Year Seven Self-Evaluation Report

Submitted to the Northwest Commission on Colleges and Universities

Western Washington University

Winter, 2017
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAC</td>
<td>Accreditation and Assessment Advisory Committee</td>
</tr>
<tr>
<td>AAC&amp;U</td>
<td>American Association of Colleges and Universities</td>
</tr>
<tr>
<td>ACC</td>
<td>Academic Coordinating Commission</td>
</tr>
<tr>
<td>ALO</td>
<td>Accreditation Liaison Officer</td>
</tr>
<tr>
<td>CBA</td>
<td>Collective Bargaining Agreement</td>
</tr>
<tr>
<td>CIIA</td>
<td>Center for Instructional Innovation and Assessment</td>
</tr>
<tr>
<td>CLA</td>
<td>Collegiate Learning Assessment</td>
</tr>
<tr>
<td>CTC</td>
<td>Community and Technology Colleges</td>
</tr>
<tr>
<td>CUE</td>
<td>Committee on Undergraduate Education</td>
</tr>
<tr>
<td>EOO</td>
<td>Equal Opportunity Office</td>
</tr>
<tr>
<td>FIG</td>
<td>Freshman Interest Group</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time Equivalent</td>
</tr>
<tr>
<td>GUR</td>
<td>General University Requirements</td>
</tr>
<tr>
<td>NWCCU</td>
<td>Northwest Commission on Colleges and Universities</td>
</tr>
<tr>
<td>NSSE</td>
<td>National Survey of Student Engagement</td>
</tr>
<tr>
<td>OSR</td>
<td>Office of Survey Research</td>
</tr>
<tr>
<td>SLO</td>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering &amp; Mathematics</td>
</tr>
<tr>
<td>UFWWW</td>
<td>United Faculty of Western Washington</td>
</tr>
<tr>
<td>UPRC</td>
<td>University Planning and Resource Council</td>
</tr>
<tr>
<td>WELS</td>
<td>Western Educational Longitudinal Survey</td>
</tr>
<tr>
<td>Western</td>
<td>Western Washington University</td>
</tr>
<tr>
<td>VPUE</td>
<td>Vice Provost for Undergraduate Education</td>
</tr>
</tbody>
</table>
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Institutional Overview

The main campus of Western Washington University is located on 212 picturesque acres in Bellingham, Washington, a city of 83,580 people located between Seattle, Washington and Vancouver, British Columbia. Nestled in the foothills of the Cascade Mountains and adjacent to the beautiful San Juan Islands, Bellingham is nationally recognized for quality of life, outdoor adventure, and environmental stewardship. As the third largest university in the State of Washington, Western enrolls 15,332 undergraduates and 707 graduate students in more than 160 academic programs at the Bellingham campus and seven satellite locations around the Puget Sound area.

Western, which first opened its doors in 1899, is perennially ranked as the best public, master’s-granting university in the Pacific Northwest and No. 2 in the West, according to U.S. News & World Report college rankings. Kiplinger’s ranks Western among the top 100 public colleges and universities in the nation that offer the best quality and affordability. U.S. News and World Report has also named Western one of the most cost-efficient in the country among highly-ranked universities and for several years in a row the Chronicle of Higher Education recognized Western as a “Great Place to Work.” Western is particularly proud of its position as a leader in multidisciplinary environmental education and sustainable campus operations.

Western provides an active student-centered learning environment with a liberal arts and sciences foundation and robust co-curricular, internship, research, creative, and service learning opportunities. There is a widely shared vision that Western will be a higher education leader in a culturally responsive 21st century learning environment, applying its critical strengths to societal issues while creating a welcoming community for a diversity of people, ideas, and programs. To that end, Western has embraced a style that is collegial, transparent, and timely in its engagement and communication with on- and off-campus stakeholders.

Western is not only committed to the academic growth of its students, but to empowering them to be engaged and active agents of positive change in the world. Western is ranked first in the nation among medium-sized universities for Peace Corps participation, was first in the nation in 2014 among public, masters-granting institutions for the number of its graduates awarded Fulbright Fellowships, and has been classified for five years as a Carnegie Community Engagement University. Western has been designated a “Military Friendly School,” for six consecutive years by G.I. Jobs Magazine. (See National Recognition: Military.)
In 2015, Western was one of five schools to win the inaugural Active Minds, Healthy Campuses award, which recognizes Western as one of the healthiest campuses in the nation. (See Active Minds, Healthy Campuses.)

In 2014, Western was selected to join the Ashoka U Changemaker Campus consortium, which now stretches across 29 campuses in five countries and provides students and faculty alike with interdisciplinary, entrepreneurial and solution-oriented skills to succeed and make a positive difference in the world. (See Ashoka U, and Changemaker Announcement.)

In its most recent ratings, the Survey of Earned Doctorates (SED) ranked Western 9th among all masters-granting institutions, public and private, for the number of its undergraduates who went on to earn a research doctorate in the past decade. (See SED Doctorate: WWU.)

Information and references on these, and other distinctions of excellence, can be found at Western’s “National Recognition” site. (See National Recognition: WWU.)

Western Washington University is composed of seven colleges and the Graduate School:

- College of Business and Economics
- College of Fine and Performing Arts
- College of Humanities and Social Sciences
- College of Science and Engineering
- Fairhaven College of Interdisciplinary Studies
- Huxley College of the Environment
- Woodring College of Education

Western offers degrees in Bachelor of Arts, Bachelor of Arts in Education, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Nursing, Master of Arts, Master of Business Administration, Master of Education, Master of Fine Arts, Master of Music, Master of Science, Master in Teaching, and Master of Professional Accounting.
Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Western Washington University

Address: 516 High Street

City, State, ZIP: Bellingham, Washington 98225

Degree Levels Offered: X Masters X Baccalaureate

If part of a multi-institution system, name of system: NA

Type of Institution: X Comprehensive

Institutional control: X Public

Institutional calendar: X Quarter

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

<table>
<thead>
<tr>
<th>Program or School</th>
<th>Degree Level(s)</th>
<th>Recognized Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education</td>
<td>Educator Certification</td>
<td>NCATE</td>
<td>2012</td>
</tr>
<tr>
<td>College of Business &amp; Economics</td>
<td>Bachelors and Masters</td>
<td>AACSB</td>
<td>2015</td>
</tr>
<tr>
<td>Communication Sciences &amp; Disorders</td>
<td>Bachelors and Masters</td>
<td>ASHA</td>
<td>2011</td>
</tr>
<tr>
<td>Mental Health &amp; School Counseling</td>
<td>Masters</td>
<td>CACREP</td>
<td>2015</td>
</tr>
<tr>
<td>Rehabilitation Counseling</td>
<td>Masters</td>
<td>CORE</td>
<td>2012</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Bachelors</td>
<td>ACS</td>
<td>2016</td>
</tr>
<tr>
<td>Community Health</td>
<td>Bachelors</td>
<td>SABPAC</td>
<td>2011</td>
</tr>
<tr>
<td>Engineering Tech</td>
<td>Bachelors</td>
<td>ABET</td>
<td>2011</td>
</tr>
<tr>
<td>Industrial Design</td>
<td>Bachelors</td>
<td>NASAD</td>
<td>2009</td>
</tr>
<tr>
<td>Music</td>
<td>Bachelors and Masters</td>
<td>NASM</td>
<td>2012</td>
</tr>
<tr>
<td>Recreation</td>
<td>Bachelors</td>
<td>COAPRT</td>
<td>2012</td>
</tr>
<tr>
<td>Commuter Sciences</td>
<td>Bachelors</td>
<td>ABET</td>
<td>2014</td>
</tr>
<tr>
<td>Urban Planning and Sustainable Development</td>
<td>Bachelors</td>
<td>PAB</td>
<td>2016</td>
</tr>
<tr>
<td>Nursing</td>
<td>Bachelors</td>
<td>CCNE &amp; AACN</td>
<td>2016</td>
</tr>
</tbody>
</table>
**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: \(14,486.2 \frac{UG\ Credit\ Hrs}{15} + \frac{GR\ Credits\ Hrs}{10}\))

**Official Fall 2016 (most recent year) FTE Student Enrollments**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: F16</th>
<th>One Year Prior Dates: F15</th>
<th>Two Years Prior Dates: F14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>13,824.8</td>
<td>13,537.7</td>
<td>13,408.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>661.4</td>
<td>656.4</td>
<td>621.5</td>
</tr>
<tr>
<td>Professional</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unclassified</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total all levels</strong></td>
<td><strong>14,486.2</strong></td>
<td><strong>14,194.1</strong></td>
<td><strong>14,029.5</strong></td>
</tr>
</tbody>
</table>

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall 2016 (most recent year) Student Headcount Enrollments**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year Dates: F16</th>
<th>One Year Prior Dates: F15</th>
<th>Two Years Prior Dates: F14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>14,846</td>
<td>14,625</td>
<td>14,407</td>
</tr>
<tr>
<td>Graduate</td>
<td>728</td>
<td>707</td>
<td>653</td>
</tr>
<tr>
<td>Professional</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unclassified</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total all levels</strong></td>
<td><strong>15,574</strong></td>
<td><strong>15,332</strong></td>
<td><strong>15,060</strong></td>
</tr>
</tbody>
</table>

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full Time</th>
<th>Part Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>186</td>
<td>9</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>21</td>
<td>-</td>
<td>163</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>174</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>14</td>
<td>-</td>
<td>159</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>124</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>-</td>
<td>111</td>
</tr>
<tr>
<td>Instructor</td>
<td>114</td>
<td>314</td>
<td>-</td>
<td>-</td>
<td>37</td>
<td>34</td>
<td>-</td>
<td>43</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$99,452</td>
<td>20.4</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>$80,095</td>
<td>12.3</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>$69,137</td>
<td>2.6</td>
</tr>
<tr>
<td>Instructor</td>
<td>$51,384</td>
<td>8.9</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution’s audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1-June 30

### Reporting of income:
- Accrual Basis

### Reporting of expenses:
- Accrual Basis

### BALANCE SHEET DATA

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Last Completed FY Dates: 6/30/2015</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/2014</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Current Assets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>40,457,830</td>
<td>41,777,144</td>
<td>35,598,392</td>
</tr>
<tr>
<td>Investments</td>
<td>23,533,163</td>
<td>14,619,746</td>
<td>21,721,286</td>
</tr>
<tr>
<td>Accounts receivable gross</td>
<td>7,751,768</td>
<td>7,433,263</td>
<td>8,047,354</td>
</tr>
<tr>
<td>Less allowance for bad debts</td>
<td>(1,023,209)</td>
<td>(861,864)</td>
<td>(644,470)</td>
</tr>
<tr>
<td>Inventories</td>
<td>1,708,771</td>
<td>1,455,486</td>
<td>1,370,459</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>368,479</td>
<td>344,863</td>
<td>510,507</td>
</tr>
<tr>
<td>Other (identify) Funds w/State Treasurer</td>
<td>2,181,948</td>
<td>4,008,042</td>
<td>3,132,895</td>
</tr>
<tr>
<td>Due from Interest Receivable / Gift Rec.</td>
<td>930,854</td>
<td>895,334</td>
<td>744,030</td>
</tr>
<tr>
<td>Total Current Assets Unrestricted</td>
<td>75,909,604</td>
<td>69,672,014</td>
<td>70,480,453</td>
</tr>
</tbody>
</table>

**Restricted Noncurrent**

| Cash | 868,090 | 883,514 | 1,123,060 |
| Investments | 50,628,570 | 49,494,322 | 37,026,232 |
| Other (identify) Student Loan/Gift Receivables | 8,609,901 | 8,740,714 | 8,576,027 |
| Due from State Treasurer | 3,013,269 | 3,192,149 | 2,902,710 |
| Other Asset, and Net Pension (FY15) | 762,433 | 119,732 | 100,438 |
| **Total Noncurrent Restricted** | 63,894,623 | 62,536,333 | 49,728,467 |
| **Total Current Funds** | 139,791,867 | 132,102,555 | 120,208,920 |

**Endowment and Similar Funds**

| Cash | 12,360 | 105,792 | 45,265 |
| Investments | 12,504,241 | 12,284,350 | 10,673,839 |
| Other (identify) | 0 | 0 | 0 |
| Due from | 0 | 0 | 0 |
| **Total Endowment and Similar Funds** | 12,516,601 | 12,390,142 | 10,719,104 |

**Plant Fund**

| Unexpended | 0 | 0 | 0 |
| Cash | 0 | 0 | 0 |
| Investments | 0 | 0 | 0 |
| Other (identify) | 0 | 0 | 0 |
| **Total unexpended** | 0 | 0 | 0 |

**Investment in Plant**

| Land | 12,049,317 | 12,049,317 | 12,772,593 |
| Land improvements/Infrastructure | 197,737,979 | 196,556,278 | 185,824,675 |
| Buildings | 417,424,123 | 415,152,405 | 397,986,330 |
| Equipment | 42,615,174 | 39,252,724 | 37,821,788 |
| Library resources | 53,514,910 | 53,309,434 | 53,131,868 |
| Other (identify) Construction in Progress | 21,995,208 | 9,801,679 | 23,727,877 |
| **Total investments in plant** | 745,336,711 | 726,121,837 | 711,265,131 |

**Due from Other plant funds (identify) Less Accum. Depr**

| Less Accum. Depr | (317,710,400) | (292,975,290) | (269,768,885) |
| **Total Plant Funds** | 427,626,311 | 433,146,547 | 441,496,246 |
| **Other Assets (Identify) Deferred Outflows** | 5,079,678 | 1,641,095 | 1,797,593 |
| **Total Other Assets** | 5,079,678 | 1,641,095 | 1,797,593 |
| **Total Assets** | 585,014,457 | 579,280,339 | 574,221,863 |
# BALANCE SHEET DATA (continued)

<table>
<thead>
<tr>
<th>LIABILITIES</th>
<th>Last Completed FY Dates: 6/30/2015</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/2014</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ALL FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unrestricted, Current</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>14,233,367</td>
<td>11,443,526</td>
<td>9,527,565</td>
</tr>
<tr>
<td>Accrued liabilities - Compensated Absences</td>
<td>8,145,435</td>
<td>7,968,633</td>
<td>7,768,373</td>
</tr>
<tr>
<td>Students’ deposits</td>
<td>2,846,662</td>
<td>2,607,639</td>
<td>2,738,929</td>
</tr>
<tr>
<td>Deferred credits</td>
<td>8,523,978</td>
<td>8,208,306</td>
<td>7,371,333</td>
</tr>
<tr>
<td>Other liabilities (identify) - Net Pension Obl.</td>
<td>376,000</td>
<td>376,000</td>
<td>376,000</td>
</tr>
<tr>
<td>Due to - Deposits Held for Others</td>
<td>9,364</td>
<td>11,877</td>
<td>205,890</td>
</tr>
<tr>
<td>Fund balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Unrestricted</strong></td>
<td>34,134,806</td>
<td>30,615,981</td>
<td>27,988,090</td>
</tr>
<tr>
<td>Restricted, Noncurrent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable - Notes Payable</td>
<td>4,489,413</td>
<td>4,961,400</td>
<td>5,512,862</td>
</tr>
<tr>
<td>Other (identify) - Net Pension Obligation</td>
<td>35,834,188</td>
<td>9,589,408</td>
<td>7,384,970</td>
</tr>
<tr>
<td>Due to - Deposits Held for Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Restricted</strong></td>
<td>40,323,601</td>
<td>14,550,808</td>
<td>12,897,832</td>
</tr>
<tr>
<td><strong>TOTAL FUNDS</strong></td>
<td>74,458,407</td>
<td>45,166,789</td>
<td>40,885,922</td>
</tr>
<tr>
<td><strong>ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Due to</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL ENDOWMENT AND SIMILAR FUNDS</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>PLANT FUND</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexpended</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Notes payable</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bonds payable</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Due to</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fund balance</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total unexpended</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Investment in Plant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes payable</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bonds payable</td>
<td>68,639,316</td>
<td>72,442,043</td>
<td>75,482,723</td>
</tr>
<tr>
<td>Mortgage payable</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other liabilities (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Due to</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other plant fund liabilities (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL INVESTMENTS IN PLANT FUND</strong></td>
<td>68,639,316</td>
<td>72,442,043</td>
<td>75,482,723</td>
</tr>
<tr>
<td><strong>OTHER LIABILITIES (IDENTIFY) DEFERRED INFLOWS</strong></td>
<td>10,464,227</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL OTHER LIABILITIES</strong></td>
<td>10,464,227</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>153,561,950</td>
<td>117,608,832</td>
<td>116,368,645</td>
</tr>
<tr>
<td><strong>FUND BALANCE</strong></td>
<td>431,452,507</td>
<td>461,671,507</td>
<td>457,853,218</td>
</tr>
</tbody>
</table>
## All Current Funds, Revenues, Expenditures, and Other Changes

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Last Completed FY Dates: FY 2015</th>
<th>One Year Prior to Last Completed FY Dates: FY 2014</th>
<th>Two Years Prior to Last Completed FY Dates: FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>116,203,799</td>
<td>113,943,154</td>
<td>110,885,904</td>
</tr>
<tr>
<td>Federal appropriations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>State appropriations</td>
<td>56,613,285</td>
<td>54,578,106</td>
<td>48,469,387</td>
</tr>
<tr>
<td>Local appropriations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grants and contracts</td>
<td>44,434,178</td>
<td>41,405,215</td>
<td>41,889,165</td>
</tr>
<tr>
<td>Endowment income</td>
<td>290,833</td>
<td>1,674,587</td>
<td>1,289,455</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>56,086,564</td>
<td>55,191,580</td>
<td>53,519,723</td>
</tr>
<tr>
<td>Other (identify) Sales of Educational Activities</td>
<td>5,401,957</td>
<td>4,650,219</td>
<td>4,804,365</td>
</tr>
<tr>
<td>Other Income - Interest / Investment /Cap.</td>
<td>4,180,621</td>
<td>4,685,417</td>
<td>4,215,996</td>
</tr>
</tbody>
</table>

### Expenditure & Mandatory Transfers

#### Educational and General

<table>
<thead>
<tr>
<th></th>
<th>Last Completed FY Dates: FY 2015</th>
<th>One Year Prior to Last Completed FY Dates: FY 2014</th>
<th>Two Years Prior to Last Completed FY Dates: FY 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>108,020,837</td>
<td>101,503,895</td>
<td>94,906,845</td>
</tr>
<tr>
<td>Research</td>
<td>6,096,508</td>
<td>5,333,465</td>
<td>4,969,498</td>
</tr>
<tr>
<td>Public services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic support</td>
<td>13,661,804</td>
<td>13,685,703</td>
<td>14,911,524</td>
</tr>
<tr>
<td>Student services</td>
<td>19,149,372</td>
<td>18,069,416</td>
<td>16,470,143</td>
</tr>
<tr>
<td>Institutional support</td>
<td>20,515,752</td>
<td>19,669,297</td>
<td>19,168,694</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>46,229,209</td>
<td>47,436,065</td>
<td>42,411,775</td>
</tr>
<tr>
<td>Scholarships and fellowships</td>
<td>18,031,770</td>
<td>17,620,538</td>
<td>16,796,678</td>
</tr>
<tr>
<td>Other (identify) Interest</td>
<td>3,486,933</td>
<td>3,554,252</td>
<td>3,652,599</td>
</tr>
<tr>
<td>Mandatory transfers for:</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Principal and interest</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Renewal and replacements</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Loan fund matching grants</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Educational and General</td>
<td>235,192,185</td>
<td>226,872,631</td>
<td>213,287,756</td>
</tr>
</tbody>
</table>

#### Auxiliary Enterprises

<table>
<thead>
<tr>
<th></th>
<th>Expenditures</th>
<th>46,691,849</th>
<th>45,437,358</th>
<th>46,329,778</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory transfers for:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Principal and interest</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Renewals and replacements</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Auxiliary Enterprises</td>
<td>46,691,849</td>
<td>45,437,358</td>
<td>46,329,778</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Expenditure & Mandatory Transfers

<table>
<thead>
<tr>
<th></th>
<th>281,884,034</th>
<th>272,309,989</th>
<th>259,617,534</th>
</tr>
</thead>
</table>

#### Other Transfers and Additions/Deletions (identify)

|                          | 0                                 | 0                                                 | 0                                                |

#### Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]

|                          | 1,327,203                         | 3,818,289                                         | 5,456,461                                        |

## Institutional Indebtedness

<table>
<thead>
<tr>
<th>Total Debt to Outside Parties</th>
<th>Last Completed FY Dates: 6/30/2015</th>
<th>One Year Prior to Last Completed FY Dates: 6/30/2014</th>
<th>Two Years Prior to Last Completed FY Dates: 6/30/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Capital Outlay</td>
<td>73,128,729</td>
<td>77,403,443</td>
<td>80,995,585</td>
</tr>
<tr>
<td>For Operations</td>
<td>36,210,188</td>
<td>9,965,408</td>
<td>7,760,970</td>
</tr>
</tbody>
</table>
**Domestic Off-Campus Degree Programs and Academic Credit Sites:** Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

**Programs and Academic Credit Offered at Off-Campus Sites Within the United States**

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>City, State, ZIP</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anacortes (Shannon Point Marine Center)</strong> &lt;br&gt;Shannon Point Marine Center Western Washington University 1900 Shannon Point Road Anacortes, WA 98221 USA</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Bremerton</strong> &lt;br&gt;Western Washington University Bremerton Center at Olympic College Engineering Building, Room 115 1600 Chester Avenue Bremerton, WA 98337-1699</td>
<td></td>
<td>Graduate Degrees &lt;br&gt;• Educational Administration, M.Ed. &lt;br&gt;Undergraduate Degrees &lt;br&gt;• Special Education with Elementary Education Endorsement, B.A.Ed. &lt;br&gt;Certificate and Professional Programs &lt;br&gt;• Special Education Endorsement &lt;br&gt;• Elementary Education Endorsement &lt;br&gt;• Educational Administration, Principal Certification</td>
<td>14</td>
<td>43</td>
<td>10</td>
</tr>
<tr>
<td><strong>Burien</strong> &lt;br&gt;Highline School District 15675 Ambaum Blvd. S.W. Burien, WA 98166</td>
<td></td>
<td>Undergraduate Degrees &lt;br&gt;• Language, Literacy, and Culture with Elementary Education Endorsement, B.A.</td>
<td>5</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td><strong>Everett</strong> &lt;br&gt;WWU at Everett University Center Everett Community College Gray Wolf Hall, Suite 253 2000 Tower Street, MS47 Everett, WA 98201</td>
<td></td>
<td>Graduate Degrees &lt;br&gt;• Business Administration, M.B.A. &lt;br&gt;• Rehabilitation Counseling, M.A. &lt;br&gt;• Secondary Education, M.I.T. &lt;br&gt;Undergraduate Degrees &lt;br&gt;• Environmental Science, B.S. &lt;br&gt;• Environmental Policy, B.A. &lt;br&gt;• Human Services, B.A. &lt;br&gt;• Special Education with Elementary Education Endorsement, B.A.Ed. &lt;br&gt;Certificate and Professional Programs &lt;br&gt;• Educational Administration, Superintendent Certification &lt;br&gt;• Elementary Education Endorsement &lt;br&gt;• Special Education Endorsements &lt;br&gt;• English to Speakers of Other Languages (ESOL) Program <em>(Offered Online with select Face-to-Face meetings at a Specified Sites)</em> &lt;br&gt;• Secondary Education for Equity &amp; Diversity (SEED) Program <em>(Program offered jointly in Mount Vernon)</em></td>
<td>58</td>
<td>263</td>
<td>42</td>
</tr>
<tr>
<td><strong>Mount Vernon</strong> &lt;br&gt;Western Washington University Mount Vernon Campus 2405 East College Way Mount Vernon, WA 98273</td>
<td></td>
<td>Undergraduate Degrees &lt;br&gt;• Nursing (RN-BSN), B.S. &lt;br&gt;Certificate and Professional Programs &lt;br&gt;• Secondary Education for Equity &amp; Diversity (SEED) Program <em>(Program offered jointly in Everett)</em></td>
<td>7</td>
<td>30</td>
<td>3</td>
</tr>
</tbody>
</table>
### Port Angeles
Western Washington University at Peninsula College
1502 East Lauridsen Blvd. C-10
Port Angeles, WA 98362

**Undergraduate Degrees**
- Environmental Science, B.S.
- Environmental Policy, B.A.

<table>
<thead>
<tr>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

### Poulsbo
WWU Center at OC Poulsbo
1000 Olympic College Way NW, Suite 222
Poulsbo, WA 98370-7198

**Undergraduate Degrees**
- Business Administration, B.A.
- Computer and Information Systems Security, B.S.
- Environmental Policy, B.A.
- Environmental Science, B.S.
- Multidisciplinary Studies, B.A.

<table>
<thead>
<tr>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

### Seattle
Western Washington University at North Seattle College
9600 College Way North
College Center Building 1254
Seattle, WA 98103-3599

**Graduate Degrees**
- Educational Administration, M.Ed.

**Undergraduate Degrees**
- Special Education with Elementary Education Endorsement, B.A.Ed.

**Certificate and Professional Programs**
- Special Education Endorsement
- Elementary Education Endorsement
- Educational Administration, Principal Certification

<table>
<thead>
<tr>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

### Sedro Woolley
WWU North Cascades Institute
(Mailing address)
810 State Route 20
Sedro Woolley, WA 98284

(Physical address)
1940 Diablo Dam Road
Diablo, WA 98283

**Graduate Degree**
- MEd, Environmental Education

<table>
<thead>
<tr>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Tacoma
Tacoma School District Professional Development Center
6501 North 23rd Street,
Tacoma, WA 98406

**Graduate Degrees**
- Educational Administration, M.Ed.

**Certificate and Professional Programs**
- Educational Administration, Principal Certification

<table>
<thead>
<tr>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### WesternOnline
Western Washington University Extended Education
516 High Street, MS 9102
Bellingham, WA 98225

**Undergraduate Degrees**

**Certificate and Professional Programs**
- Teaching English to Speakers of Other Languages, Certificate Program

*Excludes non-cohort/degree online offerings.*

<table>
<thead>
<tr>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

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**Programs and Academic Credit Courses Offered at Sites Outside the United States**

<table>
<thead>
<tr>
<th>Location of Site Name</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data Source: *BI/Query Peak Tables Reporting: Fall 2016*
Preface 1: Institutional Changes since Last Accreditation Report

There have been several changes in leadership since our last accreditation report. In 2016, Bruce Shepard retired after eight years as president of Western Washington University, and Sabah Randhawa began his tenure as Western’s 14th president. Also in 2016, Vice President Steve Swan and Senior Vice President Eileen Coughlin announced their retirements, as did Francisco Rios, Dean of the Woodring College of Education, and Kathleen Kitto, Vice Provost for Research and Dean of the Graduate School.

