

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.  
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Argument

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The Wayne State University (WSU) [mission](#) is to create and advance knowledge, prepare a diverse student body to thrive, and positively impact local and global communities. The mission statement is complemented by a [vision](#) of WSU as a preeminent, public, urban research university known for academic and research excellence, success across a diverse student body, and meaningful engagement in its urban community; and [values](#) of collaboration, integrity, innovation, excellence, and diversity and inclusion. The mission, vision, and values are the foundation for "[Distinctively Wayne State University](#)," WSU's strategic plan for 2016-21, approved by the Board of Governors (BOG) on [Sept. 25, 2016](#).

### Mission Statement Development Process

Today's mission is rooted in WSU's first formal mission declaration ([1985](#)), which affirmed guiding principles of academic excellence; opportunity and access; and community engagement. The 2015 adaptation of "Distinctively Wayne State University" remains true to 1985's inaugural mission, yet distills its message from 700 to 20 words – making it concise, memorable, and compatible with modern media communications.

Consistent with WSU's culture of shared governance and engagement, the mission is developed through an inclusive process that engages internal and external stakeholders. It is reviewed on a five-year cycle, to ensure continued alignment with changing local and global environments, and to refresh strategies to balance emerging opportunities and challenges. The planning process is detailed in Section 5.C.

### Enrollment Profile

WSU's student population is diverse in race and ethnicity, gender, age, and economic status. [Fall 2016 enrollment](#) of 27,326 comprises 63.2% undergraduate students, 29.3% graduate students, and 7.5% professional students.

- Of [in-state students](#) (87.8%), 77.7% are from the Metro Detroit [tri-county] area. Students from [49 states outside of Michigan](#) comprise 3.4% of enrollment and [international students from 79 countries](#) total 8.8%.

- A highly diverse campus prepares students to thrive and positively impact local and global communities. Student [race and ethnicity](#) is 56.5% white, 30.7% non-white, and 3.9% unknown; race and ethnicity are not tracked for international students (8.8%). A significant population of Arab American students is included in 56.5% of students reported as white, thus expanding diversity captured by standard classifications; the Metro Detroit area hosts the second largest and most diverse Arab American population in the United States. In 2015-16, U.S. News Best Colleges ranked WSU's [campus ethnic diversity](#) highest of Michigan's 15 public universities and 2nd of all Michigan universities ranked (n=33). This ranking is independent of the international student population, which is excluded from U.S. News methodology.
- Student [gender distribution](#) is 55% female and 45% male. About 13% of undergraduate and 33% of graduate students are [age 30 or over](#).
- Economic disadvantage among students is significant; Pell grants were awarded to [49% of undergraduates](#) in 2014-15 (the most recent data available), the highest of Michigan's 15 public universities and 4th of all Michigan universities ranked (n=33).

### **Mission Alignment: Academic Programs and Student Support Services**

WSU aspires to implement its curricula in ways that serve the needs of a nontraditional student population that is racially and ethnically diverse, commuting, working, and raising families; it aspires to foster inclusive and sensitive teaching to this diverse student body – in which many are the first generation in their family or neighborhood to attend a university.

WSU's 13 [schools and colleges](#) create and advance knowledge through [385 academic programs](#), including 117 baccalaureate, 117 masters, 72 doctoral, and 79 credit-bearing certificates. The 2015 Carnegie Classification of Institutions of Higher Education (CCIHE) assigned WSU a Basic Classification of [R1, Doctoral University: Highest Research Activity](#), a distinction held by only 2.5% of U.S. institutions of higher education. Likewise, the CCIHE in 2015 renewed WSU's [Community Engagement Classification](#), placing it among just 11 public, large-city universities that hold both the CCIHE highest research designation and its most comprehensive classification for community engagement.

Each school/college articulates a mission complementary to WSU's mission; examples are the [College of Liberal Arts and Sciences](#) and the [School of Medicine](#), both emphasizing education and research to benefit a diverse and extended community. The WSU mission also cascades to academic units and degree programs within schools/colleges. As described in Section 4.A., [Academic Program Review Self-study Guidelines](#) require academic units to address the role of the unit's mission in guiding academic activities, strategic planning, and budgeting, as well as alignment with the university's mission and strategic plan; examples are [Anatomy and Cell Biology](#) and [Engineering Technology](#). Examples of degree program alignment with the WSU mission include the [Master of Public Health Program](#) and [Master of Arts in Dispute Resolution](#), both of which address unique needs of a diverse, multi-cultural community.

As a nationally ranked university, WSU holds high expectations for the educational achievements of its students and maintains selective admissions standards. As an urban, community-engaged university, it exercises an obligation to develop and foster special avenues that encourage access for promising students from disadvantaged educational backgrounds.

WSU's expectations for educational achievement faced conflict with its commitment to access and opportunity in 2011. Catalyzed by a [work product of the 2006 strategic plan](#), a multivariate analysis of historical student success data delivered sobering results: stratification within ACT and GPA ranges that guaranteed admission predicted that [23% of students admitted in 2010 had less than an 8% chance of graduating within six years](#). These insights were a call-to-action for transformation of both the admissions process and academic support systems for disadvantaged students, and set into motion planning by the Division of Academic Affairs for a comprehensive [Student Success Initiative](#) (SSI).

As detailed in Sections 4.C. and 5.C., the WSU BOG endorsed the proposed SSI on [Feb. 1, 2012](#), thereby affirming a mandate to improve retention and graduation rates. Approval of the [SSI funding plan](#) (recurring funding of \$9.6M by FY2016) was a resounding statement of institutional commitment, given WSU's parallel, annual revenue loss of \$32M in FY2012 from a 15% State of Michigan budget reduction recurring in subsequent years (Section 5.A.). It is evident from this example that WSU's planning and budgeting priorities align with and support the mission; return on investment in the SSI is documented by significant improvements in two-year retention and six-year graduation, reported in the [Quality Initiative Final Report](#) and updated in fall 2016 (Section 4.C.).

The WSU student support system includes core services; as well as mission-driven services as mandated by the university's historical commitment to access and opportunity, and as identified by the strategic planning process. Included among core student support services described in Section 3.D.:

- Customer-focused, core enrollment services (e.g., admissions, financial aid, records, registration, student accounts receivable) are integrated in the Student Service Center and are available in person, online, and by phone.
- Resources for health and wellness, such as Counseling and Psychological Services; and services targeted to groups with specialized needs, such as disabled students and veterans.
- Dean of Students Office (DOSO) initiatives, which enhance the collegiate experience for students and families and develop student leadership.
- Resources to foster a diverse, multicultural campus community.

Continued improvement of mission-based support services (for example, within institutional priorities of [Student Success](#) and [Diversity and Inclusion](#)) build on and expand initiatives of the [2006 strategic plan](#), which led to:

- Implementation in 2012 of a transformed support infrastructure to improve retention, progress to degree, and graduation rates (Sections 3.D. and 4.C.); and
- Implementation of recommendations of the 2013 report, [Greater Retention and Achievement through Diversity](#) (Sections 1.C. and 4.C.).

Section 5.C. further describes how planning and budgeting priorities align with and support the mission.

## Sources

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