.9%	80.6%	81.8%	87.6%	
Comment Subject	Comment Body					
Description:	The percent of college owned- operated- or affiliated campus-housing units, out of those open for occupancy, which are occupied at the start of the fall semester. This includes units from all 19 residence buildings or complexes owned by the university. <sup>3</sup> The opening of Western Heights in Fall 2015 added an additional 769 beds into the housing mix.					
Indicator rationale:	A measure of the efforts to prioritize the maximum utilization of facilities and fixed resources for campus planning. Student living-learning service is strongly correlated to academic success.					
Source availability:	Data available in October.					
Source:	Internal source					
WMU Contact:	Residence Life, Laura Darrah, Assistant Director					

## Objective 5.2: WMU utilizes available financial strategies to optimize enrollment management

### Metric 5.2.1: Average net price

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Fiscal Year	\$15,796	\$15,464	\$15,358	\$15,489	\$15,219	\$15,171
Comment Subject	Comment Body					
Description:	The average net price charged to first-time, full-time, degree seeking undergraduate students who paid the in-state tuition rate and were awarded grant or scholarship aid from the federal government, state/local government, and/or the institution. It is calculated by adding the components of the average cost of attendance and subtracting the average amount of grant or scholarship aid awarded to those students.					
Indicator rationale:	A measure of utilizing innovative and competitive financial aid strategies to provide an affordable and quality education for all admitted students.					
Source availability:	Data submitted in April. Peer data available in October (provisional)					
Source:	IPEDS Financial Aid Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

### Metric 5.2.2: Federal student loan award rate

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Fiscal Year	68.0%	66.8%	66.7%	63.6%	59.6%	53.2%
Comment Subject	Comment Body					
Description:	The percent of eligible undergraduate students who received awards based upon estimated family contribution, cost of attendance, enrollment and other resources. It includes all Title IV subsidized or unsubsidized loans. Does not include graduate PLUS loan.					
Indicator rationale:	A measure of the effort to improve affordability while maximizing accessible quality education by replacing federal student loans with innovative and competitive financial aid support strategies.					
Source availability:	Data submitted in April. Peer data available in October (provisional)					
Source:	IPEDS Financial Aid Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

### Metric 5.2.3 Student loan default rate

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2012)
Fiscal Year Cohort*	7.7%	6.1%	5.9%	6.2%	6.6%	8.9%
Comment Subject	Comment Body					
Description:	The percent of borrowers who fail to repay their loans according to the terms of their promissory notes within 3 years. For most federal student loans, students will default if they have not made a payment in more than 270 days. *Example: The fiscal year cohort that graduated in FY 2014 is reported under FY 2017.					
Indicator rationale:	A measure of the success of programs designed to increase student financial literacy.					
Source availability:	Data submitted in May					
Source:	National Student Loan Data System for Students (NSLDS)					
WMU Contact:	Office of Financial Aid, Jeremy Glefke, Associate Director of Financial Systems					

**Metric 5.2.4: Enrollment yield rate**

Reporting Period	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Peer Average (Fall 2016)
Fall Census	26.3%	25.6%	23.9%	26.1%	27.0%	34.1%
Comment Subject	Comment Body					
Description:	The percent of first-time degree-seeking freshmen who enrolled for credit in the fall divided by the number of students accepted for the fall.					
Indicator rationale:	A measure of the effective incorporation of forecast modeling that anticipate and respond to changes in regional, national, and global factors affecting enrollment.					
Source availability:	Data available in February. Peer data available in September (provisional)					
Source:	IPEDS Admissions Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Objective 5.3: WMU is a national leader in achieving environmental sustainability**

**Metric 5.3.1: Waste diversion rate**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2015)
Fiscal Year	37%	46%	37%	28%	37%	37%
Comment Subject	Comment Body					
Description:	The amount of materials diverted from the solid waste landfill or incinerator divided by the total weight in tons of materials disposed over a fiscal year. This does not include construction, demolition, electronic, hazardous, special, universal, and non-regulated chemical waste.					
Indicator rationale:	A measure of the efforts to work with community partners to recycle, reuse, and reduce waste.					
Source availability:	Data submitted in December					
Source:	AASHE STARS & internal source					
WMU Contact:	Office for Sustainability, Lu DeBoef, Program Manager, Waste Reduction					