In addition to these changes in senior leadership, several institutional changes occurred. The most important of these concern changes related to our core themes.

Core Theme 1: Serve the State of Washington by Expanding Student Access

- Western began new partnerships with Olympic and Peninsula College to expand higher educational opportunities on the Olympic and Kitsap Peninsulas. (See Western on the Peninsula.)
- The College of Sciences and Technology became the College of Science and Engineering. (See Engineering.)
- The Western Stands for Washington Campaign surpassed its $60 million-dollar goal. (See Western Stands for Washington.)
- The University began its 70 million-dollar renovation of the Carver Academic Facility. (See Carver Academic Facility.)
- The University completed the new Harrington Field, for soccer, on the south campus. (See Harrington Field.)
- The University received state and accreditation approval to offer a clinical doctorate in audiology, beginning in AY 2017.

Core Theme 2: Foster Student Success

- Following recent incidences of bias, the University expanded and strengthened university-wide initiatives to improve diversity and inclusion among students, faculty and staff. (See Seattle Times article, and Diversity at Western.)
- Following an Office for Civil Rights Title IX review, the University redoubled long-standing and comprehensive initiatives to improve and communicate campus safety resources, to prevent and respond to sexual violence, and to more intentionally create a caring community. (See Equal Opportunity Office, Bellingham Herald article, Safety Resources, Sexual Violence Prevention, and Caring.)
• The Associated Students and Board of Trustees approved funding for a new and expanded Ethnic Student Center. (See Ethnic Student Center.)

• The University expanded access to academic first-year programs demonstrated to increase rates of student success and retention. (See on-line appendix: FIG materials.)

Core Theme 3: Strengthen Communities Beyond the Campus

• Western opened Western City Center in downtown Bellingham, and initiated the Front Door to Discovery program to facilitate connections between WWU faculty and students and the Bellingham community. (See Western City Center, and Front Door to Discovery.)

• The Center for Service Learning expanded its Community Engagement Fellows program to provide faculty development and support to faculty at Western, Whatcom Community College and other institutions who wish to integrate community engagement and service learning in their curricula. (See Community Engagement Fellows.)

In addition to these institutional changes, other institutional changes that have occurred include the following.

Institutional Changes for AY 2015-16

New Programs

BS Behavioral Neuroscience

Substantive Changes

BA Movement Studies (Kinesiology)

Programs terminated

BAE Elementary Ed (Communications Studies)

MA Political Science

New Programs Planned for AY 2016-17

AuD Doctorate in Audiology

BA Multidisciplinary Studies (MDS), Olympic College location

BS-CISS (Computer & Information Systems Security), Olympic Peninsula locations

BS Statistics (Mathematics Department)
BA, Ed. Elementary Education w/Residency Certificate and English Language Learners (ELL) or Bilingual Education (BE) Endorsements, Highline School District location

Institutional Changes for AY 2014-15

New Programs
BA Chinese Language & Culture (w/ teaching endorsement)
BA Energy Policy & Management
BS Manufacturing Engineering
BS Plastics and Composites Engineering
BS Electrical Engineering
BS Psychology
MA Environmental Studies
Certificate Geographic Information Science

Institutional Changes for AY 2013-14

New Programs
BA Business Sustainability (Economics)
MFA Creative Writing
MPAcc (revived) Professional Accounting
RN-to-BSN Completion (Nursing)
MAA Arts Administration (College of Fine & Performing Arts and College of Business & Economics)
MEd. Continuing and College Education

Substantive Changes
BS-CISS (Computer & Information Systems Security)
MMus (Thesis, Music Ed. concentration)

Programs terminated
BS Electronics Engineering Technology
BS Manufacturing Engineering Technology
BS Manufacturing Engineering Technology (CAD/CAM)
BS Plastics Engineering Technology
MEd Student Affairs Administration Education
BA Psychology
BS Environmental/Engineering Concentration (Geology)
BS Geophysics Concentration (Geology)
BS Geology Concentration (Geology)
BA Dance (w/Teaching Endorsement)
Certificate Professional Administrator Education (Woodring)
Preface 2: Response to Topics Previously Requested by the Commission

Western received the Northwest Commission on Colleges and Universities (NWCCU) Year Three Peer Evaluator Report in March, 2014. (See Year Three Peer Evaluation Report.)

This report included commendations for the university’s “excellent integrated, university-wide response to the recent severe reductions in state budget allocations”; for “new programs and strategies to increase student learning and success”; and to Enrollment and Student Services Division for the restructuring that allowed focus on the “development of a common template for assessment with key performance indicators for every department”.

The report also included two recommendations:

1. Western should continue its efforts to identify and publish expected course, program and degree learning outcomes, speed its efforts to have expected student learning outcomes for courses provided consistently in written form to students, and to consistently assess student learning outcomes across all departments and programs.

2. It is recommended that Western Washington University employ a sufficient number of qualified personnel to maintain its support and operational functions (Standard 2.B.1)

These recommendations echoed internal findings of our own and have usefully reinforced continuous improvement efforts we have had underway for some time; we are pleased to be able to report steady and substantial improvement in each of these areas.

Recommendation 1

Western received Recommendation 1 in July of 2014. In a rather ideal fashion, the recommendation echoed our own self-study statements regarding our need to continue to systematize and develop our assessment capacities and to continue to raise the visibility and usefulness of student learning outcomes data throughout our institution, its programs and the evaluation of our core themes and mission fulfillment.

Indeed, we had been working intentionally on these issues since 2008, when we restructured our assessment processes to establish clear “responsibility mapping” for all stages and components of academic assessment. Assessment coordinators were designated for each department, college and division of the university, and the VPUE became ALO and Director of Academic Assessment. At the request of the Faculty Senate, an advisory committee of faculty and staff, the Accreditation and Assessment
Advisory Committee (AAAC), was established to advise the VPUE in carrying out these responsibilities and in overseeing academic assessment and accreditation activities.

The AAAC spent its first meetings getting acquainted with its charge, the 2008 NWCCU Recommendations and Comprehensive Evaluation Report and the NWCCU Revised Standards. Regarding the NWCCU recommendation that WWU strengthen its academic assessment processes, the AAAC recommended that all departments make annual reports to the AAAC summarizing (1) its SLO assessment activities, and (2) the use of SLO assessment data in program improvement. This discussion was informed by a review of the NWCCU Comprehensive Report. Committee members noted that despite the concerns expressed about our assessment activities, the Comprehensive Report included commendations for the use of assessment data in program improvement in CHSS and Huxley College of the Environment.

With an eye to building on what works at Western, the committee reviewed the templates and procedures for assessment in those colleges and selected the CHSS Assessment and Improvement reporting form as its foundational template. The CHSS procedure whereby departments submit assessment reports to their dean as part of their annual reporting processes was also adopted as a university-wide recommendation and practice. The CHSS template was distributed for use to all departments; support for its use was provided in training sessions for chairs and departmental assessment coordinators. This template has been revised by AAAC in light of its assessment of our assessment activities but retains its foundational clarity and simplicity. The template and annual assessment task requests can be found in this report’s on-line appendix. For the last five years, departmental assessment and improvement reports have been submitted to the AAAC by each college’s assessment coordinators and uploaded to the SLO link at our accreditation home page and linked via a footer to each department’s web page. (See Accreditation Home Page and on-line appendix: Assessment Materials.)

The AAAC was so immediately useful and effective that its roles and responsibilities were quickly expanded. While the committee was initiated to advise the VPUE/ALO on academic assessment, representatives from Business and Financial Affairs soon joined the committee as its responsibilities broadened to include coordination of campus-wide assessment and improvement activities. The committee charge was last revised in November, 2015 and is as follows:

“The Accreditation and Assessment Advisory Committee advises the VPUE, who also serves as the campus Accreditation Liaison Officer (ALO). Together with the ALO, the AAAC oversees campus assessment activities and prepares the University for its accreditation evaluations and reports. Membership on AAAC may vary but typically includes the college directors of assessment, individuals responsible for accreditation within Enrollment and Student Services, Business and Financial Affairs, and faculty and staff with assessment expertise. The AAAC reviews
assessment reports and provides feedback and support to assessment directors. The AAAC typically meets twice a year; more frequent meetings occur prior to accreditation reports and evaluations.”

The AAAC, with advice from President Shepard, established our guiding approach to assessment, characterized by three touchstone guidelines:

- Assessment practices and measures should be meaningful to participants and usefully integrated within each department’s activities rather than imposed or separated from those activities.
- Assessment and accreditation activities should follow, support and align with the University’s strategic planning activities.
- Accreditation preparations should occur in an incremental and piecemeal fashion organized by annual responsibilities that ensure compliance without interruption to the regular work of the institution.

Following from the third guideline, AAAC established a working timeline of annual departmental responsibilities. Each fall, department chairs receive a memo describing that year’s assessment responsibilities and resources, trainings, examples and templates to assist in carrying them out. The yearly memo also acknowledges fulfillment of previous year responsibilities.

Departments receive at least one additional reminder and then submit their assessment materials to their dean with their annual reports. Colleges then forward completed materials to the VPUE who submits them to AAAC for review and feedback. Finally, the assessment reports are posted to the SLO website.

These processes and procedures have proven very successful for us. The yearly memo provides clarity while the larger plan and checklist of completed responsibilities fosters a sense of accomplishment and progress as departments see their annual assessment reports in the larger context of their work and the overall institutional assessment plan. Finally, the AAAC provides a peer review that is strengthened by the transparency of the SLO website, which we have purposefully made public. This process has resulted in the development of a culture of assessment among most academic departments and programs, many of which now have six years of robust assessment and improvement reports uploaded to our SLO website. For the same reasons, the great majority of our faculty now include course-level SLOs in their syllabi. Program and degree SLOs are linked as a footer to every department’s website. The table below summarizes the annual assessment responsibilities and the support provided to assist departments in carrying them out for the period 2011-2017. (See Table 1 below.)
<table>
<thead>
<tr>
<th>Year</th>
<th>Departmental Tasks</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2</td>
<td>Review and revise missions and program outcomes in light of changes in disciplines, the new strategic plan, and the goal of a sustainable simplicity.</td>
<td>—David Bover provides 3 “how-to” presentations on this topic.</td>
</tr>
<tr>
<td>012</td>
<td>Revise master assessment plans (MAPs) in light of revised missions and SLOs.</td>
<td>—Barbara Walvoord, assessment specialist known for keeping assessment “Clear and Simple,” presents a 2-day workshop on creating and improving assessment plans. Day 2 focus on departmental assessment.</td>
</tr>
<tr>
<td></td>
<td>Select and assess at least two SLOs and report the use of assessment data in program improvements on assessment &amp; improvement report template.</td>
<td>—VPUE provides templates and examples.</td>
</tr>
<tr>
<td>2012-2</td>
<td>Add 2-3 GUR outcome and assessment measures to master assessment plans.</td>
<td>—VPUE provides templates and examples.</td>
</tr>
<tr>
<td>013</td>
<td>Submit assessment &amp; improvement report with annual report to your dean.</td>
<td></td>
</tr>
<tr>
<td>2013-2</td>
<td>Assess GUR outcome 1 if you selected it. Submit assessment &amp; improvement report with annual report to your dean.</td>
<td>—VPUE provides templates and examples.</td>
</tr>
<tr>
<td>014</td>
<td>Revise MAPs to include unique SLOs and assessment measures for each degree program</td>
<td>—David Bover/AAAC provide examples and “how-to” workshop.</td>
</tr>
<tr>
<td></td>
<td>Complete student learning assessment of at least 2 outcomes, including at least 1 for each degree offered.</td>
<td>—VPUE provides templates and examples.</td>
</tr>
<tr>
<td></td>
<td>Encourage faculty to include SLOs in syllabus</td>
<td>—VPUE office publishes Praxis on syllabi construction.</td>
</tr>
</tbody>
</table>
Departments discuss, implement, and document program improvements based upon 2014-2015 assessment findings.
Select departments develop course outcomes.
Encourage faculty to include SLOs in syllabi.
AAAC reviews 2014-15 reports and provides feedback to select departments.

—David Bover/AAAC provide examples and “how-to” workshop.
—VPUE provides templates and examples.
—VPUE office publishes Praxis on syllabi construction and draft Mission Fulfillment Report.
—VPUE publishes assessment and accreditation update.

Complete student learning assessment of at least 2 outcomes, including at least 1 for each degree offered.
All faculty cite course outcomes in syllabi.
Departments upload all syllabi to University share-point site.
AAAC reviews 2015-16 reports and provides feedback to departments.

—VPUE provides templates and examples.
—VPUE publishes Praxis on syllabi construction and Mission Fulfillment Report.
—VPUE publishes assessment and accreditation update.

Finally, the work of the AAAC has been influenced by faculty feedback and AAAC’s assessment of our assessment processes. Three important revisions that have emerged from this assessment warrant mention.

First, the AAAC/VPUE have worked hard to make assessment results more visible—both for mission and core theme fulfillment, and for departmental and program assessment. While this is most obviously accomplished through the Mission and Core Theme Fulfillment reports, and our SLO and Accreditation websites, we have also used Western Today, the VPUE publications Praxis and Dialogue, campus announcements and updates, and visits to President’s Cabinet, the Faculty Senate and UPRC for this purpose.

Second, and following early chair complaints that assessment is “always negative” and experienced as discouraging because of its focus on areas in need of improvement, the VPUE/AAAC has sought to highlight positive assessment results in its publications and announcements. While we hope this emphasis is evident in all our accreditation documents, it is the declarative focus of several of our assessment publications, many of which begin with subtitles such as “Sharing Our Success” or “Building On Our Strengths” and which include charts and graphs outlining positive assessment findings,
such as issues #10, #11, and #14 of Dialogue, and announcements in Western Today. (See Dialogue and SED Doctorate: WWU.)

Third, following discussions at a NWCCU training, and feedback from chairs and assessment coordinators that requiring assessment and improvement data in the same report necessarily truncated the time and attention departments could give to making assessment-informed improvements, the AAAC decided to pilot a bi-annual reporting cycle. In this cycle, departments document SLO assessment findings one year and assessment-informed improvements the next. In support of the shift, AAAC created two new reporting templates: one for documenting SLO assessment activities and findings and one for documenting assessment-informed program improvements. We began this pilot in 2014 with our annual memo and a well-attended training session. Nevertheless, some confusion accompanied the change as many departments continued to document both SLO assessment and improvements. To clarify expectations, AAAC created rubrics to guide chairs and assessment coordinators in understanding the expectations for each of the reports, and for guiding the AAAC in evaluating the reports they received. The assessment report rubric was used by the committee in Spring, 2016 to identify which departments would need to resubmit SLO assessment reports. The AAAC used the improvement report rubric for the same purpose, to provide departments with general feedback and to assess our assessment practices in fall, 2016.

As a result of these efforts, our institutional assessment capacity has been very effectively systematized and developed. Informed by assessment of our assessment activities, these processes usefully map onto departmental culture and are aligned with our strategic planning and mission and core theme fulfillment efforts. SLO assessment now occurs through an institutionalized annual process, characterized by clarity, transparency and accountability. Consequently, all academic departments have identified and published expected course, program and degree learning outcomes, and annual assessment reports, for each of their undergraduate and graduate degree programs. The degree and program learning outcomes are published on the SLO site and linked to each department’s website. Course level outcomes are published in syllabi. Equally as important, most departments now have more than 5 years of SLO assessment and improvement reports published on our SLO website and transparently linked to their departmental web pages.

Our continued development of our assessment capabilities extends to other divisions of the University. Within Enrollment and Students Services, for instance, the Division Assessment Resource Team (DART) was formed in fall, 2007, to build capacity for outcomes-based planning and assessment. The team is made up of a cohort of practitioners from different backgrounds and experiences, who meet to expand their assessment knowledge, skills, and abilities. (See DART.)
More evidence of the continued development of our assessment resources and process can be found in the College of Business and Economics, which describes academic assessments in terms of "Assurance of learning." (See Assurance of Learning_CBE.)

**Recommendation 2**

During the recent recession, Washington State’s public universities saw some of the nation’s steepest declines in state funding. Consequently, faculty and staff hiring contracted drastically over the period 2010-2014. Because this was the period accounted for in our year-3 report, both our self-study and our NWCCU recommendations documented the need for additional faculty and staff.

Fortunately, subsequent increases in state funding, together with our own efforts to prioritize funding toward staff and faculty hiring, have allowed us to rebound such that we are now more fully staffed than before the recession. With respect to faculty, this is demonstrated in the following tables, the first of which documents improvements in our faculty/student ratio, and second of which documents increased tenure-track faculty hiring. (See Tables 2 and 3.)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>18.4:1</td>
</tr>
<tr>
<td>2014-15</td>
<td>18.9:1</td>
</tr>
<tr>
<td>2013-14</td>
<td>19.7:1</td>
</tr>
<tr>
<td>2012-13</td>
<td>20.8:1</td>
</tr>
<tr>
<td>2011-12</td>
<td>21.1:1</td>
</tr>
</tbody>
</table>
Table 3: Tenure-track Faculty Hired (2011 to 2017)

<table>
<thead>
<tr>
<th>Year</th>
<th>TT Faculty Hired</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>39</td>
</tr>
<tr>
<td>2015-16</td>
<td>29</td>
</tr>
<tr>
<td>2014-15</td>
<td>53</td>
</tr>
<tr>
<td>2013-14</td>
<td>28</td>
</tr>
<tr>
<td>2012-13</td>
<td>31</td>
</tr>
<tr>
<td>2011-12</td>
<td>1</td>
</tr>
<tr>
<td>2010-11</td>
<td>8</td>
</tr>
</tbody>
</table>

Similarly, staff hiring has rebounded. (See Table 4.)

Table 4: Budgeted Personnel Changes from 2015 to 2016 (Budget Office)

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
<th>Percent change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty</td>
<td>Pro Staff</td>
<td>Classified</td>
</tr>
<tr>
<td>AA</td>
<td>505.7</td>
<td>100.5</td>
<td>195.2</td>
</tr>
<tr>
<td>BFA</td>
<td>-</td>
<td>34.8</td>
<td>172.4</td>
</tr>
<tr>
<td>ESS</td>
<td>0.2</td>
<td>68.9</td>
<td>40.0</td>
</tr>
<tr>
<td>UA</td>
<td>-</td>
<td>24.0</td>
<td>9.0</td>
</tr>
<tr>
<td>UR</td>
<td>-</td>
<td>7.0</td>
<td>8.0</td>
</tr>
<tr>
<td>President</td>
<td>-</td>
<td>7.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>505.9</td>
<td>242.1</td>
<td>426.5</td>
</tr>
</tbody>
</table>

AA = Academic Affairs
BFA = Business & Financial Affairs
ESS = Enrollment & Student Services
UA = University Advancement
UR = University Relations
Standard 1: Mission and Core Themes

Eligibility Requirements 2 and 3

Eligibility Requirement #2 (Authority)

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The Revised Code of Washington designates Western Washington University as a “regional university” to “offer undergraduate and graduate programs through the master’s degree, including programs of a practical and applied nature, directed to the educational and professional needs of the residents of the regions they serve; to act as receiving institutions for transferring community college students; and to provide extended occupational and complementary studies programs that continue or are otherwise integrated with the educational services of the region’s community colleges.” An addendum to this RCW granted Western the authority to offer “doctorate level degrees in audiology” in 2013. (See RCW 28B.35.216 and also Title 28B.35.010-010 and Title 28B.35.050.)

Eligibility Requirement #3 (Mission and Core Themes)

The institution’s mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution’s purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all or substantially all, of its resources to support its educational mission and core themes.

The mission and core themes of Western Washington University are clearly defined, concise, and deliberately embedded within the University’s strategic plan, adopted by the Board of Trustees in 2011. The mission and core themes are prominently published on the university website.
Standard 1.A Mission

1.A.1 = The institution has a widely-published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Mission Statement

Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.

Vision

Western will build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving.

Statement of Institutional Strategic Goals

1. Build upon Western’s strengths to address critical needs in the State of Washington.

2. Expand student access and opportunities in baccalaureate and graduate education.


4. Apply Western’s expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.

5. Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.

1.A.2 = The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Interpretation of Mission Fulfillment

Western’s mission will be fulfilled when we have significantly improved our service to the state of Washington and become a premier undergraduate-centered university that fosters a dynamic, inclusive and collaborative environment at an intimate scale, where students fully engage in their education, and whose alumni and faculty both address social problems and serve as leaders—at the state, national, and global level.
Sustaining Indicators of Mission Fulfillment

- 85-90% of seniors continue to rate their entire educational experience as good or excellent (NSSE).
- More than 50% of graduating seniors continue to report that they collaborated with a professor on a research or creative activity outside of course or program requirements (OSR Senior Exit Survey).
- Graduation rates for students of color remain at least 10% better than the mean rate of our IPEDS comparison group.
- The four-year graduation rate is 40% or better.

Aspirational Indicators of Mission Fulfillment

The aspirational components of our mission require improvement in key areas. Specifically, we will take great pride in mission fulfillment if we can:

- Document 1,000,000 annual hours of community service and engagement among faculty, students and staff. (2010 baseline = 750,000.)
- Increase state-defined “high-demand” graduates to 830 a year. (2010 baseline = 732.)
- Increase the six-year graduation rate to 71%. (2010 baseline = 68.7%.)
- Increase the graduation rate for low-income students to 65%. (2010 baseline = 60.0%.)
- Increase the student of color graduation rate to 66%. (2010 baseline = 64.3%.)
- Increase total BA degrees to 3,245 per year. (2010 baseline = 3,063.)

Clarification of the Relationship between Core Theme Indicators and Mission Fulfillment

Western’s core themes comprise the means by which Western’s mission is fulfilled. Consequently, indicators of mission fulfillment are not repeated in the core themes. Instead, the core theme indicators of achievement address the steps we must take along the journey to mission fulfillment. For instance, increasing the percentage of low-income students returning for the second year is a step we must take to raise the graduation rate for low-income students.
Standard 1.B Core Themes

1.B.1 = The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 = The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Core Theme 1: Serve the State of Washington by Expanding Student Access

Expanding access is essential to the success of our students, our university and our state. Indeed, Washington has one of the nation’s lowest rates of access to higher education at the baccalaureate level. To serve the state Western must expand educational access to more students, and to a more diverse array of students that more closely mirrors the diversity of the people of the State of Washington. Access does not, however, stop at admission. To fully provide access to a rigorous and engaging education, Western must also provide access to courses, majors, and academic and co-curricular support. Western’s definition of access, therefore, refers to the gamut of a student’s academic career: from admission to graduation.

As stated in its mission, Western is a “student-centered university that develops the potential of learners.” In order to develop the potential of learners, Western must first identify, recruit, admit and assemble an appropriately representative student body. Western’s admission processes consider not only an applicant’s academics—both rigor and history—but also talents and experience, thereby keeping access both flexible and sensible. Western promotes itself as an inclusive and supportive institution. The manifestation of this principle begins with admissions.

Once enrolled, nurturing a student’s potential must begin with the basics: course access and programs that support student success. It is essential that students can access courses, majors, and academic-support and co-curricular programs. Many of Western’s majors are currently operating beyond capacity. Nevertheless, access to courses, majors and support remains key to the overall success of the student, and therefore the mission of the University.

Access to fiscal resources is similarly essential. A student’s success may hinge solely on finances. Can they pay their tuition, fees, and housing? Are they in a position to accept a non-paying but noteworthy internship? To this end, Western must actively pursue revenue streams that can support its student-centered mission: scholarships and grants, prevailing high-end technologies, reasonably priced overseas service-learning opportunities—to name just a few.
Objectives and Indicators of Achievement

Objective 1a: Sustain total enrollment at 2010 levels, while also sustaining total enrollment of academically-talented students, and expanding the percentage of students from underrepresented groups (students of color and Pell Grant recipients).

Indicators
1. Undergraduate headcount.
2. Academically-talented students as a percentage of enrollment. (Based on HS GPA of 3.75 or higher; frosh only, fall quarters.)
3. Headcount of students served through Extended Education, undergraduate and graduate combined.
4. Students of color (SOC) as a percent of total enrollment, both first-years and overall.
5. Pell Grant recipients as a percent of total enrollment, both first-years and overall.
6. Average HS GPA.

Objective 1b: Students successfully negotiate the academic and personal opportunities and challenges of their first year.

Indicators
1. Percentage of freshmen retained to the 2nd year (2009 cohort for 2010 rates, etc.).
2. Percentage of SOC retained to their 2nd year (2009 cohort for 2010 rates, etc.).
3. Percentage of Pell Grant recipients retained to their 2nd year (2009 cohort for 2010 rates, etc.).

Objective 1c: Students progress toward graduation in a timely manner.

Indicators
1. Average, cumulative time-to-degree for “native” students.
2. Average, cumulative time-to-degree for transfer students.
3. Percentage of students graduating in 4 years.
4. Percentage of students graduating in 6 years.
5. SOC 4- and 6-year graduation rates.
6. Pell Grant recipients’ 4- and 6-year graduation rates.
Rationale for Core Theme #1 Indicators

The indicators for Objective 1a.1-5 are assessable because enrollment is indicated in admissions data and available through our data warehouse. The indicators are meaningful because they are direct measures that target the goal described in the objective. Indicator 1a.6 is assessable because it is easily accessible via registrar records. The indicator is meaningful because it is a direct measure that targets the appropriate population and control for the appropriate variable (HS GPA).

The indicators for Objective 1b are assessable because they are easily accessible via Registrar records and easily manipulated to reveal predicted versus actual retention. All three indicators are meaningful because they are direct measures of student behavior (they are retained or they are not).

The indicators for Objective 1c are assessable because they are easily accessible via Registrar records. The indicators are meaningful because they are direct measures that target the appropriate variables (time to degree, graduation rates overall, and graduation rates for students of color and Pell Grant recipients).

Core Theme 2: Foster Student Success

In order for Western to serve “…the people of the State of Washington, the nation, and the world” it must serve first the students it welcomes into its community. Fostering student success is paramount to its mission to “develop the potential of learners.” Only by accomplishing this central tenet can Western expect to also develop the “well-being of communities.” Western branding indicates that “…for ambitious, open-minded learners, (it) is the premier undergraduate-centered university that fosters a dynamic collaborative environment at an intimate scale, where students fully engage, reveling in the freedom to develop their intellectual potential and achieve their personal goals.” (See Western Identity Statement.)

