

## **Washington State University Vancouver**

### Academic Portfolio and Resources Review Findings

#### **FINAL REPORT**

**Issued: DECEMBER 17, 2025**

**Revised: FEBRUARY 9, 2026**

rpk GROUP

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## Executive Summary

Between July and December 2025, rpk GROUP (rpk) supported Washington State University Vancouver (Vancouver) in developing an Academic Portfolio and Resources Review (APRR). This process involved the collaborative design and construction of an academic portfolio framework (the framework), guided by Vancouver's institutional data. The resulting framework incorporates key quantitative academic metrics and is structured to ensure both replicability and long-term sustainability.

The project's structure involved a Project Leadership Team—composed of Vancouver's Interim Chancellor; Interim Vice Chancellor for Academic Affairs, Research and Graduate Education; and Interim Vice Chancellor for Finance and Operations—as well as Vancouver's Academic Leadership Council and support from WSU's Office of Institutional Research, leveraging a diverse and representative base of institutional knowledge<sup>1</sup>. A project information webpage hosted on Vancouver's public-facing website, an online feedback form, and a campus town hall facilitated transparency about the project and allowed for additional direct input. Regular meetings were held with the project leaders.

The APRR offers Vancouver a systematic, data-informed, and transparent framework to conduct annual evaluations of academic programs. By establishing and consistently monitoring key academic portfolio metrics, the institution can promote sustainability, ensure alignment with student demand and workforce requirements, and optimize outcomes for both student achievement and financial stability. When applied strategically, this framework strengthens Vancouver's capacity to assess its academic portfolio from a departmental perspective, enabling more effective allocation of resources—including people, time, and money—to address student needs and foster continued student success.

This project was undertaken during a period of transition at Vancouver, marked by changes in senior leadership and financial challenges. Despite fluctuations in enrollment, budget reductions, and leadership turnover, Vancouver continues to prioritize a student-centered approach. There is a collective commitment throughout the institution to develop effective processes and practices necessary for data-driven continuous improvement. To deliver on this commitment, it is imperative that Vancouver establish tools and procedures to facilitate transparent, systematic, and ongoing internal data review to support strategic decision-making.

Vancouver's developing framework lays the foundation for the campus to receive and engage with annual updates regarding the status of its academic programs and the associated resources. As Vancouver continues to strengthen its internal capabilities for independent analysis, further improvements to the framework can be implemented, offering deeper strategic insight into the institution's academic portfolio and resource allocation.

A critical story emerges from the quantitative analysis of Vancouver's academic portfolio and resources data: Despite uncertainties introduced by leadership turnover, budget adjustments, and shifting enrollment

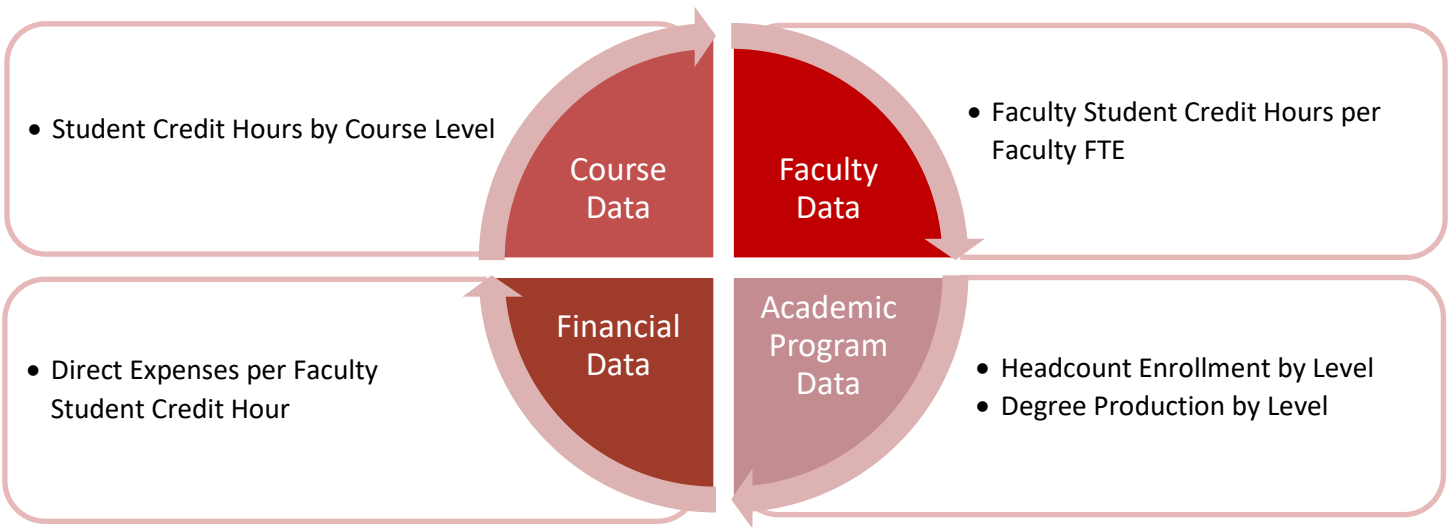
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<sup>1</sup> A full list of the project's key stakeholders is available in Appendix I.

patterns, Vancouver has made appropriate changes to weather those challenges; at the same time, additional opportunities exist for resource adjustments that Vancouver leadership may take advantage of when determining where to invest for the future. Above all, Vancouver’s ‘north star’ of being student-centered should drive decision-making that is supported by robust, standardized, transparent data. The framework provides a tool that key stakeholders can continue to develop over time and turn to each year when considering academic offerings and resource allocation.

