

2016-17 SEEC Recommendations to Faculty Senate

Discussion Focus 1: Significance of EE Revenue to Curricular Demands

In AY2016-17, meetings of the Senate Extended Education Committee (SEEC) largely focused on the increased significance of “soft” revenue from courses and programs offered by Extended Education (EE) to the ability of many departments to meet the curricular needs of their students during the regular, state-funded academic year.

The SEEC is troubled by the growing dependence of Western’s state-funded, academic year curriculum on revenues generated by EE given the relatively small portion of Western’s overall budget represented by the revenues generated by EE each summer. In 2016-17, Western’s annual State Operating Budget is \$158.1 million. Revenue shortfalls across all colleges from decreases in EE Summer Session 2017 revenue are expected to range from \$425,000 to \$500,000 for AY2017-18. These projected decreases led a Dean to propose that EE course offerings for Summer Session 2017 be determined primarily by an economic calculation intended to raise revenue to fund their college’s educational mission during the regular academic year. These projected decreases also led to an anxiety provoking, campus-wide discussion of possible deep cuts to NTT faculty and their curricular contributions for AY2017-18.

The projected revenue shortfall to all colleges from EE Summer Session 2017 represents about 0.3% of Western’s operating budget for the current academic year. This led SEEC to ponder a fundamental question about budget priorities:

Why, in the context of a \$158.1 million operating budget, are departments relying on the small and fluctuating revenue generated through courses and programs offered by EE to complete the funding of the primary academic mission of the university?

In February, the Provost announced at Senate that his office would provide funding to eliminate the impact that decreased revenue from EE Summer Session 2017 might have on funding for NTT faculty and their critical curricular contributions to our departments and colleges. To avoid similar disruptions in the future, SEEC believes that the Senate should work with Academic Affairs (AA) to reduce the dependency of Western’s educational mission on “soft” revenues generated by EE courses and programs. SEEC presents several recommendations for the Senate’s consideration:

Recommendation 1: The SEEC **moves to recommend** that the Senate call on Western’s administration to provide ample base funding for the primary academic mission of the university. Revenues generated by EE programs and classes should not be critical to the funding of academic year courses or departmental operating expenses.

Recommendation 2: The SEEC **moves to recommend** that the Senate seek increased faculty participation in the establishment of Western’s funding priorities. The UPRC could be involved with this issue.

Recommendation 3: The SEEC **moves to recommend** that the Senate call on Western’s administration to ensure that all regular-tuition paying students have access to a complete state-supported curriculum.

Senate Extended Education Committee, a Standing Committee of the Faculty Senate

Mike Mana, Chair: Mike.Mana@wwu.edu

SEEC website: http://www.wwu.edu/facultysenate/F_SEEC/SEEC_Main.shtml

Senate Office: MS9020, PH: 6808, FX: 3100

Meetings of the SEEC are open to the campus community

The SEEC notes a 22% increase in EE courses offered during the regular academic year between AY2013-14 and AY2015-16; in AY2015 -2016, a total of 21 departments offered a total of 113 course sections through EE. The SEEC is concerned that an increase in course offerings during the regular academic year is occurring, at least in part, to meet student demand when departments have no other resources to do so, and/or to generate extra revenue for other critical needs. The SEEC believes that self-sustaining, higher cost EE courses should not substitute for more affordable, state supported courses in order for Western's students to graduate in a timely fashion.

Discussion Focus 2: Development and Support of EE Programs

During AY 2016-17, the SEEC continued to discuss Western's growth outside of Bellingham and Whatcom County via EE programs and classes at Western's extended campuses (e.g., Everett, Poulsbo, Bremerton, Port Angeles). Over the course of the year, different issues related to support (e.g., evaluation of faculty and programs; research and writing support; mental health care; career development; disability assistance) for departments, faculty, and students involved with EE programs and classes were discussed. The outcome of these discussions are the following recommendations:

Recommendation 4: The SEEC **moves to recommend** that the Senate call on Western's administration to provide resources needed for departments to ensure the high quality of EE programs. The continuing expansion of EE programs creates many new hiring and evaluation obligations for departments, often at sites some distance from the Bellingham campus. The SEEC members are concerned that increases in departmental resources are not always commensurate to these increased obligations, which are crucial to maintain the quality and reputation of Western's EE programs.

Recommendation 5. The SEEC **moves to recommend** that the Senate address the issue of equitable support of and resources for students at all of Western's locations. There is concern amongst faculty at Western's extended campuses about the level of academic opportunities and services that are available outside of the Bellingham area. Growth of EE programs must be accompanied by the resources needed to maintain quality services when they currently exist, and access to these services must be secured when they are lacking.