**Metric 5.3.2: Percentage of new construction LEED-certified**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2015)
Fiscal Year	39%	56%	39%	86%	92%	76%
Comment Subject	Comment Body					
Description:	Percent of total square feet of new floor area that is LEED certified under the LEED for New Construction and Major Renovations, LEED for Commercial Interiors, and/or LEED for Core and Shell Green Building Rating Systems by an Established Green Building Council.					
Indicator rationale:	A measure of the efforts to maintain a leadership position in conservation efforts to reduce energy consumption and costs.					
Source availability:	Data submitted in December					
Source:	AASHE STARS & internal source					
WMU Contact:	Facilities Management, DeVon Miller, Building Commissioning Specialist					



**Metric 5.3.3: Percentage of food budget spent on local/organic food**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016*	FY 2017*	Peer Average (FY 2015)
Fiscal Year	32%	45%	32%	22%	23%	19%
Comment Subject	Comment Body					
Description:	The percent of total Dining Services food and beverage expenditures that are grown and processed within 250 miles of the institution and/or are third party certified. This includes food and beverage purchases for on campus dining operations and catering services operated by the institution or the institution's primary dining services contractor. Onsite franchises, convenience stores, vending machines, or concessions are excluded from this credit unless they are operated by the institution or the institution's primary onsite contractor. *Note there was a methodology change for the calculation of FY 2016 and FY 2017.					
Indicator rationale:	A measure of the efforts to work with community partners to promote environmental sustainability.					
Source availability:	Data submitted in December					
Source:	AASHE STARS & internal source					
WMU Contact:	Dining Services					

**Objective 5.4: Effective marketing and communication promotes the University's distinctive mission****Metric 5.4.1: Number of "Behind the W" seminar completers**

Reporting Period	AY 2013	AY 2014	AY 2015	AY 2016	AY 2017	Peer Average
Academic Year	39	60	322	120	N/A	
Comment Subject	Comment Body					
Description:	The number of people who have participated in and completed the "Behind the W" brand ambassador program, which is a three-part series of employee workshops created to strengthen WMU's internal brand building efforts and to provide employees with the knowledge and tools to communicate and build the WMU brand. Workshops are open to any faculty or staff member.					
Indicator rationale:	A measure of the effort to develop a strong brand identity and effectively engage all stakeholders in the shared narrative of the university.					
Source availability:	On request					
Source:	Internal source					
WMU Contact:	Office of Government Affairs, Margaret Von Steinen, Executive Assistant Senior					

**Objective 5.5: Community support, advocacy, and philanthropic giving advance WMU****Metric 5.5.1: Amount of gift dollars received**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Fiscal Year	\$43,396,890	\$43,335,400	\$31,253,332	\$44,326,522	\$40,009,540	\$13,203,960
Comment Subject	Comment Body					
Description:	The total dollar amount of revenues received from gift or contribution non-exchange transactions within a fiscal year. Includes bequests, promises to give (pledges), gifts from an affiliated organization or a component unit not blended or consolidated, and income from funds held in irrevocable trusts or distributable at the direction of the trustees of the trusts. Includes any contributed services recognized (recorded) by the institution.					
Indicator rationale:	A measure of external support to the institution falls under the umbrella of institutional advancement.					
Source availability:	Data submitted in April. Peer data available in October (provisional)					
Source:	IPEDS Finance Survey					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 5.5.2: Alumni giving rate**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average (FY 2016)
Fiscal Year	4%	4%	4%	4%	4%	7%
Comment Subject	Comment Body					
Description:	The alumni giving rate reflects the two-year average percentage of living alumni with a bachelor's degree who gave to WMU during the fiscal year (as defined by the U.S. News and World Report Best Colleges Ranking methodology). The number of undergraduate alumni donors divided by the total number of undergraduate alumni of record in the fiscal year.					
Indicator rationale:	A measure of services that effectively connect and engage WMU's global network of alumni and friends as advocates for the university.					
Source availability:	Data submitted in April. Peer results released in August					
Source:	U.S. News and World Report					
WMU Contact:	Office of Institutional Research, William McQuitty, Institutional Research Analyst					

**Metric 5.5.3: Employee giving rate**

Reporting Period	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Peer Average
Fiscal Year	27.0%	18.9%	27.0%	30.0%	28.0%	
Comment Subject	Comment Body					
Description:	The percent of faculty and staff who make philanthropic gifts to any area of WMU.					
Indicator rationale:	A measure of the efforts to cultivate a culture of philanthropy and promoting communication to increase employee annual giving, together with support from community, friends and alumni.					
Source availability:	Data available in October					
Source:	Internal source					
WMU Contact:	Office of Development and Alumni Relations, Renee Pearl, Director of Engagement					

## Appendix A: Peer Average Methodology

- **Why Carnegie Peer Institutions**

The Carnegie Classification of Institutions of Higher Education has been the leading framework for recognizing and describing institutional diversity in U.S. higher education since 1973. This framework has been widely used in the study of higher education, both as a way to represent and control for institutional differences and in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty.