### The Framework’s Elements

The framework incorporates Vancouver’s data from three academic years: 2022-2023, 2023-2024, and 2024-2025<sup>2</sup>. The framework integrates data from four distinct areas using an academic map that consists of seven schools/colleges and twenty-seven academic departments, focusing on Vancouver’s current, active academic programs at the undergraduate and graduate levels.



While no single key metric is prioritized over another within the framework, understanding each data area individually enhances academic leaders' ability to respond appropriately to related trends at the institution, college/school, and department levels. Additional detail metrics, such as applications and yield rates per academic program, average class section size, faculty FTE by type, direct expenses per department, and external research expenditures are available in the academic data table, as well as additional data points including three-year trends, average annual change, and percentage change over time for each metric.

Vancouver may add more metrics in future updates to the framework. Challenges with data and suggestions for improving business intelligence are outlined in the “Replicability & Improved Data Processes and Governance” section. Even so, the current version offers robust quantitative data that Vancouver can use to evaluate resource distribution and results, supporting responsible management of public assets.

<sup>2</sup> WSU Vancouver’s academic year consists of Fall, Spring, and Summer terms.

## Utilizing the Framework

The framework's primary output is an academic data table, supplemented with the findings summarized in this report. This tool can be utilized by stakeholders across Vancouver's academic enterprise as they seek to build capacity for student-centered, data-informed decision-making. As such, the framework should support roles and responsibilities for leadership and academic stakeholders at Vancouver, as noted below.

### Roles and Responsibilities

#### Chancellor

- Demonstrates how resources are allocated to colleges and schools in support of institutional strategic goals.
- Provides data and analysis to update WSU's Board of Regents on progress toward student success, institutional priorities, and system-wide goals.

#### Vice Chancellors

- Communicates expectations and develops mechanisms for how units will use regularly updated academic data to make informed decisions that are aligned with strategic objectives of WSU Vancouver and trends in student demand.
- Ensures that Academic Directors are appropriately responding to college/school level trends.
- Facilitates WSU Vancouver's consideration of how to address programs and/or departments with challenges evident in some metrics, including resource allocations or reallocations.

#### Academic Directors

- Establishes processes to annually look across their portfolio of program offerings in the departments of their college/school to identify areas requiring proactive interventions.
- Facilitates review of requests from chairs for additional resources (i.e., sections, faculty) to ensure resources are appropriately aligned with trends in student demand and strategic objectives.
- Shares qualitative insights related to department contributions toward student success.

#### Faculty

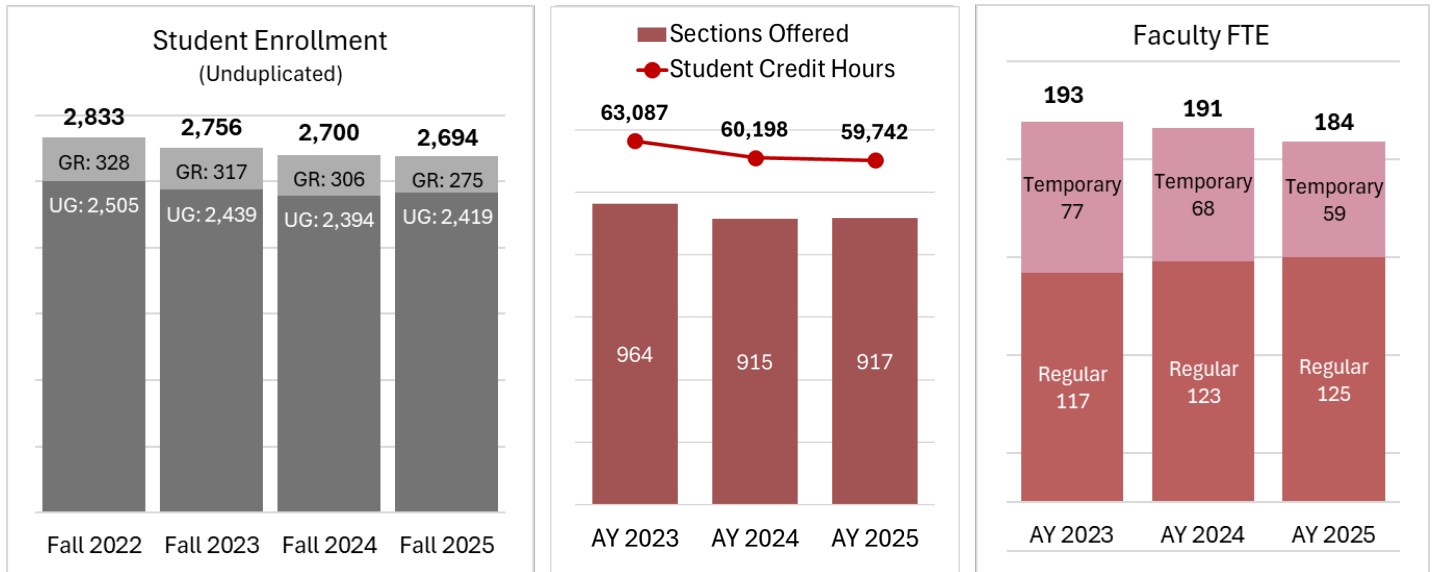
- Develop course scheduling requests by incorporating WSU Vancouver's parameters for number of sections and class sizes based on student credit hours.
- Shares qualitative insights related to department contributions toward student success.