Recommendation 6: The SEEC **moves to recommend** that the Senate initiate a campus-wide conversation about the future development of EE programs. This conversation could begin with a consideration of ways to make EE a *part* of, rather than an *extension* of, Western Washington University (e.g., by listing the locations of ALL of Western's campuses on Western's home page, so that they are easily found). The SEEC encourages a purposeful, forward-looking model of future development for EE programs and campuses that includes a goal of moving all programs to state support. The SEEC believes that Western's explicit goals of increasing student diversity and access to higher education are hindered by the higher tuition rates required when EE programs and classes are self-sustaining.

Recommendation 7: The SEEC **moves to recommend** that the Senate and Western's administration consider how best to develop new EE courses and programs for non-matriculated Western students.

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Specifically, the SEEC discussed the development of new EE certificate/badge programs, developed by Western's faculty and departments, that would be intended primarily for students not already enrolled at Western. During AY 2016-17, Western offered just 8 certificate programs through EE; this is the 2nd lowest number of any 4-year college in the state (see Figure 1). Nationwide, this is an area of EE that: 1) is experiencing considerable growth; 2) is not state supported; 3) will allow EE to expand the number of non-matriculated students and the nature of the student body at Western; and 4) could greatly increase future revenues generated by EE for our institution. The SEEC also recognizes that these programs would serve to re-engage Western alumni as well as serve the needs of local and regional businesses.

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Fig. 1. Overview of Certificate Programs Offered by 4-Year Institutions in Washington State, AY 2016-17.

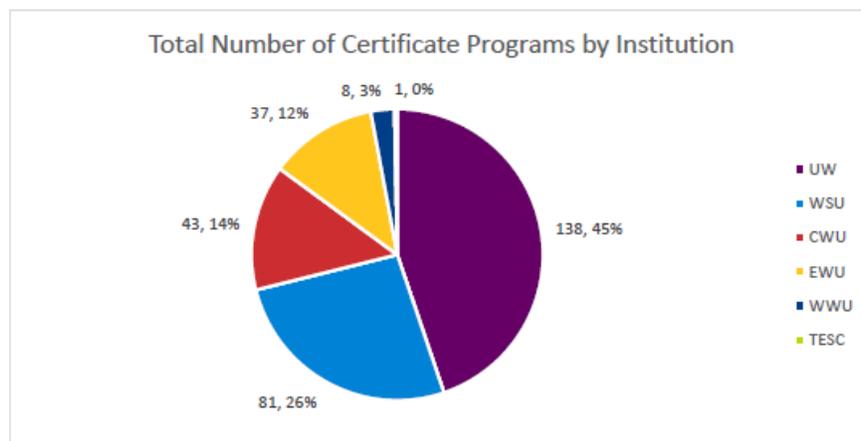


CERTIFICATE PROGRAMS

AN OVERVIEW OF CERTIFICATE PROGRAMS AT WASHINGTON STATE PUBLIC 4-YEAR INSTITUTIONS

OVERVIEW

The data below represent the number of certificate programs at each of the Washington State Public Baccalaureates.



| Program | Credit-Bearing: <i>Online</i> | Credit-Bearing: <i>Face-to-Face</i> | Non-Credit: <i>Online</i> | Non-Credit: <i>Face-to-Face</i> | TOTAL* <i>(By Institution)</i> |
|---------------------------------------|----------------------------------|--|------------------------------|------------------------------------|-----------------------------------|
| CWU | 7 | 27 | 8 | 1 | 43 |
| EWU | 9 | 26 | 1 | 1 | 37 |
| TESC | 0 | 0 | 0 | 1 | 1 |
| UW | 17 | 55 | 38 | 28 | 138 |
| WSU | 12 | 53 | 14 | 2 | 81 |
| WWU | 1 | 7 | 0 | 0 | 8 |
| TOTAL <i>(By Category):</i> | 46 | 168 | 61 | 33 | 308 |

* Institutional totals represent duplicate certificates across multiple categories (e.g. online and face-to-face).

Data Sources: Institutional Outreach/Academic Recruitment Web Pages and Institutional Catalogues.

CERTIFICATE PROGRAMS AT WESTERN WASHINGTON UNIVERSITY

- Archives and Records Management Certificate Program (Credit-Bearing: *Face-to-Face* | [Catalog](#))
- Geographic Information Science Certificate (Credit-Bearing: *Face-to-Face* | [Catalog](#))
- Teaching English to Speakers of Other Languages Certificate (Credit-Bearing: *Online* and *Face-to-Face* | [Catalog](#))
- Vehicle Design Post-Baccalaureate Certificate Program (Credit-Bearing: *Face-to-Face* | [Catalog](#))
- Internet Studies Center Certificate Options:
 - Content Development Certificate (Credit-Bearing: *Face-to-Face* | [Catalog](#))
 - E-Commerce Developer Certificate (Credit-Bearing: *Face-to-Face* | [Catalog](#))
 - Web Programming Certificate (Credit-Bearing: *Face-to-Face* | [Catalog](#))

Active Minds Changing Lives

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