In service to the State of Washington, the nation, and the world, Western aspires to be a model for institutional effectiveness and innovation, and to become an international leader in advancing active learning, critical thinking, and societal problem solving. The affirmation of these aspirations will become manifest in student success.

Objectives and Indicators of Achievement

Objective 2a: Students are able to acquire, construct, and apply complex knowledge and theories.
Indicators

1. NSSE prompt that asked students to what extent their Western experience contributed to their knowledge, skills and personal development in 6 areas.

2. WELS Senior Exit Survey prompt that asked students to rate their satisfaction with Western’s contribution to 11 skill areas.

3. Annual number of students who co-author published articles, book chapters, papers, or creative projects with faculty. (College of Humanities & Social Sciences annual report.)

4. WELS Exit Survey of Recent Graduates prompt that asked students to rate their satisfaction with 8 aspects of their upper division/major experience.

Objective 2b: Students are adequately prepared to succeed in their chosen fields.

Indicators

1. WELS Alumni Survey prompt that asked students how well their Western education prepared them the job market.

2. WELS Alumni Survey prompt that asked students how well their Western education prepared them for graduate or professional school.

3. NSSE prompt that asked students to what extent their Western experience contributed to their development in acquiring job- or work-related knowledge and skills.

4. WELS Exit Survey of Recent Graduates prompt that asked if graduates had either accepted an offer of admission or are considering offers of admission from graduate schools.

5. Career Services Center annual employment status report.

6. Western ranking in the Survey of Earned (research) Doctorates reports.

Objective 2c: Students apply their classroom learning to co-curricular, employment, and residential experiences.

Indicators

1. NSSE question 7: “Have done practicum/internship, community service or volunteer work.”

2. CampusLabs survey of Peer Health Educator (PHE) participants: “impact of PHE program on acquiring and transferring skills.”

3.32
Rationale for Core Theme #2 Indicators

The indicators for Objective 2a assess the opportunities students have to acquire, construct and apply complex knowledge and theories, and how well students perform in using, applying and demonstrating this knowledge. Indicators 2a.1-2 and 4 are assessable because they rely on established assessments for which validity and reliability have been demonstrated. They are meaningful because they generate data that allow Western to assess its progress on the objective relative to its previous performance and relative to other universities. Indicator 2a.3 is assessable because it is annually tracked by the College of Humanities & Social Sciences. It is meaningful because research is the quintessential example of acquiring, constructing and applying complex knowledge and theories.

In addition to these indicators of achievement, the University tracks more direct measures pertaining to Objective 2a. For instance, Western administers the Collegiate Learning Assessment (CLA) to cohorts of 100 seniors and 1st-year students every three years. (See on-line appendix: CLA.) The CLA includes lengthy performance tasks that assess student ability to bring scientific, quantitative and rhetorical knowledge and theories to the analysis of complex problems, permitting an institution to measure the growth and improvement between the first and fourth year in such matters to other universities and to its previous performance. Because the CLA is a direct measure of student learning, we considered revising these indicators of achievement to include them. However, for the sake of consistency, we decided to stay with the indicators we established in 2010 for this accreditation cycle.

The indicators for Objective 2b are assessable because they track metrics that can be collected, quantified and compared over time. They are meaningful because they triangulate 1) student self-perception of whether the objective has been achieved, 2) employment evidence of whether the objective was achieved, and 3) employer reports of whether the objective has been achieved. In addition, this triangulation achieves increasing validity, moving from perception upon graduation, to acquiring employment, to success in employment over time. Our employer report, documenting professional assessments of our students in the workplace, is a particularly meaningful indicator for this objective. Western’s rankings on the Survey of Earned Doctorates is meaningful because it is an indicator or how well Western bachelor degree graduates are prepared for graduate school.

The indicators for Objective 2c are assessable because they are metrics that are easily tracked over time. They are meaningful because they combine direct measures of total participation in service, practica, and internships with self-report data regarding the application of classroom learning to co-curricular activities and experience in the residence halls.
Core Theme 3: Strengthen Communities Beyond the Campus

As stated in its mission, “Western serves the people of the State of Washington, the nation, and the world...” Strengthening communities beyond Western’s campus purposefully addresses this stated mission. Accomplishing this goal requires understanding the needs, resources, and cultures of those communities. Understanding a community, wherever it may exist, means understanding that its world, however large or small, is diverse. Thus strengthening a community entails understanding its diversity. And the commitment to the concept of diversity is equally part of Western’s mission of “…bring[ing] together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university.”

Once part of the Western community, Western strives to provide students from these diverse communities with a positive experience and to integrate those experiences as much as possible through a liberal arts education and co-curricular programs. The cornerstone of the Western experience is the idea that a Western student will take with them when they leave experiences of diversity that they wouldn’t have experienced otherwise. Former President Shepard noted that Western is itself a community that values diversity in all its forms, and where “…themes of civic engagement and giving back to the community run deep.” Western expects students to be actively involved in their own learning and all its community members to be actively involved in collaborative scholarship and creative activities, but always with an overarching commitment to service to the broader community.

Objectives and Indicators of Achievement

Objective 3a: Students develop respect for and integrate diverse perspectives of others.

Indicators

1. Number of Western students participating in study abroad programs.
2. Number of exchange, international and non-resident students attending Western.
3. NSSE prompt “Understanding people of other racial and ethnic backgrounds.”
4. NSSE prompt “Working effectively with others.”

Objective 3b: Students contribute to positive change as citizens in diverse communities.

Indicators

1. Student community service hours (number of hours contributed).
2. Student community service participation (number of participants).
3. Peace Corps participation (headcount and rankings).
4. Fulbright placement data (headcount and rankings).

**Objective 3c:** The Western community (faculty, staff and administration) contributes to positive change in communities beyond the campus.

**Indicators**

1. Western community service hours (number of hours contributed).
2. Non-credit participants served through Extended Education.

**Rationale for Core Theme #3 Indicators**

The indicators for Objective 3a track participation in study abroad programs, trends in the number of international and non-resident students who attend Western, and survey data concerning student opportunities to understand interact and hold serious conversations with students who hold a different point of view or who are from a different race or ethnicity. Indicators 3a.1-2 are assessable because they are coded and counted in our registration data and data warehouse. Indicators included in 3a.3-4 are assessable because they are derived from the NSSE and asked of our seniors. These indicators are meaningful because experiences abroad and with international and non-resident students help to strengthen respect for diverse perspectives within the campus. Moreover, when diverse groups become part of Western’s community, not only do they bring new and different perspectives to the campus, thus influencing respect for diverse perspectives locally, they take the Western experience back to a community beyond Western’s campus. More specifically, indicator 3a.1 is meaningful because students are motivated to study abroad by respecting diverse perspectives and because the experience of studying abroad further develops respect for such perspectives and assists students in integrating diverse perspectives. Indicator 3a.2 is meaningful because bringing international and non-resident students to campus increases the diversity of perspectives in our classrooms and on our campus, thereby fostering respect and the integration of such perspectives. Indicators 3a.3-4 are meaningful because they assess how often students try to understand someone else’s point of view, and how their Western education contributed to their understanding of people of other racial and ethnic backgrounds. Moreover, indicators 3a.3-4 permit us to 1) compare our progress on these self-report metrics over time because these questions are asked of both freshmen and seniors and, 2) to compare our progress with that of other universities because the results are benchmarked.

Indicators 3b.1-2 are assessable because the Center for Service-Learning tracks hours and headcounts for student community service carefully. They are meaningful because they are direct measures that target appropriate actions: the number of hours and the number of participants.
Indicators 3b.3-4 are assessable because both the Peace Corps and the Fulbright program track headcounts, from which rankings can be revealed. They are meaningful because they are direct measures that target appropriate actions: 1) service to others beyond Western’s campus (Peace Corps), and 2) interest in understanding different cultures and perspectives (Fulbright).

Indicator 3c.1 is becoming more robustly assessable because Western has made tracking the hours of community service we provide to the communities beyond the campus a priority. Equally so, indicator 3c.1 is meaningful because it is a direct measure that targets appropriate actions: the hours faculty, staff, students and administrators give back to the community in the form of volunteering, internships, service-learning and other community service activities.

Indicator 3c.2 is assessable because it is easily available through Registrar records. It is meaningful because it is a direct measure of how Extended Education reaches beyond the campus to serve the community by offering programs that would not otherwise be available, including English Adventure Camp, Grandparents U., Odyssey of Science & Arts, and many others.
Standard 2: Resources and Capacity

Eligibility Requirements 4 through 21

Eligibility Requirement #4 (Operational Focus and Independence)
Western Washington University is a comprehensive, Masters university entirely devoted to higher education. While part of the state university system in Washington, Western operates with its own president and Board of Trustees and can be held responsible for meeting the Commission’s standards and requirements.

Eligibility Requirement #5 (Non-discrimination)
Western Washington University is governed and administered with nondiscriminatory respect for individuals and their civil and personal rights. The University attends closely to the educational needs and claims of the constituencies it serves, as directed by its charter, mission and core themes.

Eligibility Requirement #6 (Institutional Integrity)
Integrity is a core value in Western’s Strategic Action Plan, and Western has shown that ethics, codes of conduct, non-discrimination policies, and academic freedom all play important roles in University planning and in day-to-day operations. See Standard One and Section Seven.

Eligibility Requirement #7 (Governing Board)
Western has a high-functioning Board of Trustees responsible for the quality and integrity of the institution, and the Board ensures that the institution’s mission is being achieved. The Board’s Rules of Operation outline the general powers, duties, and responsibilities of Board members. The makeup of the Board is representative of the public interest and includes a student trustee, who is appointed by the governor, following the recommendation of an on-campus student review committee. See Section Six.

Eligibility Requirement #8 (Chief Executive Officer)
The President of Western Washington University is appointed by the Board of Trustees, has a full-time appointment, and is regularly evaluated by the Board. The President serves as the chief executive officer of the University. See Section Six.

Eligibility Requirement #9 (Administration)
Western provides the administrative and support services necessary Western Washington University to achieve its mission and meet its goals. Western is organized into five administrative divisions: Academic Affairs, Business and Financial Affairs,
External Affairs, Student Affairs, and University Advancement. The President is supported by an efficient staff. Routine business is consistently handled in timely and thorough ways, and administrative responsiveness to unanticipated issues and external constituencies has been open, cooperative, and consistently reliable. See Section Seven, Standard 2.A.

Eligibility Requirement #10 (Faculty)

Western employs a strong core of full-time, professionally-qualified faculty, and its size is adequate for the institution to fulfill its mission and meet its goals. Faculty workloads reflect Western’s commitment to quality undergraduate education, and faculty are involved in curriculum development, policy development, and institutional planning. Faculty are regularly evaluated according to unit evaluation plans. See Section Seven, Standard 2.B.

Eligibility Requirement #11 (Educational Program)

Western is a comprehensive, Masters, and primarily undergraduate university, with select graduate programs. Programs are offered in keeping with institutional mission and goals. All programs are based on recognized fields of study; are of sufficient length and content; are effective in the use of library and information resources; and are conducted at levels of quality and rigor appropriate to the degrees offered. See Section Seven, Standard 2.C.

Eligibility Requirement #12 (General Education and Related Instruction)

Western requires that all undergraduate students complete a set of General Education Requirements. This is a common set of requirements, with the exception of Fairhaven College of Interdisciplinary Studies, where a separate core program is required. According to transfer agreements in the state of Washington, all students transferring to Western with a completed Associate of Arts degree from an accredited Washington State community college are deemed to have completed their General Education Requirements. Approximately 60 credits are needed to fulfill these requirements. Informed by recent assessment efforts, Western faculty are currently considering several measures to improve General Education. See Section Seven, Standard 2.C. (See Gen Ed Competencies, Gen Ed Requirements, Western Study of Gen Ed Task Force Report and online appendix: 2016 General Education Assessment.)

Eligibility Requirement #13 (Library and Information Resources)

Wilson Libraries contain 1.4 million volumes, and currently offer access online, in print—or in both formats—to more than 12,000 journals. The library resources and services are generally adequate to support the curricular offerings of Western’s programs, as well as meet the needs of faculty scholarship and creative activity. More recently, the library has met the challenge of addressing the needs of both the main campus and
those programs that are offered in flexible modalities such as the Internet or off campus. See Section Seven, Standard 2.E.

**Eligibility Requirement #14 (Physical and Technological Infrastructure)**

Through careful monitoring and attention to its physical and technological infrastructure, the University ensures that it has the physical and technological resources necessary to achieve its mission and core themes.

**Eligibility Requirement #15 (Academic Freedom)**

The Faculty Handbook clearly states, “All the ranked and unranked members of the faculty are guaranteed academic freedom as set forth in the 1940 Statement of Principles of Academic Freedom and Tenure, formulated by the Association of American Colleges and the American Association of University Professors.” The college Unit Evaluation Plans further support this tenant of academic freedom. See Section Seven, Standard 2.A. 27.

**Eligibility Requirement #16 (Admissions)**

Western publishes general admission information in the catalog, in print and in online form. This information is available to prospective and current students. The admissions policy reflects the University’s commitment to enroll students with diverse interests and backgrounds who demonstrate ability, motivation, and creativity. Western adheres to its admissions standards, and Washington State residents generally are given admission priority. See Section Seven, Standard 2.A.16.

**Eligibility Requirement #17 (Public Information)**

Western’s catalog is published annually and provides students with information about the admissions process, academic program requirements, students’ rights and responsibilities, financial aid, academic and co-curricular offerings, student support resources, and policies and procedures. Also, the Office of University Communications and Marketing works in concert with all divisions of the University to ensure that timely and accurate information is available to the public. See Section Seven, Standard 2.D.6.

**Eligibility Requirement #18 (Financial Resources)**

Western has a strong and stable financial base, and the institution manages, allocates, and increases financial resources in alignment with the University’s mission and strategic goals. Strong planning processes are in place that include input from a wide variety of constituencies. See Section Seven, Standard 2.F.
Eligibility Requirement #19 (Financial Accountability)

Western maintains a strong focus on both internal and external controls, with oversight by a state audit agency. Western responds to audits in a timely and effective manner. See Section Seven.

Eligibility Requirement #20 (Disclosure)

Western has disclosed and will continue to disclose to the NWCCU any and all information it needs to carry out this evaluation and its accreditation functions.

Eligibility Requirement #21 (Relationship with the Accreditation Commission)

Western accepts the policies and standards of the NWCCU and agrees to comply with these standards and policies. The University agrees that the Commission may make known the nature of any action it takes regarding this evaluation as part of the accreditation process.
Standard 2.A: Governance

2.A.1 = The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

All units involved in budget processes have adopted and integrated the “bottom up” strategies created since 2008 to increase budget transparency and participation. These strategies include widely soliciting input and participation in budgeting and resource decisions, increased faculty representation in budgetary processes, public announcement of the processes and assumptions by which budget decisions are to be made, and the subsequent regular and updated publishing on the web of the details of the budget for public comment.

These now well-integrated changes and improvements have resulted in an effective system of governance characterized by a structure of clearly defined roles and responsibilities, and resource decisions that are transparent and participatory. (See Governance Policies and Procedures.)

Board of Trustees

Western Washington University is governed by an eight-member Board of Trustees. Seven members are appointed by the governor, with the consent of the Senate, for terms of six years; one additional university student member is appointed annually by the governor for a one-year term. The Board appoints the President of the University and elects the principal officers of the Board for two-year terms. Current officers are: Sue Sharpe, Chair, Chase Franklin, Vice Chair, and John M. Meyer, Secretary.

President’s Cabinet

Participation in governance has also been increased by changes in committee structure and oversight. To promote transparency in budget and policy discussions, it is especially noteworthy that several new members were added to the President’s Cabinet. (See President’s Cabinet.)

Senate

Western’s Faculty Senate represents the faculty in matters concerning university academics, budget, planning, and policy. The Executive Council of the Senate prepares the agenda for Senate meetings, meets on a scheduled basis with the President of the University and / or Provost/Vice President for Academic Affairs, and performs such other duties as may be delegated to it by the Faculty Senate. The Faculty Senate consists
of thirty voting Senators, with the University President and Provost/Vice President for Academic Affairs as ex officio, non-voting members. (See Faculty Senate Committee.)

- **University Planning and Resources Council (UPRC).** The UPRC is responsible to the Faculty Senate for the formation and review of policy and procedures in all aspects of university planning and allocation of resources, with special emphasis on matters of concern to the faculty. (See UPRC.) The responsibilities of the UPRC include:

  1. Assuring that the council is well-informed about issues regarding planning at the University, as well as its financial operations and financial status.
  2. Regular review of the University Strategic Plan, either on the UPRC’s own initiative, or as requested by the President, Provost, or Faculty Senate.
  3. Recommendation of priorities to be used in preparing the University’s biennial operating and capital budget request, in the allocation of appropriated resources, and in consideration of budget reductions.
  4. Examination of resource implications for major changes in the academic program. From time to time the Council will review the adequacy of the resources devoted to existing programs.
  5. Participation in the allocation of resources appropriated by the legislature and review of how allocated resources are used at the University. It is not the role of the UPRC to attempt to direct or control the planning and budgetary process within the colleges and non-academic units, other than to provide broad general priorities.

The membership of the UPRC is comprised of faculty representatives elected from all the Colleges and the Library; the five Vice Presidents; and representatives of the Professional and Classified Staff, and Western students. Faculty who are interested in serving on the UPRC alert their college’s governing council; appointments are then confirmed in the Faculty Senate during spring quarter.

The evolution of the UPRC continues. Currently, the UPRC is investigating means of better connecting university-level strategic planning with college and department-level planning.

- **Budget Management Advisory Council (BMAC).** In 2009-10, the President charged the University Planning & Budgeting Executive Director with forming an institutional-wide budget management and advisory committee, known as the Budget Management Advisory Council (BMAC). A collaborative body of
over forty-five budget and finance professionals from across the university, the BMAC advises the President, Provost, and Vice Presidents on needs and opportunities to more effectively manage budget in support of the University’s mission. The Council reviews, evaluates and discusses information, processes and procedures related to the implementation and operation of the university’s budget. (See Budget Council.)

Associated Students

An organization designed and run by Western students, the Associated Students (AS) seeks to ensure a fulfilling college and academic experience for all university students through the many services, facilities and programs it offers. The AS also acts as the student voice in university administration. Governance consists of a student Board of Directors, Legislative Liaison, Business Office, Personnel Office, Communications Office, and general services. (See Board of Directors; Legislative Liaison; Business Office; Personnel Office; and Communications Office.) The AS President serves on the Board of Trustees, the Faculty Senate, and other committees. The AS Vice President for Academics serves on the Academic Coordinating Commission, the Committee on Undergraduate Education (CUE), and other committees.

2.A.2 = In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Western Washington University is not part of a multi-unit system. While there are extension programs in partnership with community and technical colleges, neither Western nor its extension programs are subsumed beneath the governing board of another institution. Western is an independent, public university with its own governing board—one of six such institutions in Washington State—operating in accordance with the Revised Code of Washington 28B. (See RCW 28B.)

2.A.3 = The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Compliance with Commission Standards

It is the responsibility of Western’s Accreditation Liaison Officer (ALO) to remain up-to-date with Commission Standards and practices, and to monitor the University’s compliance with the standards. These are key responsibilities the ALO carries out through periodic review of Commission documents and announcements, and through participation in Commission activities. As part of this role, the ALO works closely with
governance and advisory committees so that the wider campus can remain informed of accreditation process and participate in Western’s self-study efforts. To these ends, the ALO communicates regularly with and makes presentations to President’s Cabinet, the Council of Deans, the Board of Trustees, and faculty governance committees, including the Faculty Senate Executive Committee and the University Planning and Resources Council (UPRC).

Faculty and staff regularly attend pertinent NWCCU events, such as the sessions designed to help institutions prepare self-studies. Notes are taken at these events and shared with those unable to attend. Western faculty and staff also serve as evaluators for the Commission. As Western evaluators retire, the president solicits nominations for new evaluators. Through evaluator training sessions and their own active participation in evaluation activities, Western personnel serve the Commission and remain current with Commission standards and procedures.

The Provost Office technical writer and analyst provides accreditation and assessment support to the ALO as well as to campus programs and departments. The analyst works particularly closely with the registrar and catalogue coordinator, monitoring planned curricular changes in order to identify changes and developments that require Commission approval. In these instances, the analyst works directly with the department to prepare the necessary documents for the Commission.

The Assessment and Accreditation Advisory Committee (AAAC) advises the Vice Provost for Undergraduate Education (VPUE) in his roles as Accreditation Liaison Officer (ALO) and Director of Academic Assessment. The AAAC includes Western’s active evaluators, representatives from each division, campus evaluators who serve other accrediting agencies, such as ABET, the college assessment directors, the Committee on Undergraduate Education (CUE), and Faculty Senate representatives.

The Impact of Collective Bargaining Agreements

Western faculty and staff are covered by three collective bargaining agreements. These include the “Collective Bargaining Agreement By and Between Western Washington University and Public School Employees,” the “Collective Bargaining Agreement By and Between Western Washington University and Washington Federation of State Employees,” and the “Collective Bargaining Agreement Between Western Washington University and United Faculty of Western Washington University.” The ALO has reviewed each agreement to ensure compliance with accreditation standards. In addition, Western’s Director of Human Resources, Faculty Senate President, and union presidents maintain copies of the Commission’s Standards for Accreditation.
Legislative Actions and External Mandates

Western employs a number of active measures and safeguards to ensure compliance with state, federal, and external mandates. For each legislative session, the government relations staff maintains a website of all proposed legislation and trains a representative from each division in its coordinated use. Legislation that may impact specific areas is flagged for quick identification. In instances where this impact goes unnoticed by a representative, government relations staff make direct contact. Thus each division is apprised of legislation as it is proposed. Within the Provost Office, both the VPUE and the Provost participate in these reviews. In addition, the Director of Government Relations, Western’s key legislative liaison, attends the Vice President meetings to keep senior leadership informed of proposed legislative mandates and changes. Government relations staff alert each division when legislation impacting the division becomes law.

Additional compliance standards are built into Western’s participation in state coordinating committees and councils, including the Washington State Council of Presidents, the Interinstitutional Committee of Academic Officers (ICAO), and the Joint Transfer Council. Legislation which directs Washington’s baccalaureate institutions to enact a coordinated effort or study typically becomes the responsibility of such committees, which are charged to carry them out.

When directives and mandates from specific agencies are received, Western designates individuals as responsible for compliance and campus communication. Two examples: 1) the Director of Financial Aid actively monitors and communicates changes in state and federal aid; and 2) the Director of the Budget Office, and the Academic Budgeting Director (Provost Office) communicate directives from the Washington State Office of Financial Management.

Governing Board

2.A.4 = The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Authority to govern Western is vested by state law in a Board of Trustees composed of eight members, each appointed by the governor and confirmed by the Washington State Senate. The Western’s Board of Trustees is defined by state statute, which mandates a board of eight members, one of whom must be a current student in good standing. (See RCW 28B.35.100.)
All Board members except the student serve terms of six years. Officers of the Board (chair, vice-chair, and secretary) are elected every other year. Board members receive no compensation other than per diem and travel expenses. (See Board of Trustees Profiles.)

Western’s board members serve the public trust and conduct all business in accordance with Washington State’s Ethics in Public Service Act, which regulates conduct with respect to political activities, use of state resources, conflicts of interest and receipt of gifts. (See RCS 42.52.)

Board members annually affirm their adherence to Washington State standards concerning potential or real conflicts of interest, public disclosure, and disclosure of personal, familial, or business relationships that “reasonably could give rise to a perceived, potential, or real conflict of interest.” Board members pledge to maintain high ethical standards and to conduct the business of the state to advance the public interest. The authority of Western’s Board of Trustees is clearly defined in the Board’s “Rules of Operations.” (See BOT Rules of Operation.)

Western’s Board of Trustees meetings are typically open to the public and audiocast via a publicly-available web stream. (See Live @ Western.) Actions and resolutions of the Board are also communicated to the campus in Western Today, the University’s online news source. Information on Western’s Board of Trustees, its members, calendar, meeting agendas, and archives of all minutes, meeting materials, Rules of Operations, and resolutions, is also publicly available at the Board website. (See Board of Trustees Web Site.)

2.A.5 = The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

Western’s Board of Trustees acts only as a committee of the whole; no members or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole. Moreover, the Board takes final action only in regular or special meetings. Five members constitute a quorum. (Again, see Board of Trustees Web Site.) The Board has two standing committees:

The Audit Committee

The Audit Committee of the Board assists the Board in fulfilling its responsibility for oversight of the quality and integrity of the accounting, auditing, and reporting practices of the University, and such other duties as directed by the Board. The Audit Committee’s role includes a particular focus on the University’s processes to assure effective internal controls, to advise the University on business and financial risk as such is identified in any audit process, and compliance with significant applicable legal, ethical, and regulatory requirements.
Trustees Board Governance Committee

The Trustees Board Governance Committee assists the Board in fulfilling its responsibility to periodically facilitate assessments of board effectiveness, to assist in orientation of new trustees, to support effective succession planning, and develop guidance on trustee engagement. In sum, this Committee is responsible for good governance, and shall review and recommend to the Board practices affecting the performance of the Board of Trustees and its members in service to Western Washington University and to the public trust.

The Audit Committee and the Trustees Board Governance Committee are advisory to the Board, which votes on their recommendations as a committee of the whole. Washington State permits the governing boards of its universities to delegate to the president, or his or her designee, “any of the powers vested in or imposed upon such governing board by law.” The Board has delegated such authority in specific instances. For instance, the Board delegates to the President the authority to appoint, in the name of the Board, all employees of the University, which include faculty, professional staff, classified staff, and others. (See RCW 28B.10.528.)

2.A.6 = The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

Western’s Board of Trustees oversees the shared governance procedures. Matters of general policy relating to the institution’s mission, educational program, operation, and Strategic Plan are regularly reviewed, approved, established and revised. This authority includes institutional policies concerning the organization and operation of the Board of Trustees, as permitted by law. (See BOT Rules of Operation.)