WSU Vancouver should leverage expertise at the appropriate level and encourage the consideration of qualitative data to contextualize the quantitative focus of the framework.

## Initial Findings

The analysis conducted as part of this project demonstrates that Vancouver has taken steps to address the decline in enrollment over the past three years. Consistent with the five percent decline in student enrollment, both the number of course sections offered and the number of student credit hours delivered saw commensurate five percent declines between academic year 2023 and academic year 2025. During the same period, Vancouver’s total number of faculty declined by five percent as well. This decline in overall faculty was driven by 22% decrease in the use of temporary faculty, in contrast, regular faculty FTE has risen annually for the past three academic years.

### Vancouver Institutional Trends



Data source: Washington State University Institutional Research

At the time this project concluded, Fall 2025 enrollment values indicate that Vancouver’s undergraduate student population is growing for the first time since 2020. Further, Vancouver’s Fall 2025 new first-year cohort, new transfer cohort, and new graduate student cohort are all larger than the Fall 2024 cohorts<sup>3</sup>. This growth in new student enrollment provides Vancouver leadership with an opportunity to identify academic areas to target for investment; this further highlights the importance of evaluating Vancouver’s academic portfolio to determine which programs are attracting students and driving enrollment growth at both the undergraduate and graduate levels.

## Overview of the Framework

The framework is designed to provide an overview of the overall health of Vancouver’s academic structure and the resources supporting its offerings. The framework utilizes averages and percentage change to synthesize three years of data into a series of key metric values that are intuitive, simple to interpret, and representative of trends over time.

<sup>3</sup> <https://data.wsu.edu/system-data/institutional-dashboards/student/new-student-enrollment/>

The key metrics comprising the framework are:<sup>4</sup>

- Average duplicated student **enrollment** per undergraduate and graduate programs
- Percent change in **student credit hours** delivered by lower-level and upper-level undergraduate courses and graduate-level courses
- Average number of **degrees awarded** for undergraduate and graduate programs
- Average **faculty SCH per faculty FTE**
- Average **direct expenses per faculty SCH**

The framework evaluates the key metrics for each department within a school or college and compares them to the overall trends of the department’s own school or college. Each metric for a department is highlighted with a color to indicate how its value compares to the overall school or college value. The table below provides guidance on how to interpret the values of each key metric according to their value and magnitude.

Highlight Color	Performance Indication
Blue	Matches or above school/college value
Yellow	Near but below school/college value
Orange	Considerably below school/college value

	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
Matches or out-performs school/college value	Indicates strong demand and sustained interest in the department’s academic programs	Indicates strong demand and sustained interest in the department’s academic programs	Courses in the department are in high demand; indicates growth in academic programs or growing demand for the department’s service courses	Courses in the department are in high demand; indicates growth in academic programs or growing demand for the department’s service courses	Courses in the department are in high demand; indicates growth in academic programs or growing demand for the department’s service courses	Indicates strong student throughput and demand for the department’s academic programs; student pipeline is efficient	Indicates strong student throughput and demand for the department’s academic programs; student pipeline is efficient	The department’s faculty are being utilized efficiently to meet strong student demand; course scheduling is optimal	The department is cost-efficient and faculty instructional load is aligned with student demand
Near but below school/college value	Academic programs in the department may not be in high demand; or may be low-volume but mission-driven niche programs	Academic programs in the department may not be in high demand; or may be low-volume but mission-driven niche programs	Demand for the department’s courses is stable; enrollment in courses is generally reliable and consistent	Demand for the department’s courses is stable; enrollment in courses is generally reliable and consistent	Demand for the department’s courses is stable; enrollment in courses is generally reliable and consistent	Indicates consistent demand; may indicate that programs in the department have maxed their capacity and have limited growth opportunity	Indicates consistent demand; may indicate that programs in the department have maxed their capacity and have limited growth opportunity	Faculty capacity is generally aligned with student demand; there may be opportunities to adjust class sizes and/or instructional loads	Indicates that the department’s operations are generally well-balanced; there may be opportunities for improved efficiency

<sup>4</sup> Detailed definitions of each key metric are available in Appendix II.

