What You Need to Know | Whom to Contact/More Info
---|---
**Assessment/Accreditation** | Assessment documents on Provost’s web site.  
- All Departments must have 1) a mission statement, 2) an assessment plan, and 3) course-level assessment of student-learning outcomes. **Many departments must complete #3.**  
- WWU must complete interim accreditation report, addressing GUR assessment. *The Office of Institutional Assessment, Research, and Testing (OIART) and the VPUE will propose a plan to departments Winter 2009.*  
- "Closing the loop" worksheet.  
- OIART can assist with alumni and graduating senior surveys.  
- | Deans/Associate Deans  
- | Richard Frye, OIART  
- | Steven VanderStaay  
| | Tools & Techniques  
| | Beth Hartsoch, OIART
**Current State Mandates and Initiatives** | WA Higher Education Coordinating Board: [www.hecb.wa.gov](http://www.hecb.wa.gov)
- Require departments and universities to adopt programs and policies that:  
  - permit community college students may transfer to Western  
  - "major ready."  
  - facilitate graduation in 4 years.  
  - prepare more students for scientific and technical majors.  
  - improve retention for first-year students.  
- | VPUUE Office and  
- | Karen Casto, x4943  
- | [http://pandora.cii.wwu.edu/](http://pandora.cii.wwu.edu/)
| | Roberta Kjesrud, x4566  
| | [www.acadweb.wwu.edu/writingcenter](http://www.acadweb.wwu.edu/writingcenter)  
| | Carmen Werder, x7329  
| | [www.wwu.edu/wis/](http://www.wwu.edu/wis/)  
| | [www.wwu.edu/tla](http://www.wwu.edu/tla)
**Professional Development & Support** | VPUUE Office and  
- Resources for course design, assessment, discussion, grading, technology, lecturing, teaching tips, open courseware, etc. @ Center for Instructional Innovation (CII).  
- Faculty Learning Community/Faculty Fellows Support.  
- Writing assistance for students and classes @ Writing Center.  
- Assistance for teachers @ Writing Instruction Support.  
- Teaching Learning Academy (TLA): coordinates “Carnegie discussions” among students, faculty & staff.  
- | Karen Casto, x4943  
- | [http://pandora.cii.wwu.edu/firstyear/fye](http://pandora.cii.wwu.edu/firstyear/fye)
| | Tim Costello, x2503  
| | [www.wwu.edu/depts/csl/](http://www.wwu.edu/depts/csl/)
**Service Learning** | Lisa Zuzarte, x 6275
- Community placements, course integration assistance, faculty fellows program available @ Center for Service Learning.  
- | [www.wwu.edu/depts/csl/](http://www.wwu.edu/depts/csl/)
**First-Year Programs** | Fellowships Office  
- Freshman Interest Groups (FIGS): 2 GURS linked to a 2 credit seminar. First-Year Experience (FYE): GUR course w/ added outcomes.  
- | [www.wwu.edu/depts/honors/](http://www.wwu.edu/depts/honors/)
| | [www.wwu.edu/depts/womenstudies](http://www.wwu.edu/depts/womenstudies)
| | [www.wwu.edu/tla](http://www.wwu.edu/tla)
**Honors** | George Mariz, x3446  
- Honors program buys out courses for faculty teaching honors.  
- | Roseanne Kanhai, x 3266 or  
| | Shurla Thibou, x 3534  
| | [www.wwu.edu/depts/womenstudies](http://www.wwu.edu/depts/womenstudies)
**Women Studies** | [www.wwu.edu/depts/womenstudies](http://www.wwu.edu/depts/womenstudies)
- Provides seminars and cross-listed courses.  
- | [www.wwu.edu/depts/honors/](http://www.wwu.edu/depts/honors/)
**Catalog** | Lisa Zuzarte, x 6275
- Forms, routing and procedures.  
- | [www.wwu.edu/depts/csl/](http://www.wwu.edu/depts/csl/)
**Fellowships Office** | Fellowship application research and support for high-achieving students.  
- | [www.wwu.edu/fellowships/](http://www.wwu.edu/fellowships/)
**New Faculty Orientation** | Wendy Knight, x 2292
- Annual orientation program for new faculty held in September. Chairs introduce new faculty at this event.  
- | [www.wwu.edu/newfaculty](http://www.wwu.edu/newfaculty)
## Closing the Loop

<table>
<thead>
<tr>
<th>Target criteria</th>
<th>Evidence</th>
<th>Analysis</th>
<th>Results &amp; Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Intended</em> outcomes and specific abilities</td>
<td><em>Observed</em> outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. Match course offerings with student needs</td>
<td>Over-enrolled in 200 level courses &amp; under-enrolled @ 300 level.</td>
<td>Transfer students, lacking prerequisites, crowded into 200 courses.</td>
<td>Fall 2009 replace 2 300 level sections with 200 level courses.</td>
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</tbody>
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