2.A.7 = The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Western’s Board of Trustees selects and evaluates the University president. Evaluation of the president is regular, deliberate and of two kinds: 1) Annual evaluations of the president’s performance, relative to objectives established by the president and the Board, occur at the end of each year. 2) A larger, formal evaluation of the President’s performance is made after four years of employment as President, and every fourth year thereafter. Formal evaluations include a “360 degree component,” permitting confidential input to be sought and provided. Among other standards and criteria for evaluation, the Board considers the following:
• Leadership, internal and external to the institution;
• Administrative effectiveness;
• Effectiveness at developing financial and other support for the institution;
  Communication;
• Physical and mental health; and
• Accomplishments and progress toward annual objectives established by the President and the Board.

(See BOT Rules of Operation.)

2.A.8 = The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Board of Trustees periodically assesses its performance and development at an annual work session. Through discussions held at the work session, there are opportunities to consider the major issues confronting the University, identify the board’s needs, and ensure board members are receiving the information that will provide them critical oversight of the institution. The Trustees Board Governance Committee assists the Board in fulfilling its responsibility to periodically facilitate assessments of board effectiveness. The Audit Committee annually assesses its performance and operations. (Again, see BOT Rules of Operation.)

**Leadership and Management**

2.A.9 = The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Western’s system of leadership consists of five divisions, each headed by a Vice President:

1. Academic Affairs
2. University Advancement
3. Enrollment and Student Services
4. Business and Financial Affairs, and
5. University Relations and Community Development.

Vice Presidents meet biweekly with the President in “VP Meetings” to ensure effective collaboration across university functions. Vice Presidents report to the President and are responsible for the planning, management, assessment and organization of all
operations in their respective divisions, as demonstrated in Western’s organizational chart. (See WWU Organizational Chart.)

Reflective of the institution’s robust joint governance procedures, Western’s system of leadership includes “bottom up” structures established to ensure the participation of faculty, staff and other stakeholders in strategic initiatives and planning activities. Two key vehicles for this participation are the University Planning and Resource Committee, and the President’s Cabinet. (See details of these bodies in 2.A.1.)

2.A.10 = The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Western’s President serves as the University’s chief executive officer. As stated in Section 8 of the Board of Trustees Rules of Operation, the President is the principal administrative officer of the University, responsible for the general supervision of all operations and programs and for fulfillment of the University’s strategic plan. In both internal and external affairs, the President serves as the primary representative and spokesperson for the institution to the public. In the internal operation of the University, the President exercises leadership and direction in the management of the University while maintaining effective working relationships with faculty, students, staff, administrators, new internal governance units, and unions representing faculty and staff. The University President is directly responsible to the Board and subject to its direction.

Sabah Randhawa currently serves as president of Western Washington University, beginning in August, 2016. Before coming to Western, Randhawa served as Oregon State University (OSU) provost and executive vice president from 2004 through June, 2016. From 2001 through 2004, Randhawa served as OSU’s Vice Provost for Academic Affairs and International Programs. Between 1993 to 2001, he has also served as interim dean of OSU’s College of Business, associate dean for operations in the OSU College of Engineering, and department head of Industrial and Manufacturing Engineering.

While serving as OSU’s provost, Randhawa oversaw many key accomplishments, including:

- Overall enrollment growth, especially targeted toward high-achieving, underrepresented minorities, international and Ecampus students.
- Significant faculty hiring, and partnering with the OSU Foundation to establish endowed faculty positions.
- Strategic academic innovation, including academic divisions, reorganizations, and business centers.
• Establishing an accredited public health program.

Randhawa earned a bachelor’s degree in chemical engineering in 1976 from the University of Engineering and Technology in Pakistan, a master’s degree in industrial engineering from OSU in 1980 and a doctorate from Arizona State University, also in industrial engineering, in 1983.

See also Office of the President:

Home Page
Organizational Chart
President Randhawa Bio

2.A.11 = The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

Western’s strategic plan directs university personnel to “Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.” To these ends, Western maintains an efficient administrative structure that is comparatively lean, employing fewer administrators than do peer institutions. (See Faculty-Administrators Ratio Report.)

However, the effectiveness of Western’s administrative structure clearly demonstrates that the leadership system includes a sufficient number of qualified administrators who effectively provide leadership and management sufficient to fulfill the institution’s mission and core theme objectives. The core of this administrative structure includes the University’s Vice Presidents and Deans.

Vice Presidents

Western’s five Vice Presidents report to the President and are responsible for the leadership and management of their divisions, pursuant to the fulfillment of the University’s strategic plan and core theme objectives. (See WWU VP's.)

In addition to weekly “VP Meetings” with the President, each Vice President serves on committees designed to ensure joint governance, transparency, and representative communication across all sectors of the institution: President’s Cabinet and the University Planning and Resource Committee (UPRC).
Collectively, Western’s Vice Presidents bring national experience, in-depth familiarity with students, staff, faculty and community, and superb academic qualifications to their roles. (See on-line appendix: Vice Presidents/Deans Biographies.)

Deans

Western’s colleges and library are led by deans, each of whom reports to the Provost and Vice President for Academic Affairs. At Western the Dean functions as a planner, leader and spokesperson for the college and is responsible for providing academic leadership and administrative management for all academic programs within the college and for its extensive outreach efforts. Each dean works in collaboration with the university’s other executive officers to implement the university’s mission and is an active and visible leader both within the university and greater community.

The Dean is responsible for developing teamwork within the college and will seek to maintain, strengthen and enhance transparency, shared governance, positive relationships with contractual employees, and a collegial and constructive climate for all. Each dean is charged to maintain a strong commitment to the mission of the University and to work with faculty to establish and carry out college and unit plans designed to achieve the University’s mission and strategic goals.

The Dean provides leadership in managing the duties and responsibilities of faculty and staff within his/her college/unit including standards of performance evaluation, assignments, responsibilities to be performed, scheduling of those responsibilities, persons employed, promotion, transfer, non-appointment, non-renewal or reassignment including but not limited to the following:

- Participate in the recruitment and selection of faculty.
- Promote the spirit of and structures that support shared governance in the college.
- Promote faculty development and improvement of instruction.
- Recommend to the Provost and Vice President for Academic Affairs concerning tenure and promotion, professional leaves, general and special merit, and faculty development and other grants for faculty.
- Conduct evaluations of department chairs, work with departments in the selection of new chairs, and work with chairs in the development of departmental plans.
- Coordinate the activities of the college with the administrative staff, the chairs and program directors, and the various college committees.
- Determine the number, composition and type of academic and non-academic staff
• Discipline and terminate bargaining unit members in accordance with established process

The Dean provides leadership in college evaluation and planning, including:

• Determine academic programs to be offered, how and when courses shall be scheduled and delivered to achieve strategic goals.

• Provide leadership with curriculum evaluation and assessment efforts.

The Dean represents the college and provide leadership in all activities, including:

• Development work, including friend and fund-raising, and community outreach.

• Grant and contract writing by the faculty and in seeking financial support for the college and University from both governmental and private sources,

• Represent the college to the senior administration and community.

• Increase the diversity in students, faculty and staff, and strengthen diversity opportunities for the college and University.

• Participate in all-University planning and policy formation. Develop, interpret, amend and enforce written policies and procedures governing the work force to advance the mission of the institution and in ways consistent with state laws, and collective bargaining and other agreements.

• Develop and maintain a collegial administrative relationship with other University college and administrative units of the University, including the UFWW.

Deans are evaluated every year by the provost. Every five years this evaluation includes information from a wider “360” audience and feedback from the faculty, other administrators, external stakeholders, and other sources the provost deems appropriate. (See on-line appendix: Vice Presidents/Deans Biographies.)

**Policy and Procedures**

2.A.12 = Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

**Communication with Students**

University academic policies are discussed with new and incoming undergraduate students as part of student orientation and advising programs. Leading up to fall quarter, most first-time, first-year students attend “Summerstart,” Western’s summer orientation program (89%), while most new transfer students attend, “Transitions,”
Western’s summer orientation program for transfers (88%). First-year students not attending Summerstart attend the Fall Advising & Orientation program just prior to the beginning of fall quarter. Thus Western has 100% participation of first-year students in advising and orientation programming. In addition, off-quarter orientation and advising programs are offered prior to winter, spring, and summer quarters.

Summerstart and Transitions provide multiple opportunities for students and parents to become acquainted with and ask questions about pertinent university policies. In addition, all first-year students (frosh and transfers) receive many useful physical handouts and materials. (See on-line appendix: New Student Handouts.)

**Communication with New Families**

Family members who attend Summerstart and Transitions receive the following policy-related handouts and materials:

- **VP of Enrollment and Student Services**: Campus Safety card (accessing the security & fire report, key phone numbers, etc.).
- **Prevention & Wellness Services (PWS)**: Creating a Safe & Healthy Western (info on reporting sexual harassment, sexual assault, the sexual misconduct policy, etc.).
- **PWS**: Consultation and Sexual Assault Support Services (CASAS); basic service and contact info.
- **PWS**: EverFi Haven (expectations and process for completing required online sexual violence training modules).
- **PWS**: Together Against Sexual Violence pamphlet.
- **Student Business Office**: Tuition & Fee Schedule, plus info on adding authorized users, releasing financial info process, etc.
- **Registrar’s Office**: Tuition deadlines and important dates (bookmark).
- **Equal Opportunity Office (EOO)**: Know Your Rights (EOO services & resources).
- **EOO**: Title VI info card (definitions & contact info).
- **EOO**: Title IX info card (definitions & contact info).
- **EOO**: Title IX booklet (Western resources & reporting for sexual harassment, illegal discrimination, etc.).

**Electronic Communication**

Electronic mailings from NSSFO and the Registrar duplicate and support these efforts to ensure comprehensive communication of key policies. This correspondence includes
written instructions, references to resources, and referrals/links to offices to get students started with their Western Experience (e.g.: activating their Universal Account, submitting proof of immunization to fulfill the Measles documentation requirement, referencing the “Email as the official means of University correspondence” policy, instructions on how to access a variety of academic advising pre-planning tools online, how to access their Countdown to Western checklist to see what they’ve done/not done, etc.).

Students who do not attend Summerstart are required to attend Fall Advising & Orientation, which is a formal orientation, academic advising and registration program. Graduate students receive key policies both electronically and during orientation sessions provided by the Graduate School and at orientation sessions delivered by individual departments. Students are repeatedly informed that the academic policies can be found in the University Academic Policies and Appendices of Western’s Online Catalog maintained on the Registrar’s Office website in a searchable format, and, for graduate students, on the Graduate School’s website. The regulations listed in the catalog are maintained by the Registrar’s Office and include all revisions, as approved through the Faculty Senate. (See WWU Catalog.)

Additional efforts are made to inform and incorporate awareness of academic regulations throughout a student’s academic life:

- Advisors and Resident Advisors discuss academic regulations with students during one-on-one conversations, phone calls, and email exchanges.
- Links to the online catalog are available on websites associated with academic resources and academic planning (i.e. Admissions, Academic Advising, New Student Services/Family Outreach).

**Communication with Faculty**

The letter of offer for faculty positions at Western provides the foundation of all official communication concerning teaching, service, scholarship, research, and artistic creation. The letter orients prospective faculty to the university mission and establishes the terms of support new faculty members receives in their first year to help establish their program of instruction and scholarship. (See on-line appendix: Letter of Offer.) In addition, the letter of offer:

- States that all probationary faculty are evaluated annually by the tenured faculty and Chair of the hiring department.
- References section 7.7 of the CBA, “Tenure and Promotion,” as the principal policy concerning tenure and promotion. (See Faculty CBA.)
• References the appropriate “College and Departmental Unit Evaluation Plan” as establishing the standards and expectations for scholarly and creative activity. (See Faculty CBA.)

• References the Code of Faculty Ethics within the Faculty Handbook as the principle document concerning the creation and preservation of healthy learning and work environments. (See Faculty Handbook.)

• States the salary that has been offered.

• States the allowable relocation support provided, per Washington State’s “Moving Expense Regulations and Guide,” which is enclosed with the letter.

• Upon being hired, new faculty attend the New Faculty Orientation in the Fall, a day-and-a-half orientation and, three weeks into fall term, “Resources in the Round,” a two-hour presentation on faculty development opportunities and resources. Over the course of both events faculty participate in the multiple and comprehensive workshops. (See on-line appendix: New Faculty Workshops.)

Communication with Chairs

Academic policies and procedures are clearly communicated to Department Chairs through the following events, organizations and resources.

• The Chair Leadership Group holds quarterly trainings and presentations for all chairs, maintains a Chair Canvas site of resources, and matches new Chairs with mentors. (See Chairs Toolkit.)

• The Faculty / Staff administrative calendar, which notes deadlines and due dates. (See Faculty / Staff Calendar.)

• The Provost’s Academic Affairs Policy website. (See Academic Affairs Policies.)

2.A.13 = Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Policies and procedures related to access to and use of library and information resources are published and comprehensively available at the library’s website. (See Western Libraries.). These include, but are not limited to:

• borrowing materials from the Western Libraries,

• checking out laptops,

• booking rooms or videos,
• obtaining materials through interlibrary loan and document delivery (see Interlibrary Loan),
• providing access to supplemental course readings (see Course Readings),
• assisting those with special needs (see Special Needs), and
• providing services for community members (see Community Members).

Specific policies, information, and guidelines are also posted regarding copyright, plagiarism, computer use, and expectations of conduct.

Policies and procedures are also selectively printed on handouts that are distributed at tours, orientations, instruction sessions, workshops and service locations. Library staff regularly review policies and procedures in order to update and adapt them as necessary, consulting with others when it is appropriate. The Western Libraries take its responsibility of providing access to and use of library and information resources very seriously. This is evidenced in one of the major goals from the Western Libraries recent (2015) Strategic Plan: “Enhance barrier-free access and life-long learning by optimizing physical and virtual environments.” (See Library Strategic Plan.)

2.A.14 = The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Western’s transfer of credit policies are developed by the University’s Recruitment, Admissions and Support Committee (RASC) in accordance with statewide Inter-College Relations Committee (ICRC) guidelines (ICRC) and are approved by the University’s faculty. Authority to administer these policies is shared by the Registrar, the Office of Admissions and, where applicability of major or minor is concerned, department chairs or designees. (See Admissions.)

Transfer-of-credit policies are widely published and available via the University Catalog (Transfer Credit Admissions), the Admissions webpage, and the Registrar’s webpage (Registrar). Regarding concerns and/or changes that could impact a student’s transfer experience, Admissions and Advising staff maintain regular communication with counterparts at community colleges with high transfer rates to Western (e.g. Whatcom Community College and Skagit Valley College).

Students

2.A.15 = Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.
The Student Conduct Code (web = Rights & Responsibilities Web; pdf = Rights & Responsibilities Download) is available through the Dean of Students website, the University Catalog (Appendix C), and via a link to student conduct on the students’ MyWestern portal. (See MyWestern Portal.) Students are also made aware of the Student Conduct Code through outreach conducted during new student orientation. In addition, a link is provided in the Annual Security and Fire Safety report which is distributed to all Western employees and students each fall. The Student Conduct Code is being revised in light of best practices and changes in the field and is tentatively scheduled to be approved by the Board of Trustees in February, 2017.

Western’s policies on reasonable accommodation, sexual harassment, equal opportunity, and nondiscrimination are included in Appendix A of the University catalog, the Academic Honesty Policy and Procedure is located in Appendix D, and the Academic Grievance and Appeal Policy is found in Appendix F. Because of their inclusion in the catalog, each of these policies is also codified in the Washington State Administrative Code (WAC).

2.A.16 = The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Admission policies consider a range of factors. Chief among them is a student’s probability of academic success as evidenced by grades, test scores, course rigor, completion of prerequisite courses, and related experiences. (See Academic Standing.) Policies for extra-institutional learning such as Advanced Placement, International Baccalaureate, and Cambridge International Exam, as well as credit by exam guidelines, are available in the University Catalog, available via print at recruitment and yield events and on the Admissions website. (See Advanced Placement & Credit by Exam and College Credit Admissions.)

Western utilizes the statewide Math Placement Test (MPT) to place students into appropriate first math courses. Most students, including transfer students, who wish to register for a math course at Western must first take the MPT. Information and frequently asked questions about the MPT are available on the Admissions and Testing Center websites. (See MPT Admissions and MPT Testing.) Testing is available at Western’s Testing Center. It is also offered twice per summer orientation session for incoming freshmen and transfer students.
Western has clearly defined policies related to low scholarship, including academic warning, academic probation, continuing probation, removal from probation, and academic dismissal. Reinstatement procedures for students who have been academically dismissed are published in the University Catalog and on the websites for Admissions and the Academic Advising Center. (See Reinstate Catalog; Returning Student Admissions; and Reinstate Advising.)

Responsibility for reinstatement rests with the faculty Scholastic Standing Committee. (See Scholastic Standing Committee.) Policies related to the readmission of former students who left in good academic standing are published on the Admissions webpage. (See Returning Students.)

2.A.17 = The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Western has a rich history of active engagement by students in a broad range of co-curricular activities. A significant level of student leadership is a critical element in the success and quality of these activities. The level of leadership varies with the role of the administrative or academic departments that assume responsibility for the activities in support of the University’s mission and objectives. Primary funding is through the Services and Activities Fee, which is legislatively approved, under the authority of the Board of Trustees. The Services and Activities Fee Committee, with a majority of student voting members, is chartered by the Board of Trustees to recommend the fee level, distribute funds among the programs, and evaluate program priorities. (See Fee Committee.) The Committee has recently updated funding guidelines for use of the fee. Funding is distributed to the Associated Students, Campus Recreation, Departmentally Related Activities Committee, and the Athletics Department, who have departmentally-based guidelines and procedures consistent with the appropriate uses of the fee and program needs that are available on departmental/program websites.

In 2010, the Associated Students was granted a new charter by the University President that outlines authorities and responsibilities as the student government. The Associated Students operates with support from the Viking Union Organization, providing student representation, programs, services, activities, and a club system. The AS By-laws, Strategic Plan, and Program Standards provide specific information on the operation of the organization to student employees, volunteers, and the Western community. (AS Policies, By-laws, Strategic Plan, and Program Standards are all available at AS Policies & Procedures.) A point of pride for the organization is the number of student employees that gain significant leadership and practical experience while ensuring the delivery of
quality services to the campus community. Policy and procedures for club recognition are also available online. (See Club Policy, and Club Procedure.)

The Student Publications Council (see Publications Council) is chartered by the President to provide management, guidance, and support for major campus publications, including the Western Front, Klipsun Magazine, and The Planet Magazine. (See Front; Klipsun; and Planet.) The Council’s charter clearly outlines the governance structure for university publications, including the roles of the Board of Trustees, the President, faculty or staff advisors, and student editors. (See Publications Charter.) The charter also establishes a Code of Freedom and Responsibility that protects freedom of student expression and establishes standards that students must adhere to. In addition to the major campus publications, the Associated Students publishes the AS Review and a variety of AS program and club program publications that are governed by charter, mission, and the AS Program Standards. (See AS Review.)

The Associated Students operates the campus radio station (KUGS) in accordance with university policy and specific Associated Students policies. (See KUGS University Policy, and KUGS AS Policy.) The KUGS policy is currently under departmental review to update operational standards. The KUGS General Manager, a professional staff position, and six student coordinators provide active training and oversight to over 100 volunteers to insure compliance with Federal Communications Commission’s rules and campus policies. The General Manager also is responsible for the operation of KVIK, a video production program of the Associated Students. (See KVIK.) Standards of operation are based upon FCC rules and departmental policies and all student producers are trained in these standards.

**Human Resources**

2.A.18 = The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

New employees are introduced to the University policy and procedures website, as well as the Human Resources policy webpage, during new employee orientation sessions. These websites are available through any computer, including computer terminals available for general use across campus. (See HR Policies.)

Policy development and maintenance is governed by the POL-U1000.10 Developing and Maintaining University Policies policy, which requires final approval by the President or Board of Trustees as appropriate. (See Policy Creation/Revision Process, and Policy Development Page.)
All University Human Resources policies are part of a Division Policy Review and Communication Plan where updates and reminders are communicated to the campus as appropriate. In addition, Human Resources policies and procedures are subject to review every three years. Policy training also occurs outside of new employee orientation, including mandatory supervisor training. Western maintains compliance with both state and federal labor poster requirements.

Human Resources provides human resources-related guidance and education to all university employees. Human Resources staff are trained in the human resource functions of the office, as well as the policies and procedures that govern the institution.

2.A.19 = Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

All employees are apprised of the conditions of their employment, work assignments, and responsibilities via their job description at the time of hire. If changes occur, those descriptions are updated during annual evaluation processes. Criteria/procedures for evaluation, retention, promotion, and termination are provided during new employee orientation and onboarding (typically the first six months in a position). For new employees, the Offer of Employment letter addresses the specific conditions of employment for each employee classification, and references the applicable collective bargaining agreements or employee handbooks. (Again, see HR Policies.)

Human Resources holds regular supervisor/manager trainings on communicating with employees in the evaluation process. Trainings include those for:

- Communication and Successful Conflict Resolution.
- Hiring & Onboarding.
- Approving Payroll: From Leave Request to Paycheck: Getting it Right.
- Employee Engagement & Strengths-Based Management.
- Upholding Ethics in the Workplace.
- FMLA Management.
- Managing Classified Staff: Labor Relations 101.
- Supervising a Diverse Workforce.
- Performance Evaluations, Coaching & Crucial Conversations.
2.A.20 = The institution ensures the security and appropriate confidentiality of human resources records.

Western’s Human Resources Department adheres to internal procedures to ensure the security and confidentiality of personnel files, payroll files, benefits files, and Family Medical Leave Act (FMLA) files, ensuring compliance with the confidentiality requirements of applicable state and federal laws regarding University employees’ medical and disability information. All records, including those of past employees, are kept in file cabinets in a secured and alarmed file room with access provided to Human Resources staff only. Human Resources will only release copies of the content of such files with written authorization from the employee. State-wide records and retention guidelines direct the archiving and disposal of these files. Other Human Resources files are maintained in professional staff offices that are secured each day.

All Human Resources staff are required to have criminal background checks as a condition of employment. Human Resources staff receive training to protect non-public financial information, such as social security numbers and bank account information.

Security and confidentiality policies, best practices, and responsibilities for Human Resources, and for the University at large, can be found at Enterprise Application Services.

Institutional Integrity

2.A.21 = The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Official announcements, statements, and publications are routed through the Office of Communications and Marketing, which is responsible for the integrity of messages regarding Western’s mission, branding, programs, and services. (See Communications & Marketing.) Faculty, staff and students are kept abreast of many university policies and procedures through the university’s daily online newsletter, Western Today. Western’s Marketing Committee, comprised of marketing and public relations professionals from across campus, regularly meets to coordinate marketing efforts, to ensure Western’s brand is being used correctly, and to promote teamwork, resource sharing, and the dissemination of new ideas in these areas. To keep abreast of and appropriately utilize emerging social media platforms, a committee of university social media practitioners regularly meets to determine best practices for communicating Western’s mission and other information. Editorial boards for the university magazines
Window and Soundings (News for WWU Parents) help assure strong editorial quality. All major website updates are approved by designated university officials and reviewed by the university webmaster. (See Web Standards.)

2.A.22 = The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Western Washington University advocates, subscribes to, exemplifies and demonstrates high ethical standards in its operations and management. This includes its dealings with the public and external organizations, and in its treatment of students, faculty, administrators, staff and others. The University has a designated Ethics Advisor who assists managers and supervisors in understanding and implementing ethics programs, and from whom employees can seek ethical guidance. Ethics in Public Service presentations are part of New Faculty Orientation and New Employee orientation, and the University offers an Ethics 101 course and online quiz, as well as other resources regarding state laws and institutional guidelines concerning use of University resources, receiving honoraria, consulting, patent, copyright and other ethics-related topics. (See Ethics in the Workplace.) The University is committed to high standards of fiscal integrity and transparency, to shared governance, and to work and learning environments that are positive, productive, safe and characterized by mutual respect and the safeguarding of civil and personal liberties.

Western also complies with all state legal statutes, specifically the Washington State Legislature’s Chapter 42.52 RCW, Ethics in Public Service. (See Ethics in Public Service.)

Institutional Integrity: Faculty

Policies in support of academic freedom and rights can be found in the Western Faculty Handbook (III. The Faculty, B. Academic Freedom @ Faculty Handbook), and University Catalog (Code of Ethics for Faculty of WWU, Appendix G, Sections 7 and 9 @ Catalog Appendix G).

In support of diversity, findings from two surveys—of faculty in 2012, and staff in 2012-13—provided important diversity-related recommendations, many of which were implemented in 2012-13. Indeed, Western’s commitment to diversity is found in a wide series of documents. (See Diversity Policies.) As is the case with all policies and procedures, these documents are available in both print and on the Western website.
With faculty, as with all its constituencies, Western has collective success in living out the values expounded in all policies and procedures by virtue of its close working relationship with the United Faculty of Western Washington’s collective bargaining unit. (See Faculty CBA.)

Institutional Integrity: Students

Students are encouraged and supported in addressing conflicts with each other in several ways. Residence Life staff provide guidance and support in helping students learn to live in community, including appropriate avenues to address conflict, through the Residence Education model. (See ResLife Education.) Professional and paraprofessional live-in staff assist students in learning about themselves, others, relationships, and community.

Students who have complaints or grievances regarding faculty or grades can avail themselves of the Academic Grievance policy, which is available through the Catalog. (See Academic Grievance.) The policy encourages students—both undergraduate and graduate—to resolve disagreements with faculty informally but provides a process and framework if informal resolution is unsuccessful. Staff in the Office of Student Life/Dean of Students can provide support and guidance for undergraduates; the Assistant to the Dean of the Graduate School can provide support and guidance for graduate students. (See Student Life/Dean of Students and Graduate School.)

Students can file complaints against other students through the Student Conduct Code, a set of policies that outlines the expectations of Western students, transparently publishes students’ personal and academic rights, and establishes an ethic of responsibility regarding a student’s guaranteed freedoms and protections. (See Student Rights and Responsibilities Code.)

That being noted, as a condition of enrollment at Western, students must assume responsibility for their own actions and maintain an environment conducive to the academic success, safety, and well-being of others. In addition, they are expected to be truthful, respect the rights of others, and abide by all university policies and procedures, as well as all applicable local, state, and federal laws and regulations. To these ends, Western maintains a Student Conduct Code.