Considerably below school/college value	Academic programs in the department may be misaligned with student interests	Academic programs in the department may be misaligned with student interests	Demand for the department's courses may be declining; indicates an opportunity to review scheduling patterns and curriculum	Demand for the department's courses may be declining; indicates an opportunity to review scheduling patterns and curriculum	Demand for the department's courses may be declining; indicates an opportunity to review scheduling patterns and curriculum	May indicate weak demand for the department's academic programs or retention issues; a lagging indicator of program health	May indicate weak demand for the department's academic programs or retention issues; a lagging indicator of program health	The department may have excess instructional faculty relative to course demand; may indicate an opportunity to increase class sizes	There may be opportunities to improve efficiencies in the department; or the department may be expectedly resource-intensive
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Interpreting the departmental metrics requires careful consideration of the broader institutional context. Trends in key metrics should not be viewed in isolation, as shifts in one metric often influence others and may reflect structural factors outside a department's control. For example, rising cost per SCH may be driven more by institution-wide enrollment declines than departmental inefficiency, while stable or increasing SCH per faculty FTE may reflect necessary scheduling adjustments rather than true growth in demand. Likewise, fluctuations in degrees awarded may lag several years behind changes in student interest or recruitment patterns. Because these measures are interconnected and sensitive to external pressures, they must be interpreted with nuance, ensuring that departmental performance is evaluated relative to Vancouver's higher level trends, mission, and context rather than raw numbers alone.

### The Framework in Action

Departments are categorized based on their performance across all nine key metrics according to the criteria below. Academic directors and department leadership can utilize these categorizations to guide planning and decision-making to ensure academic offerings are aligned with the needs and demands of Vancouver's students.

Categorization	Criteria	Action Steps
Maximize Opportunities	Most of the department's key metrics match or are above their school/ college's values; few or no metrics below the school/college mean.	High performance across most indicators signals that a department is <b>healthy, resilient, and well-aligned with student and institutional needs</b> .  Academic directors and department chairs should continue to look for opportunities to improve operational efficiency by optimizing course scheduling, monitoring class sizes, evaluating resource use, and ensuring instructional capacity aligns with demand. Leadership should remain adaptable to the changing higher education landscape and monitor fluctuations in key metrics.
Work to Ensure Efficiencies	Some or most of the department's key metrics are near to their school/ college's values; some metrics below the school/college mean.	Mixed performance across indicators signals that a department may be <b>misaligned in terms of academic program offerings and student demand, course offerings and instructional staffing, or costs and resource allocation</b> .  Academic directors and department chairs in this category should identify and protect their strengths while implementing targeted improvements in challenged areas. The goal is to close performance gaps without overcorrecting or destabilizing parts of the department that are functioning effectively. Improvement may be achieved through focused adjustments in scheduling, curriculum, resource alignment, and advising, supported by clear goals and ongoing monitoring.

Focus Inquiry	Half or more of the department's key metrics are below their school/college mean.	<p>Departmental values below the school/college mean across multiple indicators signals that a department faces <b>challenges</b> in <b>demand, productivity, retention, efficiency, or relevance</b>.</p> <p>Academic directors and department leadership should pursue a combination of program evaluation, resource alignment, curricular redesign, and/or strategic planning, with an openness to restructuring where necessary. The goal is not simply cost reduction but ensuring sustainable, mission-aligned, high-quality academic programs that meet Vancouver's student and institutional needs.</p>
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Variation in performance metrics is both normal and expected across academic disciplines and should be interpreted relative to each department's context within its school or college. The framework is intentionally constructed at the department level to provide Vancouver stakeholders with both a bird's-eye view of trends across each school and college, as well as the opportunity to focus at more granular levels.

Vancouver institutional trends are presented alongside school and college trends in the table below to provide greater context to the findings. It is important to note that each school and college plays a unique role in the Vancouver portfolio; each operates within its own disciplinary ecosystem, shaped by the nature of its programs, accreditation requirements, instructional models, and workforce expectations. Each of Vancouver's schools and colleges contributes to the ONEWSU system in distinct ways: some generate broad SCH volume and institutional revenue, others support high-cost but mission-critical programs, and still others advance the university's research reputation or community engagement mission.

The following sections provide the framework for each WSU Vancouver school and college, along with an overview of key trends emerging in the departments. The summaries here are intended as a guide for stakeholders' initial review of the framework. Review of the framework findings should be accompanied by deeper review of each department's full trend data available in the academic data table, and decision-making should incorporate both the quantitative metrics and qualitative contextual knowledge shared from academic leadership.

