DRIVERS

D1: A supportive community for all learners.
D2: Curricular and co-curricular programs, modalities and locations that are attractive for all learners.
D3: Affordable degrees for all students.
D4: Increased presence and satisfaction of faculty and staff of color and other underrepresented colleagues.
D5: Appropriate and effective marketing of Western.
D6: Increased recruitment efforts to attract more students in an environment of changing demographics.
D7: Programs, services, and practices that increase retention and graduation rates.
RG1: Clear pathways for students to graduation.
RG2: Fewer access barriers to fulfilling completion requirements.
RG3: Proactive, tailored, and comprehensive advising and counseling throughout time at Western on all aspects of student life.
RG4: Financial resources along with greater literacy to make informed decisions.
RG5: Early and broadening student experiences and engagement that are accessible to all.
RG6: Adequate academic preparation and support.
RG7: More diverse faculty and staff.
RG8: Proactive communication between the University and its students regarding diversity.

R1: Greater multi/cross-disciplinary and cross-institutional approach to developing research, scholarly and creative activities.
R2: A more diversified and actively pursued portfolio of external funding sources.
R3: Available pre and post-grant support.
R4: An enhanced grant-seeking culture.
Resource Model Diagram

Statement of Context in Interpreting Relational Diagram

The modeling component of the PACIRM initiative captures the drivers identified by the working groups, the key resources identified by university subject matter experts needed to make those drivers operational, and the correlations between these resources and the aspirational outcomes identified in the Strategic Plan’s 2025 metric targets. These relationships are essential in estimating the cost of the resources necessary to realize these outcomes. The purpose of the Resource Model Diagram is to demonstrate to stakeholders how the Institutional Resource Model will capture these correlations and provide strategic direction on the magnitude and types of resources necessary to fulfill these targets.

The model is centered on enrollment growth that diversifies the student population in accordance with the Strategic Plan’s aspirational goals. Resources either drive enrollment growth through recruitment of new students and retention of existing students, or are driven by enrollment growth to maintain or increase levels of service students receive today. Intrinsically, added resources require expenditures, whereas student growth increases revenue. While some added resources will be funded by increased tuition revenue resulting from enrollment growth, it is not anticipated to be enough to fully fund the resources necessary to achieve the metrics in the Strategic Plan. The model will measure the gap to inform efforts to increase revenues.

Our approach factors in different types of correlations tailored to specific resources. For example, increased levels of most types of personnel resources will be correlated directly to student enrollment growth using fixed ratios. On the other hand, it is not expected that university marketing will be mathematically correlated to enrollment growth in the model but will instead be included as a necessary investment to ensure prospective students continue to be aware of WWU when assessing options for higher education. This approach seeks to capture the unique nature of each resource in its expected relationship to outcomes.

To further illustrate and explain the diagram, the placement of resources and the associated drivers is meant to represent the impact the resource has on key milestones from enrollment to graduation. Marketing, financial aid, and curricular/co-curricular programming comprise the primary recruiting tools necessary to enroll students into the university, with tailored recruiting efforts to increase accessibility and student diversity. Once enrolled, faculty and staff engage all learners in curricular and co-curricular programming, academic support, comprehensive advising and counseling, and broadening experiences in an inclusive and effective manner. Faculty, with assistance from pre and post-award grant support resources, develop proposals to funding agencies for research activity that ultimately achieve the Strategic Plan’s grant revenue metrics. By fully operationalizing all drivers, it is envisioned that a more supportive, inclusive and diverse community will result that further enhances the university’s reputation, increases satisfaction of underrepresented students, faculty and staff, and drives academic success (degrees awarded) and additional enrollment while closing achievement gaps.

It is important to note that this diagram represents a working draft as we understand the drivers, their required investments, and correlations to outcomes today. As we continue to receive feedback, develop the Resource Model, and work with subject matter experts to refine the assumed correlations, there may be changes in how the model derives outcomes from the diagram’s current representation.