All students are responsible for understanding and complying with the responsibilities and expectations set forth in this code, which is designed to be a learning process that promotes an understanding of students’ responsibilities as members of the university community. The objectives of the student conduct system, as set forth in this code, are twofold: to ensure that students act in a manner consistent with high standards of scholarship and behavior, and to maintain the safety and well-being of all members of the university community.
The University also ascribes to and publishes the *Transfer Rights and Responsibilities* code of Washington State, ensuring that transfer students understand the protections they warrant in class standing, course equivalencies, and transfer credit. (See *Transfer Rights & Responsibilities*.)

**Institutional Integrity: Staff & Administrators**

As with its faculty, Western has collective success in living out the values expounded in all policies and procedures by virtue of its close working relationship with collective bargaining units representing classified staff (Washington Federation of State Employees, and the Washington Public State Employees), as well as with non-represented professional staff. (See AFSCME CBA, PSE CBA, and Professional Staff Organization.)

As noted in 2.A.18, new employees are introduced to the University policies and procedures website, as well as the Human Resources policy webpage, during new employee orientation sessions. These websites are available through any computer, including computer terminals available for general use across campus. (See HR Policies.)

Included among the specific policies covered under Washington’s RCW 42.52 and available on the Human Resources webpage are those for:

- Whistleblowers,
- Financial Disclosures,
- Compensated Outside Professional Activities,
- Loss of University Funds or Property,
- and many more.

**Ensuring Equal Opportunity and Fair and Equitable Treatment**

Western is committed to implementing all federal and state statutes prohibiting discrimination for faculty, staff and students based on legally prohibited characteristics, including: race, color, creed, religion, national origin, sex (including pregnancy and parenting), age, disability, marital status, sexual orientation, gender identity and expression, genetic information, and veteran status, and to creating a campus respectful of the identities of all its members. As an example, two recent changes made at Western to better support its transgender members included developing a process for students to indicate their preferred first name in student systems and in documents not requiring a legal first name and converting ten single-occupancy men’s and women’s restrooms on campus to gender-neutral and family restrooms.
Western fully implements equal opportunity and affirmative program requirements and has a designated Title IX and American with Disabilities Act (ADA) Coordinator. Faculty, staff, and students who feel they are subject to discrimination or harassment based on protected categories may file a discrimination complaint with the university’s Equal Opportunity Office (EOO). EOO investigations are conducted per the university’s discrimination complaint procedure (PRO-U-1600.02A) and are completed in a timely manner. In support of ensuring a healthy equal opportunity climate, the university undertook diversity climate surveys of students, faculty, and staff. Findings from these surveys (students in 2009-10; faculty in 2012, and staff in 2012-13) provided important equal opportunity and diversity-related recommendations, many of which were implemented in 2012-13. Indeed, Western’s commitment to diversity is found in a wide series of documents. (See EOO Policies.) As is the case with all policies and procedures, these documents are available in both print and on the Western website.

In 2014, Western established the President’s Taskforce on Equity, Inclusion and Diversity to engage the campus in discussion about diversity and to provide recommendations that create a campus climate that is supportive of all who are Western. Specifically, the charge of the Taskforce is to rigorously review campus climate, recruitment and retention practices, curriculum, and community outreach efforts in order to develop a comprehensive strategic plan and to recommend initiatives, policies, and procedures that will increase equity and inclusion and allow Western to embrace and reflect a truly diverse society. (See Equity, Inclusion and Diversity.)

Through a recommendation from the President’s Taskforce, Western’s Campus Equity and Inclusion Forum was created and has been an integral part of the university community ever since. The Forum is comprised of more than 20 faculty and staff members and their work includes organizing a Training Series designed to empower members of the Western community to better understand and thoughtfully engage with the experiences and identities of all community members. The Equity and Inclusion Training Series welcomes staff and faculty from across the university to attend, design and lead its workshops. In addition to leading workshops, the Campus Equity and Inclusion Forum publishes reports on a quarterly basis providing data about workshop attendance, participant feedback, and recommendations for continuing to integrate the work of the Forum throughout the campus community.

Western’s Human Resources department also offers professional development courses related to diversity and inclusion. Courses include Supervising a Diverse Workforce, Diversity and Inclusion: Recruit and Welcome Successfully, Diversity and Inclusion: Micro-Affirmations and Eliminating Subtle Discrimination, and Welcoming and Recruiting Diversity. Each of these HR courses have specific descriptions and course objectives, but all teach the value of working in a diverse environment and tools for creating a more inclusive workplace.
2.A.23 = The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Western demonstrates a commitment to integrity by its conduct codes and clearly defined policies that prohibit conflict of interest by the Board of Trustees, the president, administrators, faculty and staff.

Section 2.4 of the Western Board of Trustees Rules of Operation, provides conflict of interest standards that apply to all members of the Board of Trustees. Section 2.4 (b)(1) requires an annual affirmation for all members of the Board for disclosure of personal, familial, or business relationships. These affirmations are maintained by the Secretary to the Board of Trustees. Section 2.4 (b)(2) requires trustees to disclose to the Chair of the Board the existence of potential or real conflicts of interest as soon as possible. Section 2.4 (b)(3) requires that such disclosures are recorded in the minutes of the meeting where a vote by the Board of Trustees will occur. Section 2.4 (c) includes a detailed but non-exhaustive list of situations that constitute conflicts of interest. The Rules of Operation also address possible conflict of interest in event any relatives of the President are employed. (See BOT Rules of Operation.)

The Board’s Rules of Operation provide for a three-member Audit Committee to assist in fulfilling the Board’s responsibilities to the oversight and integrity of the accounting, auditing and reporting practices of the university. The Audit Committee Charter is appended to the Rules of Operation and guides the Director of Internal Audit and the committee.

University policies and procedures are in place to ensure ethical conduct and legal treatment of faculty, staff and students. Specific policies include, but are not limited to: Policy on Equal Opportunity and Nondiscrimination; Policy on Reporting Financial Conflict of Interest by PHS-Funded Investigators; Policy on Addressing Responsible Conduct of Research; Code of Responsibility for Security and Confidentiality of Records and Files; and Administering the State Whistleblower Act. These and other policies are posted on the university policy web site. (See University Policies.)

The Code of Faculty Ethics has long been in place to guide faculty. Amended in 2012 to provide clear and unequivocal guidance regarding conflict of interest, Sections 7 and 8 directly address issues of conflict: Section 7, Conflict of Interest Resulting from Family and/or Intimate Personal Relationships; and Section 8, Consensual Intimate Personal Relationships between Faculty and Students. (See Faculty Handbook.)
Western Washington University maintains institutional integrity by its clear expectation of ethical conduct by its Board of Trustees, administrative leadership, faculty and staff.

2.A.24 = The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Western maintains clear and uniform policies and procedures for the regulation and administration of intellectual property rights generated by the activities of its faculty, employees and others associated with the University. University policies concerning ownership, control, copyright, and revenue derived from the creation and production of intellectual property were previously published in the Faculty Handbook. However, with the establishment of the Collective Bargaining Agreement, these policies (POL—U4520.03) were revised, strengthened, and published as Appendix 1 of the CBA. (See Faculty CBA.)

Appendix 1 of the CBA details the objectives of the policy, as well as its details, the rights of students, the University procedure for reporting inventions, the inventor’s share of royalties, criteria governing outside commercial sponsorship of research, works for hire.

In addition, Western provides several levels of support to faculty to ensure the understanding of their intellectual property rights, the protections of copyright, their responsibilities for human subjects review, and the fair and ethical treatment of animals. All faculty are introduced to the Office of Research and Sponsored Programs (RSP), and the resources and support it provides faculty, as part of the New Faculty Orientation, provided for newly-hired faculty each fall. Western has a full-time compliance officer to assure all federal, state, and local compliance requirements are met. The RSP compliance officer works with two faculty led committees which govern faculty and student research involving human subjects (See IRB: Human Subjects) and animal care (See IACUC: Animal Subjects). Western has a contractual agreement with the law firm of Christensen, O’Connor, Johnson, and Kindness (COJK), which specializes in intellectual property law, and assists faculty and the University with patents (see COJK web site). As well, Western has a relationship with the Washington Research Foundation to promote the development of intellectual property. (See WA Research.)

2.A.25 = The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.
Accuracy in the representation of accreditation status is a central tenant of Western’s commitment to transparency in the representation of its standing and performance. The regional accreditation status of Western Washington University, together with current and archived accreditation self-studies and reports, is prominently displayed on the University’s Accreditation web site. The Commission’s letters of “Reaffirmation of Continuous Accreditation” are published, as well as the full texts of the peer evaluation reports. The University does not speculate or otherwise predict or extrapolate concerning future accreditation actions or status. (See Western Accreditation.)

In addition to the transparent publication of all regional accreditation documents and reports, the following steps and safeguards ensure the accurate representation of the University’s accreditation status. At Western, the Accreditation Liaison Officer and Director of Academic Assessment:

- makes annual presentations on the University’s current and upcoming assessment and accreditation activities for President’s Cabinet, Deans Council, and the Deans and Chairs (DAC) committees of CHSS and CSE;
- meets annually with the Associate Deans and Directors of Assessment within each college to coordinate accreditation and assessment activities, and to ensure each college remains updated and in compliance with accreditation standards;
- apprises the Faculty Senate Executive Committee on the University’s current and upcoming assessment and accreditation activities;
- regularly convenes the Accreditation and Assessment Advisory Committee (AAAC) to seek the committee’s advice and participation regarding regional accreditation activities; and
- remains current with NWCCU procedures, policies and expectations by participating in the Commission’s ALO and evaluator trainings, and by volunteering as an evaluator.

The University Catalog also publishes the Commission’s regional accreditation of Western, and the specialized accreditation received by specific programs.

2.A.26 = If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.
The University maintains a comprehensive review and approval process for all contractual agreements. Utilizing “approve-to-form” templates for the majority of its contracts, the terms and conditions within these boilerplate documents have been thoroughly vetted and provide a standard for performance and service agreements. All University agreements (excluding employment), prior to sending to the contractor, are processed through a single Contract Administration office. Along with ensuring continuity and internal controls, this office reviews each contract and routes for review and approval through other campus entities as necessary including Risk Management for liability concerns and the Assistant Attorney General for all other compliance and legal issues. This overall process, with its focus on maintaining and upholding the integrity of Western, is in accordance with the University policy and the state guidelines as listed below:

- State Administrative & Accounting Manual (SAAM).
- University Policies and Procedures (University Policies).

**Academic Freedom**

2.A.27 = The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Western Washington University publishes and adheres to policies, established through its joint-governance procedures and approved by its Board of Trustees, concerning academic freedom and protection from inappropriate internal and external influences, pressures and harassment.

In every aspect of the University’s operations, Western demonstrates strong principles of ethics, academic freedom, and integrity in the pursuit of knowledge. At the most foundational level, Western’s mission, vision, values and strategic goals—rooted in the values of service, access, diversity, community engagement, integrity, and innovation—serve as a concrete guide for the institution’s actions, and for the entire community to participate and to function with integrity. This emphasis upon academic freedom and integrity is manifest in the University’s core operating documents. For instance, the CBA declaratively states that “Faculty members are entitled to full freedom in research and in the publication of the results.” The CBA is also careful to balance the academic freedom of faculty with the rights and protections of students: “Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be
careful not to persistently intrude material into their teaching which has no relation to their subject” (CBA 2.2,2,3,4).

In addition, and as published in Appendix 4 of the Faculty Handbook, the University affirms the American Association of University Professors’ Statement of Principles on Academic Freedom and Tenure. These principles are strongly defended by the Faculty Senate. (See Faculty Handbook: Appendix 4 and Principles on Academic Freedom.)

Western’s published policies include a variety of documents establishing safeguards to protect its constituencies from inappropriate influences, pressures and harassment. Additionally, Family Education Rights and Privacy Act (FERPA) resources are provided in materials to support department chairs. (See Table 5 below.)

<table>
<thead>
<tr>
<th>Publication</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code of Ethics for WWU faculty</td>
<td>Faculty Code of Ethics</td>
</tr>
<tr>
<td>Professional conduct and conflict of interest</td>
<td>Faculty CBA</td>
</tr>
<tr>
<td>FERPA</td>
<td>FERPA</td>
</tr>
<tr>
<td>FERPA for department chairs</td>
<td>FERPA for Chairs</td>
</tr>
</tbody>
</table>

2.A.28 = Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

As an institution of higher education, Western maintains policies and protections which recognize that “academic freedom is essential to the mission of the university and that providing an environment of free and honest inquiry is essential to its functioning.” (See Faculty CBA.) However, and as published in the CBA, faculty members “should be careful not to “…persistently intrude material into their teaching which has no relation to their subject. Faculty members are responsible for maintaining high professional standards of scholarship and instruction in their fields. Therefore,
faculty members shall adhere to legal and ethical standards and procedures. The commitment to academic freedom does not imply that a faculty member’s teaching and scholarship are not subject to critical review and judgment as to their quality and significance.” (See Faculty CBA.)

This same careful balance between one’s own freedoms and that of others is clearly set forth in the University’s publications for students. The Student Conduct Code, available in the catalog and elsewhere, notes that “While students have the right to freedom of expression, including the right to dissent or protest, this expression cannot interfere with the rights of others.” (See Student Rights and Responsibilities Code.)

Western Washington University is committed to providing students, faculty and staff with an educational and work environment free of discrimination or harassment based on categories protected by federal law or Western policy.

The university extends the rights, responsibilities and protections of freedom and independent thought to students and staff in clearly published policies that are distributed to students in a variety of forms. (See Table 6 below.)

<table>
<thead>
<tr>
<th>Table 6: Student Conduct Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication</td>
</tr>
<tr>
<td>Student Conduct Code</td>
</tr>
<tr>
<td>Equal Opportunity Office Brochure</td>
</tr>
<tr>
<td>Academic Integrity at Western</td>
</tr>
</tbody>
</table>

2.A.29 = Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

As noted in the evidence provided in 2.A.28 above, the CBA declaratively states the responsibility of faculty to ensure that they refrain from inserting into their teaching material with no relation to their subject, and that academic freedom does not mean that “teaching and scholarship are not subject to critical review and judgment as to their quality and significance.” (See Faculty CBA.) Moreover, because students complete course evaluations for every course they take at Western, and because all faculty submit syllabi for the courses they teach, the institution has multiple peer-review safeguards
for ensuring that content and scholarship are presented fairly, accurately, and objectively in all courses taught at Western.

Similar peer-review safeguards ensure the integrity of academic scholarship published by faculty of Western. Faculty submit copies of all published scholarship in their review dossiers for probationary evaluations, promotion, tenure, and periodic post-tenure reviews. In this way all scholarship is subject to peer-review at the level of the department as well as the level of the publication. These multiple layers of peer-review ensure that the source of intellectual property, as well as an author’s personal views, beliefs, and opinions are sufficiently identified.

Finally, Western has clear policies for the integrity of scholarship and clear processes for scholarly misconduct and / or other identified departures from accepted standards of integrity and honesty. Such policies include those identified in 2.A.27. The process for reporting misconduct are clearly stated and prominently published in the Policy and Procedural guidelines for Misconduct in Research and Scholarship on the RSP web page. (See RSP Misconduct Policies.)

Finance

2.A.30 = The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The Revised Code of Washington establishes all management of Western’s financial resources in its Board of Trustees, which is defined by state statute (See RCW 28B. 35.100.) The Board of Trustees has developed and approved clearly defined policies, regarding oversight and management of financial resources, including financial planning, reserves, investments, cash management, transfers, debt management, and Board of Trustees approval and monitoring of operating and capital budgets. These policies may be found within the BOT Rules of Operation and the “Fiscal Services” sections of the University Policy and Procedures website. (See Fiscal Services Policies.)

These policies ensure that all business and financial practices:

• connect to the university’s mission regarding individual conduct,
• establish specific requirements for members of the campus community,
• ensure compliance with applicable laws and regulations, and
• promote operational efficiencies and reduce institutional risks.
Standard 2.B: Human Resources

2.B.1 = The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Western employs a sufficient number of qualified personnel to maintain its support and operations functions. Western’s recruitment practices are located on the Human Resources website: HR Website. Classified staff and faculty recruitment procedures are also outlined in the applicable collective bargaining agreements (CBAs): CBA Website.

Human Resources provides guidance in recruitment processes, ensuring that criteria, qualifications, and procedures are appropriate and posted correctly. In addition, the Equal Opportunity Office provides search committee briefings and reviews the search process for faculty, professional staff, and executive officer positions to ensure equal opportunity standards are followed. (See Recruitment Guide.) Position descriptions accurately reflect duties and responsibilities, and copies are maintained by HR; position-specific training needs are identified at the time of recruitment.

2.B.2 = Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Faculty

Once hired as an assistant professor, and until achieving tenure and promotion to associate professor, tenure track faculty are evaluated every year, using criteria outlined in college and department evaluation plans. Once tenured and promoted, faculty are evaluated every five years. (This is called Post Tenure Review or PTR.) Again, this process uses criteria outlined in college and department evaluation plans. Non-tenure track faculty (called instructors) are evaluated every year until promoted to senior instructor, at which time they are evaluated every three years. (See Faculty CBA.)

Administrators and Classified Staff

Administrators and classified staff are evaluated regularly with regard to performance of work duties and responsibilities. Performance Evaluation plans are completed annually. Performance goals and training and development plans are determined and reviewed during this process. Completed Performance Evaluation plans are maintained in each employee’s HR file. Supervisors are trained on protocol for completing performance evaluations. Procedures for classified staff evaluations follow the process
set by the Washington State HR. (See HR Home Page and use drop-down menu “Current Employee.”)

In addition to their annual evaluations, administrators (including the Vice Presidents, Deans and the Provost, and Directors and Associate Vice Presidents within Enrollment and Student Services) receive "360 degree" evaluations on a rotational basis—typically every 3-5 years. The 360 degree evaluation of Deans, the Provost and others include venues for broad faculty participation and "open" opportunities wherein anyone may submit comments. The 360 degree evaluations of Professional Staff directors and other administrators employ the EPAS system and typically include comments from three to ten peers. The Faculty Senate participates in 360 degree evaluations of the Deans and Provosts, and also periodically conducts its own reviews of Deans. (See EPAS.)

2.B.3 = The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Western strives to ensure all employees are given the tools needed to succeed in their position and the opportunity to grow into the professional they desire to become. While department chairs may draw from various sources to support the professional development of faculty and employees in their units, Western recognizes the need for internal options for professional development and offers a wide variety of programs, classes, and other offerings. (See Professional Development and Personal Development and Employee Language Program.)

2.B.4 = Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

In fall, 2016, Western had 775.0 full-time equivalent (FTE) faculty, with 60% tenured or tenure-track (TN/TT). Western’s balance of full and part time faculty is described below (See Table 7 below.)
Table 7: Full Time/Part Time Status, Fall 2016

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenured &amp; Tenure Track</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>497</td>
<td>97%</td>
</tr>
<tr>
<td>Part Time</td>
<td>17</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Non-Tenure Track</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Time</td>
<td>122</td>
<td>29%</td>
</tr>
<tr>
<td>Part Time</td>
<td>301</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>619</td>
<td>66%</td>
</tr>
<tr>
<td><strong>Part Time</strong></td>
<td>318</td>
<td>34%</td>
</tr>
</tbody>
</table>

The majority of all courses at Western are taught by tenured or tenure-track faculty. (See Table 8 below.)

Table 8: Percentage of Courses Taught by Tenure-track Faculty

<table>
<thead>
<tr>
<th></th>
<th>Count of all CRN</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenured/Tenure Track</strong></td>
<td>2,002</td>
<td>59%</td>
</tr>
<tr>
<td><strong>Non-Tenure Track</strong></td>
<td>1,084</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Unknown</strong></td>
<td>325</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,411</td>
<td>100%</td>
</tr>
</tbody>
</table>

In fall, 2016, 99% of full-time TN/TT faculty had terminal degrees. Altogether, 88% of all full-time faculty (combining TN/TT and NTT) have terminal degrees. Also, for the 2015-16 academic year, Western’s student-to-faculty ratio was 18.4:1 based on the Common Data Set. (See Common Data Set.) That ratio was 21.1:1 in 2011-12—the first year in which the state budgetary setbacks required higher education to enact a hiring freeze—but has improved in every year since. This figure is well within the average range for public, 4-year institutions. (See Table 9 below.)
Table 9: WWU Student to Faculty Ratio (based on the Common Data Set)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Faculty/Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>18.4:1</td>
</tr>
<tr>
<td>2014-15</td>
<td>18.9:1</td>
</tr>
<tr>
<td>2013-14</td>
<td>19.7:1</td>
</tr>
<tr>
<td>2012-13</td>
<td>20.8:1</td>
</tr>
<tr>
<td>2011-12</td>
<td>21.1:1</td>
</tr>
</tbody>
</table>

Also see Academic Organization Chart.

2.B.5 = Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

Faculty responsibilities and workloads at Western are established by attention to both student needs and the goal of maintaining consistent departmental standards and expectations. As noted in the CBA (Section 9.1), the underlying principle for establishing teaching loads at Western is to meet the needs of students and program requirements effectively and efficiently, and to provide a supportive teaching/learning environment. Consequently, responsibilities and workloads of most faculty at Western are dominated by activities related to undergraduate instruction. Since teaching methods vary among disciplines, each department and college is best able to assess the efforts required in teaching in its discipline(s). Hence, workloads differ by department. The clear priority of student needs in these processes is in accordance with the University’s mission, vision, values, and core themes. (See Faculty CBA.)

However—and as also noted in the CBA—“The parties agree to continue stable teaching load practices for faculty that maintain the historic departmental levels of teaching or librarianship constituting one FTE workload in each college” (9.2.1).

Western effectively balances faculty workloads. This reflects the strength of Western’s joint-governance procedures and is demonstrated by consistency in the SCH/Faculty FTE ratio, and is additionally demonstrated by evidence provided by the 2010-11 HERI
Faculty Survey. (See Table 10 below, and on-line appendix: HERI Faculty Workload Study.)

Table 10: Student Credit Hours (SCH) to Faculty FTE Ratios by Year

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>249.0</td>
<td>266.0</td>
<td>244.2</td>
<td>246.1</td>
<td>246.0</td>
<td>242.4</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>246.4</td>
<td>240.4</td>
<td>272.3</td>
<td>264.6</td>
<td>213.2</td>
<td>223.8</td>
</tr>
<tr>
<td>Non-Tenure Track</td>
<td>443.5</td>
<td>411.6</td>
<td>411.3</td>
<td>396.0</td>
<td>368.8</td>
<td>345.1</td>
</tr>
<tr>
<td>Total</td>
<td>313.2</td>
<td>316.3</td>
<td>308.4</td>
<td>304.6</td>
<td>287.1</td>
<td>283.2</td>
</tr>
</tbody>
</table>

At noted in the table above, some adjustments were made to accommodate student needs over the recessionary period but the overall ratio of SCH to Faculty FTE varied by less than 4%. As faculty hiring began to increase with the improved economy, the ratio has returned to pre-2010 rates.

More evidence of the institution’s success in establishing effective workloads is demonstrated in Western’s recognition by the Chronicle of Higher Education as a “Great College to Work For.” Western won this recognition as a result of a nation-wide survey of faculty, administrators, and support staff. Western was recognized by its faculty for its teaching environment and for clarity in the institution’s tenure requirements and process.

Tenure-track faculty members’ job responsibilities include a combination of teaching, advising, research or creative endeavors, and service to departments, colleges, the university, the professions, and the community. Additional responsibilities of tenured and tenure-track faculty include: advising students; attending classes as scheduled; participating in university committees; maintaining reasonable posted office hours; working collaboratively and productively with colleagues; and participating in assessment activities and program reviews. Distribution of workload among these job responsibilities may vary according to departmental and programmatic need. Non-tenure-track responsibilities are defined in the Letter of Offer and normally consist primarily of teaching.

Standards for the quantity and quality of teaching as well as standards for the quantity and quality of research and service are determined in departmental and college evaluation plans, noted in this document’s response to 2.B.6.

2.B.6 = All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are
evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The Collective Bargaining Agreement (CBA) describes the processes and timelines by which tenured and tenure-track faculty, as well as non-tenure-track faculty, are evaluated at Western. (See Faculty CBA.)

The Evaluation of Tenure-Track and Tenured Faculty

As noted in the CBA, all probationary, tenure-track faculty are reviewed annually until tenure is granted or the faculty member is not reappointed (CBA 7.6.1) Tenured faculty are reviewed every five years, starting with their most recent promotion, unless more frequent reviews are required for accreditation. In cases of clear intention of retirement, faculty may choose not to be reviewed in the last year of service (7.8.1). Faculty compile an evaluation file or dossier with all relevant evidence since their previous review or promotion; dossiers contain all primary evaluation data, including teaching evaluations for every course taught in the review period, and are available for administrative review. Faculty are evaluated based on departmental standards for their rank, as documented in the department’s Evaluation Plan. While these standards address only teaching, service, and scholarship or creative activity, departmental standards include multiple indices of effectiveness and provide flexibility to allow for fluctuations in the relative emphasis of these activities across the career life cycle of the individual faculty member. Departmental evaluation plans and standards are reviewed by a college committee, the dean and the Provost for compliance with relevant college and university standards and procedures. All new faculty are given the department and college evaluation plan by the time they begin service at the university.
All tenured members of the department participate in the review of probationary faculty, evaluating the file and submitting a recommendation using the forms provided in the departmental or college standards. Other probationary members are invited but not required to participate (7.6.2.2.1). The CBA directs chairs to discuss with the candidate any activities that meet departmental standards in the areas of teaching, service, and scholarship/creative activity and demonstrate the candidate’s progress toward departmental standards for tenure (7.6.2.1.2).

The Evaluation of Non-Tenure-Track Faculty

Non-tenure-track faculty are evaluated by the department chair in a manner established by the departmental evaluation plan and on the basis of expectations and duties defined in the Letter of Offer. The evaluation includes student evaluations of all courses taught (CBA 8.3.1). The department chair may consult with the tenured and tenure-track faculty of the department if deemed appropriate by the chair or the faculty member. The department chair shall summarize the results of his/her evaluation in a letter. The faculty member shall receive a copy of this letter and have the opportunity to respond before it is submitted to the dean. The dean will review the letter to verify compliance with departmental and college standards. A copy of the final letter shall be provided to the faculty member, the department chair, and the Provost.

Under no circumstances shall a performance evaluation of a faculty member be undertaken without the faculty member’s knowledge.

Senior Instructors shall be evaluated once during the period of their appointment. Reappointment to Senior Instructor requires a satisfactory evaluation. All other non-tenure-track faculty are evaluated annually.