## Vancouver Institutional Framework

<b>Vancouver Institutional Trends</b>	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
<b>(AY 2023-2025)</b>	<b>77</b>	<b>13</b>	<b>5%</b>	<b>-8%</b>	<b>-36%</b>	<b>22</b>	<b>5</b>	<b>358</b>	<b>\$387</b>
College of Arts and Sciences	74	6	5%	-9%	-41%	21	1	371	\$325
Carson College of Business	59		4%	-19%		17		547	\$338
College of Agricultural, Human, and Natural Resource Sciences	60	6	2%	8%	69%	20	2	489	\$255
College of Education, Sport, and Human Sciences	85	15		-30%	-12%	30	8	180	\$653
College of Nursing	79	53		25%	-68%	60	16	157	\$959
Murrow College of Communication	33		16%	6%		10		470	\$216
School of Engineering and Computer Science	135	8	5%	-1%	-23%	33	6	379	\$578

## College of Arts and Sciences

Vancouver's College of Arts and Sciences (CAS) is the largest college or school in terms of departments, student credit hours, and faculty. In addition to supporting their own programs, many departments in CAS offer courses in support of Vancouver's UCORE curriculum, as well as courses that are required for a variety of majors both within and external to the department. Given the size and the proportion of the Vancouver academic portfolio represented in this college, overall CAS trends largely mirror institutional trends.

Application of the framework allows for disaggregation at the department level, highlighting areas of strength and of opportunity. Applying the framework illustrates the varying roles of departments within CAS. For example, the English department has generally fewer majors in its academic programs than other departments but increasingly offers higher volumes of student credit hours particularly in lower-level undergraduate courses; these trends reflect the extent to which the English department provides courses that satisfy UCORE requirements, such as Writing. The department of Biological Sciences exhibits strong demand among undergraduate students and is an example of a department that is well aligned with student and institutional needs. The framework also indicates some departments within CAS that may warrant closer review of their role within Vancouver's academic portfolio, including Anthropology, Criminal Justice, and The School of Politics, Philosophy and Public Affairs. CAS leadership should review the full academic data table for these departments closely as an immediate next step.

College of Arts and Sciences (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	74	6	5%	-9%	-41%	21	1	371	\$325
Anthropology	26	3	-21%	-49%	-71%	5	1	325	\$384
Art			-23%	76%				365	\$339
Biological Sciences	271	7	8%	29%	-55%	62	2	397	\$327
Chemistry	12		22%	23%				595	\$196
Criminal Justice			83%	-54%	-100%			280	\$451
Digital Technology and Culture	165		1%	-23%		46		404	\$274
English	57		8%	-12%	0%	16		310	\$339
History	45		5%	7%	-90%	12		396	\$283
Mathematics and Statistics	41	5	-1%	-27%	-18%	9	1	419	\$253
Molecular Biosciences				80%	-100%			180	\$1,085
Neuroscience	40		29%	20%	-100%	9		282	\$491

Physics and Astronomy			0%					509	\$214
Psychology	193	6	3%	-20%	-10%	64	2	469	\$310
School of Languages, Cultures, & Race	70		182%	151%	0%	27		360	\$422
School of Politics, Philosophy and Public Affairs	14		-10%	-47%		4		187	\$633
School of the Environment	134	5	-3%	7%	-34%	27	2	269	\$503
Sociology	20		16%	-46%	153%	5		412	\$310

## Carson College of Business

Vancouver's Carson College of Business (CCB) specializes in undergraduate course and program offerings. When reviewing the CCB framework, it is important to note that the data reflect structural changes made to the College's departmental structure in recent years. Incoming new Business Administration B.A. students specialize in one of six majors: Accounting, Entrepreneurship, Finance, Management, Management, Information Systems, or Marketing. CCB has established corresponding departments for each major discipline. However, a general 'Business' department still exists in Vancouver's data structure, housing some Business Administration Faculty, offering lower-level undergraduate Business Administration courses (subject code B\_A), and capturing incoming new students indicating an academic interest in Business Administration.

In addition to Business Administration B.A. programs, the College of Business also offers the Hospitality Business Management B.S. program, which is the smallest enrolled program in the CCB portfolio. Over the past three years, upper-level undergraduate student credit hours have risen while lower-level undergraduate student credit hours have fallen, which can indicate variations in new versus continuing student enrollment over time. However, the cost of delivering student credit hours in Hospitality Business Management remains lower than some other CCB departments. As Vancouver expands on this framework and adds additional years of data in the coming years, enrollment and financial trends within the Carson College of Business will become more consistent at the department level.