- **Classification Categories**

Updated in 2015, Western Michigan University received the following classifications:

- Control: Public
- Level: Four-year or above
- Basic Classification: Doctoral university, higher research activity
- Undergraduate Instructional Program: Professions + arts & sciences, high graduate coexistence
- Graduate Instructional Program: Research doctoral, comprehensive programs, no medical/veterinary school
- Enrollment Profile: High undergraduate
- Undergraduate Profile: Four-year, full-time, selective, higher transfer-in
- Size and Setting: Four-year, large, primarily residential

- **Peer Institutions**

Based on the classification system and with input from WMU senior leadership, the following 15 institutions were chosen as those that most resemble Western Michigan University.

Ball State University (Muncie, IN)  
East Carolina University (Greenville, NC)  
Kent State University at Kent (Kent, OH)  
Northern Arizona University (Flagstaff, AZ)  
Northern Illinois University (DeKalb, IL)  
Ohio University - Main Campus (Athens, OH)  
Oklahoma State University - Main Campus (Stillwater, OK)  
Portland State University (Portland, OR)  
SUNY at Binghamton (Vestal, NY)  
The University of Alabama (Tuscaloosa, AL)  
University of Memphis (Memphis, TN)  
University of Nevada - Las Vegas (Las Vegas, NV)  
University of North Carolina at Greensboro (Greensboro, NC)  
University of North Dakota (Grand Forks, ND)  
University of Southern Mississippi (Hattiesburg, MS)

- **Peer Average Calculation**

Peer averages were calculated by summing each institutions data for the most recent year available, then dividing that value by the number of institutions who published their data.

For more information on the Carnegie Classification please visit <http://carnegieclassifications.iu.edu/index.php>

## Appendix B: Reporting Period and External Data Sources

### • Reporting Period

A reporting period is the span of time by which an institution organizes and reports information. Maintaining a consistent reporting structure helps ensure accuracy and validity while enabling meaningful comparisons over time.

- Fiscal Year: A fiscal year (FY) is the yearly period Western Michigan University uses for accounting and budgeting purposes and for preparing financial statements.
  - Date range example: July 1<sup>st</sup> 2016 – June 30<sup>th</sup> 2017
  - FY 2017 represents the period ending in June 2017.
  - Non-financial information reported in this format includes data from Summer II session through the following Summer I session.
- Academic Year: The academic year (AY) is the annual period of semesters and/or sessions of an educational institution usually beginning in September and ending in June.
  - Date range example: September 5<sup>th</sup> 2017 – August 17<sup>th</sup> 2018
  - AY 2017 represents the period beginning in Fall 2017.
- Fall Census: Fall census are the days when Western Michigan University establishes an official count of certain populations and their characteristics for reporting.
  - Students: End of the 6<sup>th</sup> day of the term.
  - Faculty / Staff / Administrators: End of the day on October 15.
- Fall Cohort: A subset of the students captured in the fall census that meet specific criteria. Defining a cohort is necessary to track student progress toward graduation.
- Fall/Spring/Summer Survey: This reporting period indicates data collected from qualitative questionnaires open to faculty, staff or student responses for a specified number of weeks.
- Intermittent: Data for these metrics were reported inconsistently at different times of the year but still provide a snapshot of a point in time.

### • External Data Sources

- Integrated Postsecondary Education Data System (IPEDS)
  - IPEDS is a system of mandatory, interrelated surveys conducted annually by the National Center for Education Statistics, a part of the U.S. Department of Education.
- Consortium for Student Retention Data Exchange (CSRDE)
  - The CSRDE is an association of institutions with the common goal of achieving student success through collaboratively sharing data, knowledge and innovation.
- National Science Foundation (NSF)
  - The (NSF) is an independent federal agency and the funding source for approximately 24 percent of all federally supported research conducted by America's universities.
- Common Data Set Initiative (CDS)
  - The CDS initiative is a collaborative effort among data providers and publishers to improve the quality and accuracy of information provided to prospective students.
- U.S. News and World Report
  - U.S. News is a multi-platform publisher of news and information that publishes an annual ranking of the best colleges to help inform prospective students.
- AASHE Sustainability Tracking, Assessment & Rating System (STARS)
  - STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance and enable meaningful comparisons.
- EAB Campus Climate Survey
  - The survey helps institutions better understand the scope of sexual violence on campus and develop targeted prevention and response strategies.