The university provides a variety of faculty development resources to assist faculty in the development of their teaching, research and service activities, should areas for improvement be identified. These resources include mentors for new faculty within departments, the department chair, Research and Sponsored Programs (RSP), and the Center for Instructional Innovation and Assessment (CIIA), Western’s faculty development center. University procedures permit students or faculty to contact a faculty member’s chair, should concerns about a faculty member’s performance emerge between regularly scheduled evaluations. In such instances the chair meets with the faculty member to discuss the concerns and, where appropriate, to recommend resources or strategies for addressing it. (See ACC Teaching Handbook.)
Standard 2.C: Education Resources

2.C.1 = The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

All of Western’s programs, wherever and however delivered, are designed to integrate fully with its mission and core themes. Degrees or certifications are offered in recognized fields of study only, and use standard degree designators and CIP codes.

Student Learning Outcomes

Western’s programs culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees or certificates that are consistent with program content. Degree and certificate awards, along with their requirements for completion, are listed in the University’s catalog. (See University Catalog.)

Content, Rigor and the Curriculum Change Process

Documentation and assessment of the content and rigor of all programs is a fundamentally faculty-led process, and begins with the curriculum approval process, as outlined in the Handbook of the Academic Coordinating Commission (ACC), the curricular approval body of the Faculty Senate. (See Creating Curriculum.)

Departments and programs list their student learning outcomes on their web sites; moreover, all student learning outcomes are available in a “quick-search” format at the Student Learning Outcomes (SLO) web site. (See SLO Web Site.)

Proposals and revisions concerning courses which meet the University’s General University Requirements (GURs) go through multiple curriculum committees review, including review by CUE and ACC, and must designate which of the GUR competencies is met and how the competency will be assessed.

Upon approval by the home department, the course or program materials are submitted to the appropriate college curriculum committee. Course revisions and programs proposed by “all-university” programs are submitted for review and approval to the Council on University Programs (CUP), which performs the review more typically provided by the college curriculum committee. Graduate courses and programs undergo an additional layer of review as they must be approved by the Graduate Council, the committee responsible for review of graduate curricula and degree programs. Next the ACC reviews the course or program proposal. The ACC approval
ensures correlation and consistency across colleges and eliminates overlap or redundancy. Upon approval, ACC forwards its course and program approval recommendations to the Senate, which performs the last layer of peer-review before submission to the Registrar and Catalog Coordinator for Western’s Online Catalog. In this way, consistency with the university mission, and the appropriateness of a program’s content and rigor, undergoes four layers of peer-review. Further information on Western’s course and program approval process, and examples of each form, can be found at the website of the Registrar’s Office. (See Registrar: Catalog-Curriculum.)

**Online and Distance Learning**

At Western all credit-bearing degrees and courses are housed in an academic department and college. Consequently, online and distance courses and programs undergo the same proposal and review process as do face-to-face courses.

**Consistency with University and Department Mission**

Following approval of the new University Mission, Vision, Values and Strategic Goals in 2009, all departments reviewed and revised or affirmed their missions in light of the new University Mission and changes in their field. The subsequent year all departments reviewed their student learning outcomes, and their master assessment plans, to ensure consistency with the revised missions. The revised missions and student learning outcomes are provided on the SLO web site. (See SLO Web Site.)

2.C.2 = The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

**Course and Degree Learning Outcomes**

As noted in 2.C.1, Western’s curriculum revision process requires both the identification of student learning outcomes and a description of how the outcomes will be assessed. In addition, Western’s new departmental web site template includes a “footer” clearly labeled “Assessment/SLOs” which links directly to the Student Learning Outcomes (SLO) website. In this way the front page of each department’s web site links directly to clearly identified student learning outcomes for each program and major. (See SLO Web Site.) In addition, the SLO site provides each department’s master assessment plan and summaries of recent, annual assessment efforts. Western will migrate all departments to the new web site template by Fall, 2014, providing clear and consistent publication of student learning outcomes and assessment activities for each department.
Western’s policies and support materials direct all faculty to include course-level student learning outcomes in all syllabi. This policy, and advice for carrying it out, is communicated to faculty each fall. (See Praxis Fall 2016 and also Praxis Home Page.)

The percentage of syllabi which include expected SLOs has been increasing steadily. At our last census of syllabi, over 90% of all syllabi at Western included expected student learning outcomes. (See Syllabi. Please note that access requires a user name and password, and that evaluators will receive both prior to the site visit.)

Program Learning Outcomes

In 2015, all academic departments with more than one degree revised their Master Assessment Plans to differentiate assessment of their degree programs; this was done by creating unique SLOs and assessment measures for each degree program. This is noted in the “Response to Topics Previously Requested by the Commission” section of this self-study report.

2.C.3 = Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

All graduate and undergraduate academic credit, certificates and programs of study are awarded in a manner consistent with university policy. These policies are overseen by the Faculty Senate, and specifically by the Academic Coordinating Commission (ACC). (See Faculty Senate and ACC.)

New or revised curriculum, assigned credit, certificate, and program of study approval follows a process outlined in the ACC’s A Guide for Creating Curriculum. (See Creating Curriculum.) In general, the curriculum approval process includes separate review, evaluation, and approval stages beginning with academic departments and colleges. Proposals are then routed through content relevant subcommittees (e.g. international programs, general education, teacher certification and graduate school). Minutes from college meetings reflect the actions taken and are then forwarded to the ACC for review and approval. ACC approval ensures correlation between colleges and eliminates overlap or redundancy. Upon approval, ACC forwards its information to the Faculty Senate, which is the final approving agent prior to any curricular revisions made to the University Catalog.

Curriculum review includes the evaluation of learning outcomes, competency fulfillment, credit hours, prerequisite requirements and internal and external equivalencies. The University Catalog is the official institutional document that outlines approved curriculum details, requirements, policies and programs of study. (See University Catalog.)
2.C.4 = Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Coherent Design

Western’s degree programs demonstrate a coherent design with appropriate breadth, depth, and sequencing of both courses and broader learning. This coherence is achieved through the following processes and safeguards.

- All departments periodically review their missions, degree-learning outcomes and assessment plans in light of the University’s mission and changes in the department’s corresponding academic field. Because departmental assessment practices emphasize direct measures of student learning, this cycle permits each department to evaluate the curricular coherence established between student learning and the department’s mission.

- As described in 2.C.1, above, the Faculty Senate’s curricular approval process includes multiple and recursive stages of peer-review at the level of the department, college, and university. This curricular proposal system requires that departments provide a rationale and strategic curricular sequence, plus student learning outcomes sufficient so that faculty in other departments and colleges can recognize and evaluate its coherence, breadth and depth. (See Faculty Senate and ACC.)

- The Academic Coordinating Commission (ACC), which serves as the curricular review committee of the Faculty Senate, provides a handbook of detailed instructions and advice for departments to assist with the design of degrees and with technical details including cross-listed courses, the balance of lower and upper-division courses, and the coordination of curricular changes across colleges. (See Creating Curriculum.)

- Faculty who serve on the ACC become curricular specialists who evaluate key features of degree coherence, including the appropriateness of 200, 300, and 400-level course designations, course prerequisites, the size of majors, and the suitability of the degree designated (BA, BS, BAE, etc.). ACC also includes staff specialists from the Registrar’s Office and the Catalog Coordinator who ensure that degree and program requirements meet university standards and are accurately represented in the University’s catalog and online resources.

- Professional and technical degree programs employ advisory boards of industry specialists who advise the department on the design, content and coherence of the degree program. (See on-line appendix: Advisory Boards.)
Synthesis of Learning

At Western synthesis of learning is accomplished through capstone courses, senior seminars, and reflections upon internship and practicum experiences. Synthesis of learning is evaluated through the Senior Exit Survey conducted by the Office of Survey Research. In section B.9 of that survey, “Major and Upper Division Experiences,” concerning the opportunities they had to synthesize their learning, graduating seniors are asked, “During your upper division studies, about how often have you: Put together ideas or concepts from different courses when completing assignments or class discussions?” The percentage of graduating students answering “Several times,” “Often” or “Very Often” has been consistently over 90% for the last four years. (See WELS Exit Surveys.)

Admission and Graduation Requirements Clearly Defined and Published

Admission and graduation requirements are clearly defined and published in consistent terms in a variety of venues. Admission requirements can be found in the University catalog. The catalog provides specific requirements for the following special populations:

- General Admissions Information.
- Freshman Admission.
- Transfer Admission.
- Post-Baccalaureate Admission.
- International Student Admission.
- Readmission of Former Students.
- Extension Program Admission Information.
- Special Students and Auditors. (See Catalog: Undergraduate Admissions.)

Admission information is also available at the website of the Office of Admissions. (See First-year Admissions Criteria.) University graduation requirements are clearly defined and published in the catalog. (See Western Graduation Requirements.)

The catalog also provides clear degree planning guides for each program of study. Whereas this information was previously duplicated in guides provided by Academic Advising and each department, the University has migrated to the use of the catalog as the central and official degree guide source. Academic Advising and departments now link to the catalog’s “Programs of Study” page. In this way consistency in the definition of graduation requirements is assured. (See Catalog: Programs of Study.)
Admission and graduation requirements for the Graduate School are clearly defined and published on the Graduate School website and in the catalog. (See Graduate School and Catalog: Graduate School.)

2.C.5 = Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

It is the policy of Western Washington University that there shall be meaningful participation by the faculty, through the Faculty Senate or other recognized faculty bodies, in matters relating to university academics, budget, planning and policy at all levels of internal university governance. This is consistent with the University’s policy of open participation in governance. (See Faculty Handbook, II.B.1, as well as Faculty Senate and ACC.)

Indeed, Western has robust shared governance procedures with clearly defined lines of authority for faculty, the Faculty Senate and its committees.

Faculty Authority and Responsibility for Curriculum

At Western authority and responsibility for the design, approval, implementation and revision of the curriculum clearly rests with the faculty. Faculty oversee the design, proposal and approval of curriculum at the level of the department, college and University. Deans and Associate Deans may chair college curriculum committees but do not vote and cannot veto curricula approved by their Curriculum Committees. And while the President and Provost are ex-officio members of the Senate, neither has voting privileges. Authority over curriculum clearly resides with the faculty.

Faculty Participation in the Selection of New Faculty

At Western new faculty positions are proposed by departments and approved by Deans and the Provost. Once approved, position descriptions are written by faculty and a search committee of faculty is formed. While candidates meet with college deans, departmental search committees conduct the interviews and evaluate and rank all candidates. Search committee recommendations are advisory to the department Chair, who is recognized at Western as a faculty member and not an administrator. The Chair recommends selection of the candidate to the Dean.
Faculty with Teaching Responsibilities Take Collective Responsibility for Fostering and Assessing Student Achievement of Clearly Identified Learning Outcomes.

Each department at Western designates among its faculty an Assessment Coordinator or Assessment Committee that oversees the department’s assessment activities. Assessment activities typically involve multiple faculty, derive from the department’s degree learning outcomes and master assessment plans, and are summarized and discussed in department meetings. Chairs report the results and use of the assessment activities in their annual reports to their Deans.

In matters of General University Requirements (GUR) assessment, the Academic Coordinating Commission (ACC) relies on the work of the Committee on Undergraduate Education (CUE). The CUE collects assessment data from teaching faculty as well as the Collegiate Learning Assessment (CLA), the National Survey of Student Engagement (NSSE), and the surveys of Western’s Office of Survey Research (OSR). (See on-line appendix: NSSE.)

2.C.6 = Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The Western Libraries have partnered with faculty to develop innovative models that integrate library resources and support for academic literacies (research, writing, reading) into the learning process. The Teaching and Learning division of Western Libraries includes faculty, professional exempt staff, classified staff, and student staff. Teaching and learning is a high-level strategic priority for the Libraries, as evidenced in the Western Libraries 2015 Strategic plan, goal 2: “Integrate teaching and learning activities by using an innovative approach across the Libraries and Learning Commons.” To integrate instructional activities, Libraries and Learning Commons personnel use a three-part conceptual framework: curricular (LIBR credit-bearing courses), curricular-embedded (activities incorporated into courses across the university), and co-curricular (instructional activities outside of a specific course curriculum). Based on this conceptual framework, they have exerted significant efforts over the past three years to re-envision the teaching and learning landscape to more effectively meet the needs of 21st century learning. As part of this re-envisioning, the Libraries has reorganized or reinvented multiple job positions in support of teaching and learning: Learning Commons Librarian for Media, Learning Commons Librarian for Student Engagement, and the Discovery Services Librarian. In addition, in May 2016, the Libraries hired a Director of Teaching and Learning and the Learning Commons, a new position strategically envisioned after the retirements of the Director of the Learning Commons and the Head of the Liaison program. (See Library Strategic Plan.)
Learning Commons

Western Libraries houses and provides leadership for the Learning Commons, a university-wide partnership that brings together resources and programs to advance teaching and learning, online and across the physical space of Western Libraries. (See Learning Commons.) The Libraries Learning Commons partners include the Research-Writing Studio, the Teaching-Learning Academy, and Writing Instruction Support. External Learning Commons partners include the Center for Instructional Innovation and Assessment, the Center for Service-Learning, the Digital Media Center, the Student Technology Center, and the Tutoring Center. Learning Commons partners share three, co-developed learning outcomes:

- **Inquiry**: to use and value inquiry for gaining and sharing knowledge.
- **Collaboration**: to collaborate as respectful, productive, and ethical members of a diverse and inclusive intellectual community.
- **Agency**: to demonstrate a sense of agency for managing own learning.

Integrated Research and Writing Workshop Series

In response to a library resources survey of faculty conducted in the fall of 2012, Libraries and Learning Commons staff began implementing an expanded series of workshops in 2013 designed to integrate core learning objectives into writing courses across the curriculum. The integrated workshop model, which blends research and writing instructional support for students, also provides a professional development opportunity for participating disciplinary faculty. These strategy-based workshops address key dimensions of doing research-based writing and span critical junctures in the inquiry-composing process:

- **Getting Started**: Students gain concepts and practice strategies for analyzing assignments, developing a topic, framing an inquiry question, and initiating a search for relevant sources.
- **Finding & Using Sources**: Students gain concepts and practices strategies for choosing and using the most appropriate sources by mapping them around a central inquiry question and related sub-questions and integrating the information from sources into a piece of writing with rhetorical purpose.
- **Revising & Editing**: Students gain concepts and practice revision strategies for developing and organizing ideas, as well as proofreading strategies for making appropriate stylistic choices and following appropriate conventions including those for documenting sources.

Feedback forms administered to both students and faculty at the close of each workshop show that they find the concepts and strategies uniformly useful. The
number of workshops has increased 37% over the last two years (from 97 to 133 sessions), and have reached 68% more students (from 1557 to 2618). Libraries and Learning Commons staff has also expanded to meet the increased requests: Currently, ten Libraries faculty, three professional staff, and four classified staff participate in various roles on the workshop facilitation team. Student employees on the Research-Writing Studio staff also assist in providing individualized response during the workshops.

Subject Specialists
Subject librarians work closely with faculty and students in the colleges and departments to promote and integrate research and writing into the learning process and to develop workshops and instructional sessions that best meet disciplinary and curricular needs. While the Integrated Research-Writing Workshop Series has replaced many traditional bibliographic instruction or “one-shot” sessions, some disciplinary faculty still prefer this approach for specific courses. In some cases, librarians have developed pass/fail, one-credit library courses that are linked to upper-level research-heavy college courses, while others have developed introductory research credit courses for specific majors.

Librarians are also assigned to every First-year Interest Group (FIG) seminar. FIGs are three-course clusters that include a small seminar linked to two other first-year, general education courses and usually do not include a research component. A librarian often provides an overview of resources available to students or points students to various modules in the online Library Information Tutorial (LIT).

Online Learning
Western Libraries faculty and staff have developed online learning objects in order to offer alternative ways of integrating the use of library and information resources into the learning process. The Libraries rebuilt and launched an updated version of the Library Information Tutorial (LIT) in Fall 2014. Library faculty work with college faculty to promote and help integrate LIT into their classes when appropriate.

The Western Libraries use LibGuides, a Springshare product, to develop Course Guides that support specific classes. Course Guides are developed by library faculty to incorporate library resources into the curriculum. Guides often include different forms of media, from simple web links to videos demonstrating a specific source or research concept. In some cases, such as MKTG 381: Fundamentals of Marketing Research, the Course Guide is a course assignment. The assignment, designed jointly by the business librarian and the course instructor, introduces marketing students to basic research concepts and resources they will use in multiple courses. In other cases, a Course Guide
is designed to give an overview to both the library and disciplinary research. One example is **COMM 398: Research Methods in Communication: Reference**.

2.C.7 = Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

Western awards credit for prior learning on a case-by-case basis and in compliance with the Credit by Exam, Prior Learning and Advanced Placement policy. (See Credit Policy.) Students seeking prior learning credit must apply within six weeks of their first term of enrollment after admission. The Registrar’s Office coordinates and documents the petition review with the applicable academic department. Academic departments and affiliated faculty are considered experts and specialists in their respective disciplines and therefore the authority in evaluating prior learning experience, equivalency in credit, and relationship to degree. The Registrar’s Office awards prior learning credit as approved by academic departments.

Approved prior learning credit is identified on the official transcript and, in alignment with existing academic policy, cannot duplicate academic credit already completed. Awarded prior learning credit, or any combination of prior learning, credit by examination and/or advanced placement cannot exceed 45 credits, that is to say 25% or less of the 180 minimum number of credits required for degree.

2.C.8 = The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students’ programs, and integrity of the receiving institution’s degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Western has the authority to determine transferability of academic work from other institutions. The Admissions and Registrar’s offices evaluate the appropriateness of curriculum content in comparison to university course equivalencies and consult other
recognized sources, as needed, including catalogs from individual institutions. Evaluations are conducted in accordance with Washington Council Intercollege Relations Commission (ICRC) guidelines and nationally recognized best practices and recommendations from the American Association of College Registrars and Admission Officers (AACRAO). (See ICRC and AACRAO.) Faculty expertise is sought for guidance and determination in those rare instances when all other sources fail to provide adequate information on specific course content.

Decisions related to transferability are converted and actively integrated in the Student Information System for automated prerequisite and equivalency checking for enrollment and degree assessment purposes. Transfer equivalency decisions are securely stored in an institutional database for historical purposes as well as for equitable and fair application across student records. (See Transfer of Credit.)

Western’s Admissions Office maintains a searchable web-based transfer equivalency guide that is available to the public and accounts for many Washington State public institutions of higher education. When applicable, interagency agreements are signed between institutions for direct transfer of coursework toward specific programs of study. Interagency agreements are signed by both institutions after appropriate review and administrative approval. (See Transfer Equivalency Guide.)

Undergraduate Programs

2.C.9 = The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Western is committed to providing students with a strong interdisciplinary foundation to prepare them for citizenry and employment in the 21st century. The following statement has been endorsed by Western’s Committee on Undergraduate Education (CUE) and Academic Coordinating Commission (ACC), and summarizes the value of general education to a Western degree:
“Western believes that liberal education enables people to lead fuller and more interesting lives, to perceive and to understand more of the world around and within themselves, and to participate more intelligently, sensitively, and deliberately in shaping that world. This belief reflects a long tradition in American higher education. In this tradition, the bachelor’s degree includes specialized study, the major, together with study over a range of human inquiry, expression and accomplishment. Broadly, the liberal education component of a bachelor’s degree deals with issues of truth and falsity, with expressions of what is possible for humans to do and be, with things that bear on choices that we make about what in life we consider important. This broader study helps people gain perspective on who they are and what they do in the world.”

Western’s current general education program is delivered through the General University Requirements (GURs) and Writing Proficiency (WP) courses. As outlined in Western’s Course Catalog (See Course Catalog) the GURs effectively balance attention to breadth and depth of intellect with requirements that span the disciplines and sequentially build skills in writing. Our GUR requirements include two communication courses, at least one of which is a writing course (English 101), one to two quantitative and symbolic reasoning courses, three humanities courses, three social science courses, two courses in comparative, gender and multicultural studies, and three courses in the natural sciences, at least two of which include laboratory components. Most students fulfill their GURs in 55-60 quarter credits. In addition, students are required to complete three WP points at the 300-400 level, which are meant to develop discipline-specific writing skills. (See WP Courses.) Courses carrying WP points must devote a certain percentage of students’ grades to writing assignments, and must provide opportunities for students to revise their writing based on feedback.

Recent attempts have been made to strengthen the cross-disciplinary coherence of GURs through Freshmen Interest Groups (FIGs) and Strands, designed to improve the academic engagement and achievement of new first-time students. (See FIGs and Strands.) Strands link three GUR courses and a small seminar or lab over a year (fall, winter, spring) under a common theme while FIGs provides clusters of three thematically-related courses (two lecture courses and a small seminar). Both programs serve to help students understand the value and purpose of a liberal arts education, and to become academically and socially integrated into the campus community and connected to Western faculty, staff and resources. The seminar, taught separately from each of the courses, permits an in-depth exploration of the cluster theme, integration of the content of the two lecture courses, and instruction in college success strategies.

Western’s commitment to general education includes continuous improvement activities informed by assessment findings. As noted in evidence provided for Standard 4, for instance, Institutional Research assessments demonstrate that FIG participants
consistently earn more credits, higher fall grades, and are more likely to be retained than similar non-participants. Following discussion of these findings, Academic Affairs and Enrollment and Student Services partnered to increase funding for the FIG program and to integrate it within additional programs and colleges, doubling the number of students it serves. Separately, following analysis of NSSE results and other assessment findings, the Committee on Undergraduate Education (CUE) initiated a multi-faceted effort to improve the teaching of writing on campus and to integrate more writing within the curriculum. In coordination with the Provost Office, this initiative included adding more 2-credit courses in editing into the course schedule, the development of new 2-credit creative writing courses for freshmen, additional faculty development opportunities through our Writing Instruction Support (WIS) program, and stipends for faculty who participate in the WIS retreat, integrate more writing into their classes, and assess the impact of the new assignments on student learning.

(See Gen Ed Competencies, Gen Ed Requirements, Western Study of Gen Ed Task Force Report and online appendix: 2016 General Education Assessment.)

2.C.10 = The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

As noted in our response to previous recommendations of the Commission, we are actively pursuing improvements to the General Education component of our undergraduate degrees. Informed by our review of GUR reform at other institutions, and best practice recommendations, we expect these improvements will include a more concentrated, manageable and meaningful set of General Education student learning outcomes. However, our current program does meet standard 2.C.10 as it is defined by eleven identifiable and assessable student learning outcomes, or competencies. (See GUR Competencies.) These competencies define the knowledge and skills Western’s graduates are expected to have developed as a result of the program and follow directly from our University mission and vision. All curriculum change proposals impacting GUR courses require specification of the competencies met by the course and how course-level assessment of the competencies will occur. Further evidence that the competencies are assessable is demonstrated by the rubrics created for each competency and by the fact that all departmental master assessment plans document procedures for assessment of the competencies most met by their courses. (See Competency Rubrics.)
2.C.11 = The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Western does not offer traditional, applied degrees, such as an Associate or Bachelor's of applied science. Western does offer a few non-degree certificates. These non-degree certificates have identifiable and assessable learning outcomes that align with and support program goals. Clearly identified content exists for these certificates, all of which are taught and monitored by appropriately qualified teaching faculty. The non-degree certificates are as follows:

- Archives and Records Management Certificate. (See Archives.)
- Certificate of Achievement TESOL. (See TESOL.)
- Internet Studies Center Certification. (See Internet Studies.)
- Vehicle Design Post-Baccalaureate Certificate. (See Vehicle Design.)

**Graduate Programs**

2.C.12 = Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Western’s graduate programs are well aligned with the University’s mission, vision, and strategic goals. Graduate education provides essential student outcomes beyond baccalaureate level work and contributes to each of our five strategic goals: build upon Western's strengths to address critical needs in the State of Washington; expand student access to rigorous and engaging baccalaureate and graduate education; foster and promote life-long learning and success in an ever-changing world; apply Western’s expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus; and serve as a model for institutional effectiveness, innovation, diversity, and sustainability.

Consistent with Western’s mission as a leading, high-quality comprehensive institution, nine types of graduate degrees are offered: Master of Arts (MA), Master of Fine Arts
(MFA), Master of Science (MS), Master of Education (MEd), Master of Business Administration (MBA), Master of Music (MMus), Master of Professional Accounting (MPAcc), Master in Teaching (MIT), and a Clinical Doctorate in Audiology (AUD), which was authorized by the State of Washington in 2013, and will begin in fall, 2017. The Graduate School is relatively small at Western comprising about 5% of actively enrolled Western students. Four objectives continue to guide the diverse set of graduate programs at Western:

- Prepare qualified professionals to be certified for professional associations (speech-language pathology, rehabilitation counseling, and archives and record management, for example).
- Prepare students for teaching careers (K-12, community and technical colleges).
- Provide postgraduate education and training in disciplines by emphasizing research methods and skills for completing independent research and creative projects (Biology, Creative Writing, or Environmental Science, as examples).
- Provide advanced training for practicing professionals (business and accounting, as examples).

The Graduate Council and the Graduate School, along with Colleges and Departments, support the Graduate programs at Western. The mission of the Graduate School is to advance, promote, and serve graduate faculty, students, and programs through advocacy, leadership, and oversight. The Graduate Council is a standing committee of the Academic Coordinating Commission (ACC), advocates for the interests of Graduate Students at Western Washington University, and has jurisdiction over all graduate curricula and degree programs.

The Graduate Council responsibilities include: providing recommendations to ACC regarding Graduate School policies; advising the Dean of the Graduate School with strategic planning and assessment; enhancing the visibility of graduate programs and promoting academic accomplishments by graduate students; monitoring innovations and trends in Graduate Education and making recommendations as appropriate; appointing a member to University Planning and Resource Council (UPRC); conducting graduate program reviews and targeted follow-up; defining the role of teaching assistants and overseeing the distribution of assistantships and tuition waivers made through the Graduate School; adopting regulations for admission of applicants to the Graduate School; adopting standards and regulations for advancement of students through graduate programs and for the awarding of all graduate degrees granted by Western Washington University; providing recommendations to ACC for new graduate programs and concentrations proposed by academic departments; approving all courses for inclusion in graduate programs; considering exceptions to adopted Graduate School policies and standards; recommending students for the awarding of
graduate degrees on behalf of the faculty; and selecting Western Association of Graduate Schools outstanding thesis nominees.