Carson College of Business (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	Average # Degrees Awarded per Undergrad Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	59	4%	-19%	17	547	\$338
Accounting	102	37%	-32%	30	433	\$733
Business	43	-16%			1,105	\$130
Finance and Management Science	104	0%	-17%	24	585	\$329
Hospitality Business Management	21	-16%	66%	4	385	\$244
Management, Information Systems, and Entrepreneurship	44	39%	-29%	11	486	\$355
Marketing	69		-7%	21	519	\$453

## College of Agricultural, Human, and Natural Resource Sciences

The College of Agricultural, Human, and Natural Resources Sciences (CAHNRS) is represented in Vancouver's academic structure as the department of Human Development. The department of Human Development houses the B.A. in Human Development and M.S. and Ph.D. in Prevention Science programs, which have significant enrollment and faculty teaching activity on the Vancouver campus. The Vancouver campus does not have a formal department or degree program in Economic Sciences but offers a limited number of Economics courses to support general education and other majors. The School Economic Sciences is an example of an area that plays a strong service role for Vancouver students.

Within Human Development, the high level of undergraduate enrollment is largely driven by incoming new students who have declared an academic interest in the Human Development B.A. program. Further examination of enrollment trends in Human Development B.A. majors reveals that although many new students enter Vancouver interested in Human Development, those academic interests are not being converted to full majors as students progress throughout their academic career (see trends in the academic data table). Coupled with the decline in lower-level undergraduate student credit hours, CAHNRS leadership may have an opportunity to refine their recruitment and retention efforts by investigating incoming new students' melt away from the Human Development B.A. program.

College of Agricultural, Human, and Natural Resource Sciences (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	60	6	2%	8%	69%	20	2	489	\$255
Human Development	60	6	-8%	8%	69%	20	2	396	\$331
School of Economic Sciences			12%					1,420	\$45

## College of Education, Sport, and Human Sciences

Within the College of Education, Sport, and Human Sciences (CESHS), the department of Educational Leadership and Sport Management primarily serves graduate students, with Ed.M. and Ed.D. programs offered in Educational Leadership. Occasional undergraduate teaching activity occurs in this department through Educational Psychology course offerings. The department of Teaching and Learning houses degree programs at all levels, including bachelor's, master's, and doctoral programs. The B.A. in Elementary Education is the largest degree program in CESHS; new student applications to Vancouver with an indicated academic interest of Elementary Education are consistently high, although Vancouver's yield rate for these students is below 50% and enrollment in this program has declined over the past three years (see academic data table).

Graduate programs in CESHS have also contracted in recent years, though Vancouver's yield rate for graduate students remains high. These trends suggest that CESHS leaders have an opportunity to expand marketing and recruitment efforts for its graduate programs, as well as an opportunity to improve the competitiveness of the Elementary Education undergraduate program.

College of Education, Sport, and Human Sciences (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	85	15		-30%	-12%	30	8	180	\$653
Educational Leadership and Sport Management		24		-38%	-19%		4	80	\$1,934
Teaching and Learning	85	9		-29%	-5%	30	13	202	\$559

## College of Nursing

Vancouver’s College of Nursing serves students in the Nursing RN-BSN undergraduate program and the Nursing M.N. and D.N.P graduate programs. Because the College of Nursing has a single departmental designation, the framework compares it to Vancouver institutional trends. Nursing has awarded high numbers of undergraduate and graduate degrees over the past three years and is currently maintaining their student enrollment, but application trends have declined sharply (see academic data table). Student credit hours generated by upper-level undergraduate courses have shown strong growth over the past three years, while SCHs from graduate courses have dropped considerably.

Nursing is inherently a higher cost discipline with more intensive faculty involvement and clinical requirements, which is reflected in the key metrics of faculty SCH per faculty FTE and direct expenses per faculty SCH. Additional insight provided by College of Nursing leadership indicates that course offerings and teaching assignments for the College of Nursing are established on a system-wide basis, rather than a campus-specific basis, such that the College of Nursing functions as a cohesive unit across all WSU campuses.

Vancouver-specific College of Nursing activity should be interpreted within the context of Nursing’s unique structure and role for WSU. Nevertheless, declining application trends in Nursing programs at all levels at Vancouver warrant increased attention to recruitment and retention efforts.

College of Nursing (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	79	53		25%	-68%	60	16	157	\$959

## Murrow College of Communication

Vancouver's Murrow College of Communication houses the Strategic Communication B.A. program and also plays a service role for all Vancouver undergraduate students by offering Communication courses that are part of the UCORE curriculum. This service role is reflected in the notable increase in undergraduate SCHs offered over the past three years at both lower and upper course levels. The high rate of faculty student credit hours per faculty FTE and the relatively low average direct expenses per faculty student credit hours indicate that the Murrow College of Communication is allocating resources efficiently, particularly through optimal utilization of faculty to deliver course offerings that meet student demand.