The Graduate Council membership consists of eighteen voting members and two non-voting members: six graduate faculty (6), voting members, from each college that has a graduate program, chosen in Spring Quarter by the Dean of the college, for a two year term; one graduate faculty (1), a voting member, chosen in Spring Quarter by the Dean of the Graduate School from any college that has a graduate program, for a two year term; one graduate faculty (1), a voting member, chosen in Spring Quarter by the Dean of the Libraries for a two year term; six graduate faculty (6) voting, three to be appointed by the ACC each year in spring quarter, for staggered two year terms (no more than two from any one college); four graduate students (4), voting members, appointed by the AS Board, as needed for one year terms; Dean of the Graduate School, ex officio, non-voting member; and Associate Dean of the Graduate School, ex officio, non-voting member. Faculty members serving on Graduate Council are tenured or tenure track faculty. The Chair and Vice Chair of the Graduate Council shall be elected from among the faculty on the Council at the last meeting of the Spring quarter prior to their term. As members of the graduate faculty, Associate Deans may also serve on Graduate Council and serve as Chair of the Graduate Council. Sub-committees of the Graduate Council work on specific action items and projects: assessment, Teaching Assistant work-load, five-year program reviews and feedback, policies, budget proposals, and strategic planning, as examples.

The rigor, demands, and outcomes of graduate courses are carefully monitored by the faculty-led Graduate Council. Graduate students must demonstrate deep knowledge of the discipline, understand current disciplinary literature, formulate research questions, make scholarly inquiries, or complete creative works from their disciplinary knowledge, and, for professional programs, make significant contributions to their profession with depth distinguished from undergraduate work. This level of sophistication and disciplinary depth is required of all graduate students, and distinguishes graduate work from undergraduate level expectations. Several of Western’s graduate programs are also accredited (see 2.C.15) by various external bodies. These accreditations further demonstrate that the distinguishing outcomes for graduate level work are in place at Western. Through written or oral comprehensive exams, culminating projects, research reports, creative works, a thesis, professional or field experiences that demonstrate depth of understanding and/or soundness of research methods, Western’s graduate students demonstrate fundamental, but disciplinary-based competences. All of Western’s graduate programs have program level assessment outcomes that distinguish work from that of undergraduates. The Graduate Council monitors each new course proposal for specific graduate level outcomes. (See SLO Web Site, and choose “Graduate School” in drop-down menu.)
There has been an intentional shift to more faculty involvement and leadership on the Graduate Council. This new model has resulted in positive change for both the Council and the Graduate School. The Graduate Council reports to the Academic Coordinating Commission (ACC) of the Faculty Senate. New program proposals or major revisions receive extensive scrutiny regarding the rigor of the proposed program, the proposed courses, the prerequisites, the syllabi, the depth of knowledge expected of the students, the department’s support in faculty resources, student and program outcomes, and admissions criteria by the departments, colleges, Graduate Council, Deans, and ACC.

Graduate courses are distinguished from undergraduate courses in Western’s information systems by 500 or 600 course prefixes. Some graduate courses are “stacked” with undergraduate courses, but differences from the undergraduate offering are outlined in the new course proposals, syllabi, and online revision forms that indicate distinguishing outcomes for the graduate students and these proposals are discussed at length at the Graduate Council. The courses do have different levels of rigor and expectations for the graduate students. Additionally, the Graduate Council conducts program reviews every five years, except that two years ago, every graduate program completed a self-appraisal. Newly reviewed programs on the 5-year cycle are required to address programmatic weaknesses cited in a review.

Additional policies further reinforce the distinction of graduate program outcomes. A graduate student may not include more than ten credits of 400-level (undergraduate, senior-level) courses in a graduate plan of study. Because of higher academic demands, undergraduate enrollment in graduate-level courses is limited to seniors who have a 3.0 or better GPA, is restricted to one course per quarter, and requires both department and graduate school approval. However, accelerated BS/MS programs in Computer Science, Mathematics, and Accounting are designed for high achieving students who have the ability to complete their BS and MS degrees in five years.

Western’s graduate programs generally require a minimum of 45 credits with thesis and 48 credits without thesis. The thesis programs require 24 or more credits of approved 500 and 600-level courses other than the thesis (690); and no fewer than 2 credits and no more than 36 credits of thesis (690). For a non-thesis program, the requirement is 38 credits or more of approved 500 and 600-level courses.

2.C.13 = Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution’s mission and the program’s requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.
Graduate admission policies are clearly stated and published in the Graduate School section of the general University Catalog and include admission policies, regulations, and requirements. Specific requirements and prerequisites of each program are included in addition to the general admissions policies see Graduate School in the University Catalog. (See Grad School Catalog.)

The admission criteria for each graduate program are set, within the limits of the general admission criteria set by the Graduate Council, by the graduate faculty of each program. The Graduate School’s web site provides links to specific requirements for each department. (See Grad School.)

Full admission to a graduate program at Western requires:

1. A four-year baccalaureate degree from a U.S. college or university that was regionally accredited at the time the degree was conferred, or an equivalent baccalaureate degree from a foreign university; the degree must be appropriate to the master’s study intended. Unofficial transcripts from every higher education institution attended for academic credit are required with the application. These transcripts will be used for GPA calculation and evaluation purposes. Official transcripts will be required of candidates upon acceptance or offer of admission.

2. A 3.0 undergraduate grade point average (on a 4.0 scale) in the last 90-quarter or 60-semester hours of study. In order for post-baccalaureate credit to be included in the GPA computation, the coursework must be upper division. Post-baccalaureate coursework at community colleges will not be included in the GPA used for admission. Applicants with advanced degrees from accredited institutions are, generally, at the discretion of the Graduate School, considered to have met GPA requirements.

3. Three current letters of reference from professors in the applicant’s undergraduate major field, or from professors of post-baccalaureate courses, or from others able to make an appropriate assessment of the applicant’s academic or professional competence. The MBA and MPACC require a resume in lieu of references. The Educational Administration program requires a professional recommendation.

4. The Graduate Record Exam (GRE) or other test scores may be required; applicants with advanced degrees from regionally accredited institutions applying to certain programs do not need to submit scores; MPACC applicants must provide the Graduate Management Admissions Test (GMAT); MBA applicants may take either the GMAT or the GRE. Some programs accept the Miller Analogies Test (MAT). See program admission requirements for specific test information and requirements. Scores must be received in the Graduate
School office by the program-specific deadline date; if no program-specific deadline date, then by the Graduate School deadline date.

5. All applicants must demonstrate English language proficiency. At least minimum TOEFL or IELTS test scores (see International Applications Section) must be submitted unless English is the native language or the degree is from a regionally accredited U.S. institution or from Great Britain, Australia, New Zealand or English-speaking provinces of Canada.

6. Favorable review and recommendation of applications by the graduate faculty in the program to which application is made.

Students who do not meet all the requirements for full admission may be granted provisional admission. The faculty of the applicant's intended graduate program must submit a statement of support for provisional admission to the graduate dean. If provisional admission is authorized by the Graduate School, the provisions are stated in the letter offering the student special admission to graduate study. No K (incomplete) grades are allowed until provisional status is removed, and all courses must be completed with a B (3.0) or better during this time. A provisionally admitted student is not eligible for a teaching assistantship or Graduate School-funded scholarships until the provisional status is removed.

Students in some master's programs also apply for licensing or certification through professional organizations or state agencies. The certificate or license is separate from the master's degree.

All international applicants must demonstrate competence in written and spoken English. This can be done by submitting a satisfactory score on the international TOEFL or IELTS, taken within one year of the date of application. Minimum TOEFL score of 567 for the paper-based test; 227 for the computer-based test; 86 for the Internet-based test. IELTS minimum score is 7.0. Official test scores must be on file in the Graduate School prior to receipt of the application.

International students must submit official translations to English of all transcripts and diplomas from all post-secondary institutions attended. Documents must be issued within two years at the time of application. All international transcripts must be submitted to World Education Service (WES) for authentication and course-by-course evaluation. To be considered official, transcripts must be in sealed envelopes prepared by the university or college; attested/certified copies prepared by the institution may be accepted if originals cannot be provided by the institution.

EXCEPTION: Applicants attending institutions in China must request official transcripts from the Ministry-authorized verification offices listed below; transcripts directly from an institution cannot be considered official.
International students must file a satisfactory statement of financial responsibility with the Graduate School. Current expenses are approximately $34,000 for one academic year of study. An application for an international student cannot be processed unless accompanied by appropriate financial guarantee documentation. International students are not eligible for federal or state governmental financial aid. International students are encouraged to complete the admission process as soon as possible to obtain a visa and make travel arrangements.

The Graduate School reviews all application materials to determine that applicants meet minimum standards and that their materials are complete prior to being forwarded to discipline specific graduate program committees for admissions recommendations. The advisor and the admissions committee (comprised of graduate faculty) of each graduate program consider the applications and supporting materials and make admissions recommendations to the Dean of the Graduate School. The Dean makes the official admission decisions and the Graduate School notifies the applicants of their admission decision. The Graduate Council also oversees general admission requirements as well as program specific admission requirements.

Graduate programs at WWU generally require a minimum of 45 credits with thesis and 48 credits without thesis. The minimum basic program requirement generally contains at least 24 credits of approved 500- and 600-level courses other than the thesis (690); and no fewer than 5 credits and no more than 36 credits of thesis (690). For a non-thesis program, the minimum basic program requirement must contain at least 38 credits of approved 500- and 600-level courses. A maximum of 10 credits of approved 400-level courses can be applied to either thesis or non-thesis programs. All 400-level courses must meet the same standards as regular 500-level courses with regard to grading, time frame, et cetera.

For students who have taken a significant number of graduate level accounting, mathematics or computer science courses as undergraduates at WWU, and who as undergraduates were identified for admission to the Graduate School, the graduate programs in accounting, mathematics and computer science require only 36 500- and 600-level credits. Guidelines for this option are available from the departments.

Many programs require more than 45 or 48 credits to meet degree requirements. Also, certain undergraduate deficiencies may add additional credits to an individual student’s course of study. These deficiencies may affect financial aid awards.

Each graduate student completes a plan of study with their faculty advisor, which includes a list of transfer credits that have been approved by a process called the
Transfer Credit Request (TCR) Policy. (See TCR Policy.) Besides a limit of twelve quarter credits, those credits must be:

1. graded with a B, 3.0, or better;
2. taken no more than three years prior to a student’s quarter of admission;
3. acceptable to the granting institution for its master’s degree; and
4. meet the requirements and conditions of approved courses offered by Western.

The request for transfer credit, including a copy of the course syllabus, is submitted by the graduate program advisor and student for approval by the Graduate School. At the recommendation of the graduate program advisor and the approval of the Graduate School, some course requirements may be waived, depending on a student’s previous academic experience. However, the total number of credits required for the degree must still be met.

No credit is allowed by challenge examination or performance.

2.C.14 = Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students’ formal graduate programs.

Credit for prior experiential learning is not accepted towards fulfilling graduate degree requirements. On the other hand, there are internships, field experiences, and clinical practices that can be accepted towards fulfilling graduate degree requirements; these have been approved by the Graduate Council and then by the ACC through the same rigorous process as all other course proposals or program revisions. These experiences are supervised and evaluated by the graduate faculty of each program.

No more than 10 credits of directed independent study can be applied toward the degree, although some programs are more restrictive. A graduate student registering for a 500 or 400 independent study course used for the degree develops a contract (online form) with the instructor, which is then reviewed and approved by the graduate program advisor, department chair and the Graduate School. (See Independent Study Form.) Independent study credit normally will not be given when the student is paid for engaging in the work described on the contract (e.g., internship, work-study projects, graduate assistantships).
2.C.15 = Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

As stated in 2.C.12, Western’s diverse set of graduate programs fall within four broad categories:

1. Prepare qualified professionals to be certified for professional associations (speech-language pathology, rehabilitation counseling, and archives and record management, for example).
2. Prepare students for teaching careers (K-12, community and technical colleges).
3. Provide postgraduate education and training in disciplines by emphasizing research methods and skills for completing an independent research and creative projects (Biology, Creative Writing, or Environmental Science, as examples).
4. Provide advanced training for practicing professionals (business and accounting, as examples).

(For more detail, see Graduate School and Catalog: Graduate School.)

Moreover, several of Western’s graduate degree programs are accredited by external agencies.

- The National Council for the Accreditation of Teacher Education (see NCATE) accredits educator certification.
- The Association to Advance Collegiate Schools of Business (see AACSB) accredits the College of Business and Economics (both graduate and undergraduate levels).
- The American Speech-Language-Hearing Association’s Council on Academic Accreditation in Audiology and Speech-Language Pathology (see ASHA), and NCATE, accredits the Department of Communication Sciences and Disorders.
- The Council for Accreditation of Counseling and Related Educational Programs (see CACREP) accredits the mental health and school counseling programs.
- The Council on Rehabilitation Education (see CORE) accredits the Rehabilitation Counseling program.
In addition, the University is a member of the Council of Graduate Schools (see CGS) in the United States and adheres to the general policies and criteria established by this national association.

In order to maintain high standards, a maximum of 10 credits of C grades (C+, C, C-) is allowed in courses listed on the approved plan of study. Courses in which a D+ or lower is earned are not applied towards completion of a graduate program. The accumulation of more than 10 credits of C+ or lower (including U) grades would result in a student being withdrawn from a master’s program. Additionally, a graduate student may be required by the department to repeat a course to document attainment of a certain level of competence or knowledge. Pass/No Pass grades are not applicable toward a graduate degree. To remain a candidate for the degree, a student must maintain at least a 3.0 GPA in courses listed on the plan of study. A student also must be making satisfactory progress in their graduate program.

Internal reviews, which are required of all graduate programs, include a review of the faculty who are responsible for the delivery of the program, as well as a review of the scholarly or professional opportunities and support for the graduate students. The guidelines for the program reviews follow the national Council of Graduate Schools (CGS) standards. The Graduate Council oversees the general guidelines for graduate faculty and recently refreshed those guidelines. The graduate faculty are tenure track or tenured faculty members within a department, but occasionally other professionals do teach graduate courses and serve on thesis committees. The graduate faculty document defines these policies and practices. Any deviation from the policy would require an approval from the Graduate Dean. A graduate program advisor within a department or program insures these other professionals are approved in advance by the Graduate Dean and must hold the appropriate qualifications for their responsibilities.

Many graduate programs require a thesis to demonstrate particular disciplinary outcomes. Depending on the discipline, many theses are defended in a public forum and to the thesis committees in an additional session where the rigor of the theses and understanding of the student are explored in more depth. The Graduate Dean reads and approves each thesis.

The Graduate Dean has been serving on the Master’s Committee for the Council of Graduate Schools (CGS) (http://cgsnet.org/masters-committee-and-masters-committee-research-advisory-group) which was “created for the purpose of advising the CGS staff and various CGS governance committees concerning best practices and research activities concerning master’s programs, master’s students, and master’s-focused institutions”. Western’s participation in CGS activities helps assure current best practices are in place and in setting future strategic directions. All Graduate programs have assessment plans and all are working toward building a more formal culture of
continuous improvement. Closing the Loop (CTL) reports are due annually and will inform 5-year program reviews. (See on-line appendix: Assessment Materials.)

The Office of Survey Research (OSR), which provides high quality survey research that supports the mission of Western Washington University in a cost-effective manner, conducts an annual exit survey of our Graduate students as a part of the Western Educational Longitudinal Study (WELS). This survey was designed to elicit information on program satisfaction, the frequency and scope of academic interaction on and off campus, barriers to success, and plans for the future and was developed in a partnership with the Graduate School, specifically our Associate Dean. As a result of the information gleaned from these exit surveys and other survey instruments, including our own, the Graduate School developed, in partnerships with the Library and others, specific workshops on thesis writing and research skills, as examples. As a result, a larger number of graduate students this academic year have graduated, we’ve lowered overall time-to-degree and reduced debt. A new, modern on-line admissions process has streamlined operations and assists us with enhanced communications with our graduate students, as well as enhanced recruiting.

Continuing Education

2.C.16 = Credit and non-credit continuing education programs and other special programs are compatible with the institution’s mission and goals.

All of Western’s credit and non-credit continuing education programs are compatible with the university’s mission to “serve the people of the state of Washington, the nation, and the world.” (See Program List and Strategic Plan.) Extended Education supports academic units in developing and delivering an array of undergraduate and graduate degree programs offered at sites around Puget Sound and online, which expand access to Western’s academically rigorous and intellectually engaging programs. Non-credit programming promotes lifelong learning opportunities for students and community members of all ages. (See Extended Education.)

Each of Western’s colleges offers credit-bearing programming through Extended Education. Academic departments, colleges, and faculty maintain oversight of their offerings and are charged with assessing the academic quality and rigor of their offerings, including both credit and non-credit programming, and are responsible for ensuring that their programs are consistent with the University’s mission and goals. Select offerings include:

- Woodring College of Education offers Teacher Education Outreach Programs, Alternate Route Programs, and Endorsement Programs for Teachers. These programs prepare learners for teacher certification, provide professional development opportunities through additional endorsement programs, and they
provide an option to fulfill Washington State’s critical teacher shortage. (See Teacher Education Outreach; Secondary Education for Equity & Diversity (SEED); Woodring Highline Future Bilingual Teacher Fellow (FBTF); ESOL Endorsement Program for Practicing Teachers; and Washington OSPI Teacher Shortage Statement.)

• Huxley College’s Huxley on the Peninsulas program expands high-quality environmental science and studies to various sites beyond the Bellingham campus. In Fall, 2016, Huxley placed two tenure-line faculty positions at the Western Poulsbo site. (See Huxley on the Peninsulas.)

• Masters in Business Administration (MBA) in Everett, offered through the College of Business and Economics, a weekend program designed for working professionals. (See MBA-Everett.)

• Woodring College of Education’s Bachelor of Science in Nursing (BSN) program is designed to accommodate the needs of professional nurses while promoting critical nursing education. (See Nursing.)

• The Computer and Information Systems Security (CISS) program, developed in conjunction with Whatcom Community College, provides a bridge between associate degree programs and bachelor’s degrees in high-demand technology areas. A search is currently underway for a tenure-line Director of CISS, who will support the Bellingham and the Poulsbo programs. (See CISS.)

• To meet the needs of non-traditional students on the Olympic and Kitsap Peninsulas, the College of Humanities and Social Sciences has developed a Multidisciplinary Studies degree program to provide individuals with an opportunity to further their education. (See MDS.)

Extended Education oversees the administration of Western’s non-credit educational outreach activities and connects the students, residents, communities, and businesses of the state to the assets and resources of the University. These programs directly contribute to Western’s goal of “applying Western’s expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.” (See Strategic Plan.)

See also:

Extended Education Mission and Vision Statement
Extended Education Section of the University Catalog
Extended Education 2010 White Paper
2.C.17 = The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution’s continuing education and special learning activities.

Extended Education works closely with academic departments and colleges to assure academic quality. Western’s high standard for quality instruction and academic excellence is recognized and maintained in the Extended Education programs and courses.

Extended Education is committed to the same high standards of quality for which Western is well known. Programs and courses are designed and/or revised with the assistance of university faculty, aided by industry and community experts and are reviewed and approved by WWU colleges, departments and academic committees. (See Extended Education.)

To foster communication and collaboration between Western’s Faculty Senate and Extended Education, the Senate Extended Education Committee (SEEC) was created in Fall 2014 to integrate Extended Education into Western’s shared governance structure. (See SEEC.)

Credit Programs

Credit programs and courses, both on and off campus, offered through Extended Education are under the governance of Western Washington University colleges, associated academic departments, and curriculum committees. New programs and courses, and revisions thereafter, are approved by the appropriate academic department, college and the university curricular bodies using established policies and procedures established by the Registrar’s Office (See Registrar Catalog) and by the Collective Bargaining Agreement between the University and United Faculty of Western Washington University. (See Faculty CBA, Section 16.2.) Currently, new degree programs are publically reported through the Washington State Council of Presidents. (See WA COP.)

Oversight for academic quality is the responsibility of the associated department and college. It is, in part, assured through academic and college vetting and assignment of faculty, including a review of credentials, course evaluations (Course Evaluations), and through faculty performance evaluations in accordance with the academic Unit
Evaluation Plan and the Collective Bargaining Agreement between the University and United Faculty of Western Washington University. (See Faculty CBA, Sections 7 and 8.) Effective catalog year 2015-16 all courses under the “Extended Education” rubric (EXT), have been cancelled. EXT courses were offered in conjunction with academic units as a method for issuing credit for professional development activities, conferences, and special offerings. Any future credit-bearing courses will be offered under the academic unit’s rubric.

Non-credit Programs

Non-credit continuing education and special learning offerings are developed in conjunction with faculty members representing the applicable disciplines and/or industry professionals. When appropriate, advisory boards comprised of university faculty and industry leaders are formed to develop program curriculum. Programs and instructors are approved by the college department most closely associated with the field of study. Review and assessment of these programs are conducted regularly though participant evaluations.

The Language and Culture Programs are a specialized non-credit area of Extended Education; this is also one of the larger programs within Extended Education. The Language and Culture Programs consist of 1) the Intensive English Program, and 2) the Contracted Language Programs, which currently include the Asia University America Program (AUAP). The faculty of the Asia University America Program develop and review the curriculum in conjunction with partner institutions: Asia University, and Central and Eastern Washington Universities. (See Asia America University.)

Using guidelines established by the American Association of Intensive English Programs (AAIEP), Western’s Intensive English Program completed a Program Self-Appraisal in 2011 and was evaluated by an outside consultant in 2012. In June, 2016, the Intensive English Program submitted a self-study to the Commission on English Language Program Accreditation (CEA) in order to demonstrate that the academic curriculum is driven by and tied to outcomes-based assessment of student learning. The 3-day, onsite evaluation occurred in winter, 2016, with results expected in spring, 2017. (See WWU Intensive English Program and IEP/CEA Accreditation Report.)

Additional Milestones/Programming

- Western Washington University’s Testing Center was certified by the National College Testing Association (NCTE.) (See Testing Center and NCTE Letter.)
- Extended Education acquired Facing the Future, a nationally recognized sustainability curriculum development and professional development non-profit organization. (See Facing the Future and Provost Memo 1.)
• Provost Carbajal reaffirmed Conference Services as the primary support for academic conferences on campus. (See Conference Services and Provost Memo 2.)

• Effective May 24th, 2016, Extended Education acquired the SEA (Science, Education, Aquarium) Discovery Center (formerly the Poulsbo Marine Science Aquarium.) (See SEA Discovery Center and SEA Discovery Lease.)

See also:

Academic Coordinating Commission
Activity, Course, and Program Approval Form
Preliminary Authorization for Course Development
Course Setup and Faculty Assignment Authorization
RN-to-BSN Program
Asia University/Intensive English Merger with EE

2.C.18 = The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Western’s granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities comes in one of three forms:

1. Clock hours (Clock Hours), used for continuing education and recertification for Washington State teachers, for which Extended Education is a state-approved in-service agency (Approved Providers).

2. CEUs, used for professionals to complete license and/or occupational requirements.

3. Credit option, used for a variety of professional and/or academic purposes, generally attached to a conference or special offering.

Western’s granting of these professional development opportunities supports Western’s Strategic Goals and Vision by providing professionals in Washington state with opportunities to meet certification and professional/industry requirements; by giving
individuals an opportunity to pursue lifelong learning activities; and by engaging learners in active learning, critical thinking, and problem solving. (Strategic Plan.)

Clock Hours, CEUs, and Credit Option activities are approved by the appropriate academic departments and colleges. In accordance with college and university requirements, this process may include initial vetting of program and faculty, periodical review, curricular revisions, and assessment—per departmental discretion and/or policy. Credit option activities must also be approved in accordance with the University procedures for requesting a new credit-bearing offering (New Course Form). Extended Education follows a process for these specific offerings outlined in the “Extended Education’s Operation Guide for Clock Hours, CEUs, and Credit Option” (Credit Option).

See also:

Professional Development Course/Workshop Approval
Request for New Credit Course eForm

2.C.19 = The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Extended Education is currently in the process of transitioning to a new non-credit administration system. Western’s administration of non-credit programs and courses offered through Extended Education was formerly managed via an in-house system, based on program and event needs and requirements. Information specific to offerings, which may include planning logistics, enrollment details, participant information, payment details, and event information, can be retrieved through reports generated from the general non-credit administration system.

Xenegrade, selected after a competitive Request for Proposal (RFP), provides EE with a centralized registration system that provides advanced reporting, participant records, and event information. To provide multi-unit support of Xenegrade, Extended Education formed the Xenegrade Cross-Function Team to document processes and procedures for Xenegrade use. (See Xenegrade RFP Response, Xenegrade Cross-Function Team Documentation, and EE Xenegrade.)

Extended Education uses the following process for maintaining records and archives:
1. Data is input via client form or manual entry.
2. Changes to the records are kept in either paper files or noted in electronic format.
3. A variety of reports are available for the event via the administration system.
4. Paper records are held and archived according to Extended Education’s archive schedule (Extended Ed Archives).

Methods for integrating specific non-credit programs, such as the Language and Culture Programs (Intensive English Program and Asia University America University Program), with Banner, Western’s student information system, are being explored. Effective May 2016, various processes have been developed to incorporate Language and Culture Program students in systems to ensure access to campus resources. (See LCP/Emergency Contact Documentation.)

Individual units within Extended Education are responsible for maintaining, storing, and archiving information related to various non-credit programming including description of the event, learning outcomes, proposal/approval documentation, and faculty information.
Standard 2.D: Student Support Services

2.D.1 = Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

“Foster student success” is both a core theme for Western Washington University and a key component of the University’s strategic plan. Consequently, assessment practices are used to monitor both learning environments and the effectiveness of the support programs and services that have been established to support student learning needs. Informed by this assessment data, effective learning environments and support programs and services have been created which are monitored and improved to better support student learning needs.

Assessing Western’s Learning Environment

As noted in Standard 1, the quality of Western’s learning environment is assessed continuously via multiple indicators, addressing processes, utilization measures and outcomes. The process indicators include questions from the NSSE and the self-administered Western Educational Longitudinal Studies surveys (WELS). These instruments assess how academically supportive students find Western, and the frequency of opportunities they have to engage in what the AAC&U calls “high impact educational practices.” The outcome indicators include data concerning admission rates to graduate schools, satisfaction expressed by alumni, and employer surveys and feedback. The utilization indicators include the number of students served by specific programs. Outcomes include student retention and graduation rates, rates of acceptance in graduate programs, alumni satisfaction, and responses and feedback from employers.