Murrow College of Communication (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	33		16%	6%		10		470	\$216

## School of Engineering and Computer Science

The framework for the School of Engineering and Computer Science should be interpreted within the context of the nature of the discipline; similar to nursing, engineering typically requires smaller class sizes, specialized laboratories and equipment, and high-touch faculty involvement, all of which are financially intensive. Interest in the Computer Science B.S. program drives undergraduate enrollment within ECS, although both graduate and undergraduate student credit hour delivery has declined in the Computer Science department over the past three years.

Between the Engineering departments, the Mechanical Engineering B.S. program has considerably higher enrollment. However, the B.S. in Electrical Engineering program shows signs of increasing demand among students, illustrated through rising numbers of applications and high yield rates (see academic data table). ECS leadership may consider directing additional investment towards the growing Electrical Engineering department but would need to ensure faculty instructional responsibilities keep pace with student demand; there may also be opportunities to review course offerings in Computer Science for potential adjustments to section sizes or frequency.

School of Engineering and Computer Science (AY 2023-2025)	Average Duplicated Enrollment per Undergrad Program	Average Duplicated Enrollment per Graduate Program	3-Year % Change in Lower-Level UG SCH	3-Year % Change in Upper-Level UG SCH	3-Year % Change in Graduate SCH	Average # Degrees Awarded per Undergrad Program	Average # Degrees Awarded per Graduate Program	Average Faculty SCH per Faculty FTE	Average Direct Expenses per Faculty SCH
	135	8	5%	-1%	-23%	33	6	379	\$578
Computer Science	255	10	-9%	-13%	-4%	47	4	498	\$367
Electrical Engineering	105	7	57%	29%	-40%	20	5	262	\$828
Mechanical Engineering	170	9	24%	0%	-24%	34	8	355	\$767

## Replicability & Improved Data Processes and Governance

During the design and construction of Vancouver's framework, opportunities for improved data processes and data governance were identified. These critical improvements should be the responsibility of all stakeholders at Vancouver. Deliverables for this project include the provision of data replication files to ensure that Vancouver can continue updating the academic data table regularly. However, Vancouver's ability to replicate these efforts is largely contingent upon improvements in data processes, as well as enhanced capacity for this type of advanced analytic work.

As referenced in the Administrative Services Review, Vancouver would greatly benefit from access to a 1.0 FTE dedicated institutional research staff member. rpk ultimately utilized the WSU system IR office to obtain most data for the APRR; having a dedicated IR staff member for Vancouver would alleviate many of the obstacles encountered throughout this project, particularly around issues of data access, time and effort required to obtain data, and capacity to understand and interpret data elements. Additionally, this project revealed opportunities for improvements in the ways Vancouver's data are captured to reflect faculty instructional efforts as well as student progression through academic programs.

The following data areas require Vancouver's immediate and ongoing attention:

- **Faculty FTE:** For this project, faculty FTE data was provided by Vancouver's office of Business Services. Compiling the faculty FTE data needed for the APRR was a laborious manual process for Business Services staff, which is not practical long-term. Faculty FTE is a critical data point that Vancouver leaders must use for making decisions, so Vancouver should prioritize the development of standardized procedures for tracking and evaluating instructional activity and enhance existing data systems to ensure this information is accurate and readily available.
- **Retention:** Retention data was not included in the initial version of the framework due to data quality issues. For future iterations of this work, Vancouver should establish standardized methodology to track within-program, within-Vancouver, and within-WSU system first-year retention for new student cohorts.
- **Program Enrollment and Completion:** This project revealed some inconsistencies in the ways academic program data are reported. For instance, students enrolled in the Principal or Program Administrator and Superintendent Certificate programs are currently reported as graduate non-degree seeking, therefore their certificates are not captured in completions data. Also, as noted above, the changing structure of CCB's departments and its Business Administration program's shift in majors has resulted in temporarily messy data. The academic map provided in the academic data table can serve as a guide for future cleaning and alignment of WSU Vancouver's academic program data.

## OneWSU

In 2020, Washington State University unveiled a new Strategic Plan focusing on the growth of a unified system

infrastructure known as ONEWSU<sup>5</sup>. While Vancouver continues to maintain a degree of independence as a campus, efforts towards improved data processes and data governance should be developed with consideration to Vancouver's context within the overall Washington State University system. Evolving centralization of administrative services and academic structures will influence how data is collected and reported. This project applied a Vancouver-specific lens to all data elements but assembling and synthesizing the data in this way was challenging, and in many cases ran contrary to the ways data is collected and reported by WSU IR. As Vancouver considers its resource allocations and future investments, it is still critically important for Vancouver to have access to robust Vancouver-specific faculty data and student data. To the extent possible, improvements in data processes and governance should prioritize the ability to disaggregate WSU data at the campus level so that WSU Vancouver's framework can continue to be replicated consistently.

## Next Steps and Conclusion

The objectives for conducting this project at Vancouver were to (1) develop a data-informed, transparent approach for monitoring and evaluating academic offerings on an annual basis; and (2) build capacity at all levels of the organization to operate more strategically with a return on investment lens. The framework provides a wealth of quantitative data that can be used to ensure student demand and success inform decisions regarding program development and management, course offerings, and faculty instructional efforts. Vancouver is well-positioned to utilize this data to enhance the management of academic operations and enable stakeholders at all levels to participate in effectively managing available resources. Vancouver leaders are encouraged to consider the following recommended options to continue the momentum of this project's efforts:

- **Formalize Annual Academic Portfolio Review:** Adopt the APRR framework as a core part of the institution's annual review process for academic programs and resource allocation. This will enable regular, data-informed assessments of program health and strategic alignment.
- **Enhance Data Processes and Governance:** Invest in dedicated institutional research staff to improve data access, integrity, and analytic capacity. Address immediate data process improvements, especially in tracking faculty FTE, student retention, and program enrollment and completions. Establish methodologies for efficiently obtaining Vancouver-specific data.
- **Promote Transparency and Stakeholder Engagement:** Continue to provide campus-wide updates on academic program status and resource support. Facilitate opportunities for feedback and direct input from academic leadership and broader campus stakeholders.

As Vancouver settles into a new normal following the current period of transition, directing investments to areas of stability and growth will ensure the university continues to serve students and fulfill its mission. Trust and confidence across Vancouver will be renewed as more and more decisions are made based on transparent, reliable data.

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<sup>5</sup> <https://strategicplan.wsu.edu/>

## **Appendix I: Key Stakeholders**

### **Project Leaders**

Interim Chancellor Sandra Haynes

Interim Vice Chancellor for Academic Affairs, Research and Graduate Education, Christine Portfors

Interim Vice Chancellor for Finance and Operations, Damien Sinnott

### **Academic Leadership Council**

Sam Buechler, Library

Linda Eddy, College of Nursing

Kristin Lesseig, College of Education, Sport, and Human Sciences

Pavithra Narayanan, College of Arts and Sciences

Shameem Rakha, Associate Vice Chancellor for Academic Affairs

Yoshie Sano, College of Agricultural, Human, and Natural Resource Sciences

Jenni Sandstrom, Carson College of Business

Xinghui Zhao, School of Engineering and Computer Science

## Appendix II: Definitions (in order of appearance in framework)

**Duplicated Enrollment per [Undergraduate/Graduate] Program:** Headcount enrollment is the Fall census count of students declared in academic programs such as undergraduate and graduate majors, additional majors, post-baccalaureate majors, certificates, and declared academic interests. Students with multiple program declarations are counted once per program. For academic programs with fewer than three years of data, the 3-year average represents the available data.

**Student Credit Hours [Lower-Level Undergraduate/Upper-Level Undergraduate/Graduate]:** student credit hours generated based on course subjects mapped to departments and colleges/schools, calculated as the number of students enrolled in a course multiplied by the number of credit hours the course carries.

**Degrees Awarded per [Undergraduate/Graduate Program]:** The count of degrees and certificates conferred in academic programs; students earning multiple degrees and/or certificates in one year are counted for each earned degree and/or certificate.

**Faculty FTE:** The calculated number of full- and part-time faculty within academic departments each academic year; the sum of Regular Faculty FTE and Temporary Faculty FTE. Regular faculty positions include tenure, tenure-track, and career-track faculty. Temporary faculty positions include adjuncts and lecturers; 30 credits of instructional responsibility is equivalent to 1.0 temporary faculty FTE.

**Faculty Student Credit Hours:** The sum of all SCHs taught by all Vancouver faculty in a department; this metric includes all courses taught at any WSU campus.

**Faculty Student Credit Hours per Faculty FTE:** Student credit hours taught by faculty in the department, divided by total faculty FTE in the department.

**Direct Expenses per Faculty Student Credit Hour (SCH):** Total direct expenses divided by student credit hours taught by faculty in the department. Direct expenses are the total annual expenses directly associated with the department. Includes both expenses coded directly to the department and, if applicable, allocated expenses for summer instruction, global instruction, and school/college administration.

*Note: This report was originally shared on December 12, 2025.*

*This report was reissued on February 2, 2026 with the following revisions:*

- Entire document: WSUV replaced with WSU Vancouver.
- Page 8. Criteria descriptions expanded to improve clarity.
- Page 11. Chemistry metric 3-Year % Change in Lower-Level UG SCH highlight color changed from red to blue; Chemistry department categorization changed to 'Maximize Opportunities'.

- *Page 11. Criminal Justice metric 3-Year % Change in Lower-Level UG SCH highlight color changed from red to blue.*
- *Page 21. Details for Academic Director Yoshie Sano changed from Department of Human Development to College of Agricultural, Human, and Natural Resource Sciences.*

*This report was reissued on February 9, 2026 with the following revisions:*

- *Entire document: Red highlights in the framework changed color to orange; updated criteria descriptions to remove ‘over-performing and underperforming’ vocabulary.*

*These updates did not impact the overall conclusions of this report.*