Programs and Services Which Create Effective Learning Environments

Western’s student learning support programs and services are both integrated and differentiated. The integration occurs insofar as the programs are structured as a sequence based upon the narrative of the Western student experience. (See below.)
Pre-term Services (Summerstart, Transitions, Fall Orientation, and Transfer Resource Center)

New Student Services/Family Outreach (NSSFO) fosters student learning and development by supporting new students and family members in their transition to Western’s academic, personal, and social environment. NSSFO provides resources for freshmen, transfer students, and family members. By keeping new students and their families informed and involved in the Western Experience, NSSFO programs help to create an effective learning environment through quarterly orientation programs, twice-annual family weekend events and ongoing communication. (See Orientation Programs, Family Weekend Event, New Student Services/Family Outreach and (See on-line appendix: Program reports.)

Enrichment & Early Orientation

Viking Launch

Western’s fall early start program, Viking Launch creates an immediately effective learning environment for first-year students. Via extended orientation experiences and a small, immersive field or lab-based seminar, first-year students are provided a strong, focused start up to Western college life. Students arrive on campus seven days early for an interactive seminar designed to “launch” them into a successful academic career. Typically, Viking Launch students demonstrate higher rates of retention and higher fall grades than non-participants. (See Viking Launch and on-line appendix: Program reports.)
WOOT!

Western’s Outdoor Orientation Trips (WOOT) provide an opportunity for extended orientation and outdoor experiences that establish an effective peer and academic foundation for first-year students. WOOT participants arrive on campus seven days early and spend a week in the wilderness getting to know each other, gaining outdoor skills, and reflecting on the upcoming academic year. (See WOOT, and on-line appendix: Program reports.)

Academic & Extracurricular Integration

Western Reads

Western Reads, Western’s first-year reading program, contributes to the institution’s learning environment by acculturating new students to Western as a community in which academic discussion of texts and current topics occurs both in and outside of the classroom. All new students and transfers are provided a copy of the Western Reads book and invited to engage in discussions and events concerning the book throughout the year. Because it is used in many first-year academic programs (including FIGs and English 101), the book helps students integrate the content they learn in their courses and see the relation of coursework to contemporary issues of significance. Typically, half of all first-year students report that they read all or part of the book; of those who do, 70-80% report discussing it outside of class with friends or family. (See Western Reads, and on-line appendix: Program reports.)

First-year Academic Programs

FIGs

Western’s First-Year Interest Groups (FIGs) are clusters of three fall courses integrated by a common question or theme and connected by a small freshman seminar. Students take the courses in a cohort of 25 students, creating a learning community designed to create an effective learning environment by increasing student/faculty interaction, facilitating academic peer connections, and heightening student engagement via high-impact educational practices. In addition, FIGs supports student learning needs by providing tutorials and instruction in study and test-taking skills, academic writing, and by introducing students to resources such as the Hacherl Research & Writing Studio and Tutoring Center. About ten percent of first-time, first-year students participate in FIGs. (Participation in first-year academic programs overall is about 20% of first-time, first-year students.) FIGs participants typically have lower high school GPAs than non-participants but earn higher fall quarter grades, achieve equal or better rates of retention, and express greater satisfaction with their first year at Western. (See FIGs, and FIGs Evaluation.)
General University Requirement (GUR) Strands

“GUR Strands” consist of GUR courses that can be linked in successive quarters so that freshmen take them as a cohort, building skills and knowledge throughout the year. The purpose of the Strands is two-fold. First, Strands improve the learning environment for new students by providing a recommended schedule of several classes which enhance and deepen student achievement of the GUR competencies within Western’s liberal arts core curriculum. Second, Strands improve the freshmen experience through the coordination of curricula and the creation of a year-long cohort “learning community.” (See Strands.)

Distinguished and Future Scholars Programs

The College of Business and Economics (CBE), the Woodring College of Education (WCE), and Western’s Leadership programs provide incoming freshmen with enriched learning environments by providing new students opportunities to participate in cohort programs providing specialized curricular and co-curricular opportunities, enhanced opportunities to interact with faculty, and a year-long sequence of special events. (See CBE Distinguished Scholars Program, Woodring Future Scholars Program, and Western’s Leadership Advantage and Morse Institute for Leadership.)

Academic Support

Hacherl Research & Writing Studio/Writing Instruction Support

Situated at the center of the Learning Commons, the Hacherl Research and Writing Studio (Hacherl RWS) supports student learning needs through resources, programs and tutoring services designed to help students succeed in their current courses and gain and improve academic skills to help them learn throughout their academic career. (see Learning Commons.) The Hacherl RWS also supports students at Western’s extension sites—and off campus students in general—through virtual and online one-on-one writing conferences. Web and paper resources and strategies for “getting unstuck,” drafting, editing, revising and polishing are also provided. Services also include specialized services for second-language students and graduate students. (See Hacherl RWS, and (See on-line appendix: Program reports.)

In addition to these services for students, the Writing Instruction Support (WIS) program supports student learning needs by providing direct assistance to faculty who are teaching writing courses or who incorporate writing into their courses. More specifically, WIS provides information about writing course requirements and the best practices for teaching and assessing writing, sponsors instructional activities for faculty, and offers resources on teaching writing in print, multi-media and online. (See Writing Instruction Support and on-line appendix: Program reports.)
Math Center
The Math Center supports student learning needs by providing tutoring in mathematical subjects including calculus, linear algebra, statistics, and differential equations. The Math Center is staffed by the Math Fellows, an exceptional group of undergraduate students chosen by the department because of their performance in mathematics and their desire to help others succeed. The Math Fellows are trained to teach good problem-solving techniques and guide the learner through the process of building mathematical understanding. (See Math Fellows, Math Center, and on-line appendix: Program reports.)

The Tutoring Center
The Tutoring Center supports student learning needs by offering drop-in tutoring, tutor-led study groups, and individual study skills tutoring to all Western students, free of charge. Tutoring Center staff also provide academic skills presentations and a wide variety of materials and resources, including calculators, textbooks, solution manuals, worksheets, useful links and online study skill and test-taking resources. (See Tutoring Center, and on-line appendix: Program reports.)

Academic Care Team
The Academic Care Team (ACT) team was created in the fall of 2011 to identify and coordinate support for students failing academically. This team, which includes staff members of eight student-support departments, is both cross-functional and cross-divisional. In its first year, the team focused on meeting the needs of students identified to be at high risk for academic failure, and on identifying and responding to patterns of student support needs. ACT also coordinates solutions for particular offices. Concrete achievements of the ACT include recommending a new definition for “satisfactory academic progress” at the request of the registrar, and reviewing the administrative reinstatement process at the request of Academic Advising.

Job Placement & Internships
The Career Services Center (CSC) supports student learning needs by helping to connect students with job and internship opportunities, and by providing counseling for career planning and success. Services include the Viking Career Link, a no-cost, online job and internship posting database maintained for both employers and students, alums, faculty and staff. Employers can post their career-related opportunities to the website, set their qualification criteria, and collect application materials online. Students, alumni, faculty, and staff can search the postings at any time, set up automatic email alerts based on personal interests, opt-in to résumé books, and research
companies and job descriptions. The integrated system includes an interactive calendar of workshops and employer visits, a listing of upcoming special events, employer registration forms for career and internship fairs and an on-campus recruiting module that allows employers to select applicants and coordinate interviews at Western. The system also allows for targeted announcements to employers based on industry or types of jobs offered and to students based on major or year in school and CSC has been rolling out a “widget” that allows academic departments to filter job announcements for their majors via a dynamic, rolling window of opportunities that link directly. (See Viking CareerLink, Career Services Center, and (See on-line appendix: Program reports.)

2.D.2 = The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The safety and well-being of all members of the campus community is of great concern to Western. Many departments and employees are dedicated to making the campus a safe place to live and work. A safe environment depends on the cooperation and involvement of all students, staff, and faculty in looking out for themselves and for one another. To support that, the University provides services for and assistance in maintaining a safe environment.

The University homepage includes a prominent link to “Campus Safety Resources” that include links to more than a dozen resources concerning campus safety, bullying, discrimination and hate crimes, bicycle safety, emergency preparedness and other related topics. (See Campus Safety Resources.) In addition, crime statistics, campus security policies, and other required disclosures are annually made available to the campus community in Western’s “Annual Security and Fire Safety Report”. (See Annual Safety Report.)

Safety and Security

Comprehensive Emergency Management Plan

Western’s Comprehensive Emergency Management Plan establishes guidelines, procedures, and organizational structure for response during times of emergency. The basic emergency procedures are designed to protect lives and property through effective use of university and community resources. This plan outlines specific roles and responsibilities during emergencies and describes coordination with outside entities. Western’s Environmental Health and Safety department is responsible for publishing, distributing, and issuing changes as necessary. (See links below.)
Police

The Western Washington University Police Department employs fifteen officers, all of whom are commissioned by the state of Washington. While the department has primary responsibility for law enforcement on campus, it works closely with federal, state, and local law enforcement agencies, and have mutual-aid agreements in place with the Bellingham Police Department, Whatcom County Sheriff’s Office, and Washington State Patrol. The department operates an on-campus dispatch center with dispatchers available 24 hours a day, 7 days a week, year round. Police also offer crime prevention programs, a SAFE Campus hotline, and a free personal safety escort service. Police services are offered by local jurisdictions at Western’s off-site locations.

Western Police contribute to the National Incident Based Reporting System (NIBRS) and are in compliance with the Clery Act requirements regarding reporting. Additionally, Western is compliant with Washington requirements to allow use of shared data and partnering with local and state-wide agencies. (See links below.)

Emergency Management and Communications

Emergency management is coordinated by Western’s Environmental Health and Safety department and relies on use of the National Incident Management System (NIMS) and the Incident Command System (ICS). The Emergency Management Committee is responsible to help guide emergency management decisions. It meets regularly to review the Comprehensive Emergency Management Plan; review efforts to strengthen departmental and individual preparedness within the community; review after-action reports for major incidents and exercises as well as assistance in corrective actions; and make recommendations regarding institutional needs for strengthening emergency preparedness, mitigation, response, and recovery.

Western utilizes its emergency notification system, known as Western Alert, to reach students, faculty and staff with important safety information. Western alert elements include building enunciation, text messaging, email, desktop messaging, and social media. These channels are tested regularly and reviewed by the Emergency Management Committee. (See links below.)

Fire

Fire safety is addressed by Environmental Health and Safety and residence hall staff. Information about fire safety for on-campus residences is distributed in the Residential Community Handbook and additional information about fire safety is published in the Campus Annual Security and Fire Safety Report. Fire drills are conducted regularly on campus with a log of recent drills posted to the Environmental Health and Safety website. (See links below.)
2.D.3 = Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Western is a premier, publicly purposed institution with a strong reputation for excellence and a mission centered on serving the state, the nation and the world by bringing together individuals of diverse backgrounds and perspectives. Admissions staff use a number of outreach efforts to attract a diverse student body to Western. (See Admissions.) Efforts include both in-state and out-of-state visits to high schools; participation in college fairs, college transfer fairs; campus tour offerings; student calls to prospective and admitted students; yield events and other off campus programs; and special campus visit opportunities such as Western Fall Welcome, Western Preview, Discovery and Transfer Days hosted at Western. (See Admissions: Visit.) With the advances in technology, Western offers multiple options to tour and explore the university via virtual outreach tools such as YouVisit that have been essential in broadening Western’s reach nationally and globally to recruit students. (See Western
In addition, Western has partnered with community colleges in the Northwest Higher Education Coalition, the Seattle Community College District and others to develop a clear pathway to Western via conditional admission agreements. Qualified international students who indicate an interest in Western are guaranteed admission upon completion of their transfer degree and a strong GPA. Western will continue to explore other partnership agreements of this nature. Additionally, based on review of peer admissions policies, Western changed its practice several years ago to accept the International English Language Testing System (IELTS) as an alternative to the Test of English as a Foreign Language (TOEFL) for international students and no longer requires international students who earn “B” or higher grades in two English courses to submit additional proof of English language proficiency—provided they are completing an associate’s degree from a Washington state community college.

Western recruits students who have the potential to benefit from and contribute to campus including high achieving students, students from first generation and underrepresented backgrounds, and students with leadership interest and experience. Admission criteria takes into consideration comprehensive indicators of potential, including grades, grade trends and test scores, as well as leadership, personal circumstances, and demonstrated ability to persevere in the face of adversity.

The New Student Services/Family Outreach office is dedicated to the transitional needs of new students and their family members. They offer an array of programs and services designed to support new students and their family members in their transition to Western’s academic, personal and social environment. This support is ongoing through a student’s Western career. All family members receive a quarterly newsletter, Soundings (News for WWU Parents), which provides updates on campus news and highlights campus services. In addition, over 16% of families opt to participate in the Parent Connection, which provides additional updates about campus events, a monthly newsletter and the opportunity to volunteer during orientation and family weekend programs. Other forms of communication include a family Facebook site and the option to receive the Emergency Text Messages overseen by University Communications. Families are also invited to Fall Family Open House, a weekend of events, receptions and informational workshops during fall quarter, and Back2Bellingham, hosted in conjunction with the Alumni Office, in spring quarter.

New students entering in the fall quarter are invited and encouraged to attend two-day summer orientation sessions—Summerstart (2 days) for freshmen and Transitions (1 day) for transfer students—along with their family members. In 2012, a specialized Summerstart session was added for freshmen entering Western with 45 or more college credits earned while in high school. Given the increase in the number of freshmen students entering with college credits, this session
was offered to students with 60 or more college credits earned while in high school beginning in 2016. For students unable to attend the summer sessions, a fall orientation is offered just prior to the start of classes. (See Fall Orientation.) Orientation sessions are also made available to new students entering in the winter, spring or summer quarters.

All student orientation sessions are designed to address the following key learning outcomes:

1. Increased knowledge of campus resources,
2. Increased knowledge of student account, billing, and financial matters,
3. Understanding of the attributes necessary to be a successful student and engaged in one’s own learning,
4. Increased knowledge of Western’s academic expectations for students, and
5. Demonstrated knowledge of the registration process and building a balanced class schedule.

Summer orientation also includes a track for family members that addresses general tips, tours of campus locations, information on financing a college education, academic-related interest sessions, and an information fair showcasing the wide range of support services and resources available to the student.

Surveys are conducted following each orientation session with students and their family members and that feedback is used to inform changes to the program. One example would include the aforementioned addition of a Summerstart session for high credit freshmen starting in summer, 2012. Other examples include re-designing sessions into smaller parts to increase peer-to-peer interaction early on in the program, and the addition of a session for family members that includes more specific information on how they can connect to Western and to family events and involvement opportunities.

Academic policies and graduation requirements are published in the catalog and are available on the website. (See Academic Policies; and Grad Requirements Catalog.) This information is reviewed annually and updated as needed as part of the Course Catalog review process each spring. In addition, the Admissions website has a section dedicated to transfer students, including transfer of credit policies. (See Transfers Admissions; and Transfer Credit Policies.) Moreover, the Admissions staff maintains strong relationships with member schools in the Northwest Higher Education Coalition and meets regularly to address transfer and articulation matters to ensure an efficient and easy transition for the student.

Students have ongoing access to their Transfer Equivalency Report (TER) and their degree evaluation at any time via Web4U (Western’s online, secure information system), and this information is routinely used in advising sessions and during course
registration. The TER details previous coursework that transferred to Western. The report indicates how transfer coursework was accepted at Western, including GUR, prerequisite, major, minor, and elective credits. The online Degree Evaluation is an advising tool used to evaluate coursework fulfilling major, minor and degree requirements. (See Online Degree Evaluation.) It shows how Western courses, transfer courses, and courses in progress apply toward a student’s graduation requirements.

2.D.4 = In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Western ensures that students enrolled in programs eliminated or placed in moratorium have an opportunity to complete their programs in a timely manner with a minimum of disruption. Responsibility for ensuring this opportunity rests with department chairs. However, in practice, faculty, advisors, chairs and the Registrar act in coordination to ensure that students in programs have ample opportunities to be “taught out” of the program. For instance, in the case of the more than 30 programs eliminated or placed in moratorium in AY 2010-11, the Registrar’s Office noted no completion impediments that were not successfully resolved.

In addition to ensuring that Western students have ample opportunity to complete eliminated programs, Western participates in a state-wide agreement to give the state’s community and technical colleges a two-year notice for all curricular changes that may involve transfer students.

2.D.5 = The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information.

Western provides accurate and current information to students and the public primarily through the catalog. Staff regularly review publications and the website to ensure integrity in all publications via a robust curriculum review process. (See WWU Catalog.)

2.D.6 = Publications describing educational programs include accurate information on: 1) national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; and 2) descriptions of unique requirements for employment and advancement in the occupation or profession.

Western publishes clear, accurate, and assessable information concerning national and/or state eligibility requirements for licensure or entry into occupations or professions for which training and educational preparation are offered. In addition, Western’s
publications and resources describe unique requirements for employment and advancement in the occupation or profession. Western ensures that licensure and occupational preparation information is accessible to all students by providing this information in its most detailed form in two central sources: the university catalog (see WWU Catalog) and the Career Services Center (see Career Services).

These sites include information on licenses and credentials students earn while enrolled at Western—such as teaching certificates—and information on licenses and credentials they may prepare for at Western but earn in a future graduate or professional program—such as a medical degree.

As part of its larger effort to ensure the accuracy and accessibility of information, Western has intentionally moved toward use of the University Catalog as the central source of all curricular information. For instance, whereas Academic and Career Development Services once published degree planning guides, the guides are now excerpted directly from the catalog. Similarly, academic departments have moved toward linking directly to the catalog and away from the previous strategy of posting degree requirements separately on their web sites. In this way, the University has improved the accuracy and consistency of its degree-related materials. However, Western supplements the licensure and career preparation information provided in the University Catalog and the Career Services Center with information pertinent to students in specific colleges or majors. The following table provides examples of departmental advice for careers associated with licensure exams or other eligibility requirements, such as the CPA exam.

See also:

<table>
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<th>License, Credential, or Career</th>
<th>Information, Descriptions, Requirements</th>
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<tr>
<td>Teacher Certificates and Endorsements</td>
<td>See Certificates and Endorsements</td>
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<tr>
<td>Mental Health Counseling Career Requirements</td>
<td>See Mental Health Counseling</td>
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<tr>
<td>School Counseling Career Requirements</td>
<td>See School Counseling</td>
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<td>CPA Career Requirements</td>
<td>See CPA</td>
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<tr>
<td>Community Health Career Requirements</td>
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</table>
2.D.7 = The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Records protection is a high priority at Western. Student records are maintained electronically through the student information system, Banner. All center student system data is replicated immediately in a machine room on campus and in a machine room two miles from campus. In addition, the Banner Student database is replicated at a machine room at Portland State University in Portland, OR and re-synchronized nightly. Backups of the production database and files are made and filed weekly at a location off campus along with database transaction logs. These logs are rotated on a three-week cycle. Image files are duplicated nightly and stored off campus and at PSU. Paper records are maintained by the University in a fireproof vault. Archiving and the destruction of records are in accordance with record retention schedules.

The University’s Student Records Policy (POL-U7100.01; WAC 516-26) was written to establish the rules and procedures for appropriate implementation of the Family Educational Rights and Privacy Act of 1974 (FERPA). The policy includes information regarding access to educational records and limitations on access, rights to copy education records, information on how a student may challenge the content or release of records, conditions for the release of personally identifiable information, education records or directory information, the destruction of records, and notification of rights. (See Student Records.) The policy is published on the University’s policy website, in the University catalog and on the Washington State Legislature website. (See University Policies.)

Information about FERPA is contained in the University Catalog and on the Registrar’s website. (See FERPA Catalog; and FERPA Web.) While FERPA allows the university to release certain “directory information”—which may include the student’s name, local address and phone number, whether the student is enrolled, dates of attendance, degrees earned, and most recent previous institutions attended—Western has taken a more restrictive approach, releasing to third parties only whether the student is currently enrolled, dates of attendance, and degrees awarded. For students who have requested a confidential block through the Registrar’s Office, no information is disclosed, not even whether the student is enrolled. Those students are flagged in Western’s system so that their information block is easily recognized.

includes procedural information and employee requirements regarding confidentiality of records.

2.D.8 = The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Western is highly committed to providing a quality education at an affordable price and has been nationally recognized for efforts in this area. The Federal College Scorecard released in March, 2016, by the Obama administration ranked Western’s costs as below average. (See Scorecard.) In addition, Kiplinger’s Personal Finance Magazine ranked Western 89th in the nation for 2016 as a best value in public colleges based on cost and financial aid, student debt, competitiveness, graduation rates, and academic support. (Improved from 91st in 2015 and 93rd in 2014.)

Consistent with the University’s mission and its strategic goal to expand student access to rigorous and engaging baccalaureate and graduate education, Western’s Office of Financial Aid provides comprehensive services to eligible applicants through grants, scholarships, work study awards, loans, or some combination of these student aid programs. (See Financial Aid.)

Eligibility for financial aid for citizens and eligible non-citizens is determined by completing the Free Application for Federal Student Aid (FAFSA). Students who are ineligible for federal student aid and who meet individual program, income, or Washington state residency requirements can file the free WASFA (Washington Application for State Financial Aid) to be considered for aid.

Western-specific financial assistance is widely published and made available to prospective and current students in the University Catalog and on various Western webpages within Admissions, Financial Aid, and the Student Business office. Accepted and currently registered students can view their financial aid information at any time via Western’s Web4U portal upon activating their universal account. Information about categories of federal student assistance is published by the U.S. Department of Education and information about state student assistance is published by the Washington State Achievement Council. (See US Department of Ed; and WSAC.) In addition, aid-related information is provided in the Financial Aid Departmental website. (See Admissions; Financial Aid; Student Business Office.)

Western’s net price calculator assists prospective students and their families in assessing the true cost of higher education by calculating the difference between the “sticker” price and the estimated net price that first-time, full-time students might pay to attend. (See Price Calculator.) Western also makes every effort to inform prospective and
current students and their families of the tax credits available to reduce the federal income tax burden for students or those paying the costs of a student’s higher education. (See Tax Credit.) Tax credit information is a topic covered in financial aid presentations during SummerStart, Transitions, high school advising nights, in parent/family workshops, and as part of the College Goal Sunday (FAFSA help) workshop. Tax credit information is available on Western’s website and a link to the information is provided with every billing statement. In addition, the Student Business Office website includes information about tuition waivers offered at Western. (See SBO Waivers.)

During 2014-2015, Western provided $141.3 million in federal, state, institutional, and private financial aid to 10,384 students. These awards, in percentage of total aid, included loans (54%), grants (27%), scholarships (11%), and student employment (8%). In addition, 2,786 students earned an estimated $11 million in wages in the Bellingham community through part-time employment obtained through the Federal Job Location and Development program.

2.D.9 = Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

Western’s Office of Financial Aid ensures that students awarded the Federal loans via the Perkins Loan, Direct Subsidized Loan, or the Direct Unsubsidized Loan programs are informed of their repayment obligations through mandatory loan entrance counseling before receiving a first loan disbursement. (See WWU Financial Aid; and US Federal Student Aid.)

Upon graduation or withdrawal, student loan borrowers must complete loan exit counseling. Loan Servicing in the Student Business Office monitors completion of Direct Loan and Perkins Loan exit interviews and responds to inquiries regarding loan repayment deferment, forbearance, discharge and/or cancellation. (See Exit Counseling; and Loan Management.)

Financial Aid’s website includes a page dedicated to loan management resources that includes links to entrance loan counseling, loan repayment and budget calculators, and a budget planning worksheet to assist students in making financial decisions about debt accrual. Resource information about federal student loans and debt management is also available on Western’s website.

New student loan borrowers are mailed a “What to Know Before You Borrow” brochure that informs them of resources available to manage their student debt, with information about interest rates, origination fees and the standard repayment option. New borrowers are also referred to the U.S. Department of Education website for additional information about federal loan programs and repayment options.
Western students have lower average borrowing rates and a strong record of loan repayment when compared to national and state figures. According to data from the national Project on Student Debt, the proportion of 2014 graduating seniors at Western with debt was 57% and their average debt level through student loan programs was $21,520. By contrast, national figures cited seven in ten college seniors with student loan debt at an average of $28,950, while state figures cited 58% of college seniors with student loan debt at an average of $24,804. (See Project on Student Debt.) Furthermore, the U.S. Department of Education reports that among the Washington State four-year public universities, Western had a three-year federal cohort default rate of 2.1% in 2013, down from 4.7% in FY2011. This is compared to the state average of 10.4% and the national average of 11.3%.

**2.D.10** = The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

**Student Development and Success**

**Academic Advising Center and Student Outreach Services**

Academic advising at Western is a shared responsibility involving the Academic Advising Center (AAC), Student Outreach Services (SOS), advising staff, and faculty in the various college departments working closely with students to establish and complete their academic goals, explore the intellectual side of their lives, choose among educational options, and develop plans to support their academic and life objectives. (See Academic Advising and Student Outreach Services and on-line appendix: Program Reports.)

AAC staff primarily provides advising for first-year students, undeclared students and students experiencing academic difficulty, though staff will meet with any student requesting an appointment. AAC is part of an integrated unit that includes the Career Services Center and the Tutoring Center. (See First-year Advising.)

SOS staff work specifically with traditionally under-represented and/or underserved students (e.g. first generation, low-income, non-traditional, multicultural). SOS is part of an integrated unit that includes the Ethnic Student Center and the LEADS Program (Leaders Engage in Action, Discernment, & Skills-building). Under the leadership of Western’s Associate Dean of Students/SOS Director, this unit works together to address the challenges faced by these students and to invite participation in a broad array of programs and services that promote persistence, retention and graduation.
All AAC and SOS advisors have earned a masters- or doctoral-level degree and are trained and supervised by senior level advisors in coaching and advising students. AAC staff is assisted in their work by student staff who receive extensive training through a required quarter-long, credit-bearing class prior to serving in an advising role.

Colleges, too, provide academic advising for all students interested in their programs, be those students in declared majors, minors, or merely prospective students in a particular area. The vast majority of academic advising at the college level is done by faculty members, but some departments do have staff members specifically hired to serve as an advisor or who provide a certain level of operational advice to students as they prepare for registration and/or other processes related to the administration of degrees.

All entering students are offered academic advising and course registration assistance during student orientation programs. This ensures that new students are introduced to key advising tools and resources, plus instructed about key academic policies, General University Requirements, and graduation requirements. Once enrolled, students are expected to be pro-active in seeking advising assistance and have access to scheduled advising appointments and drop-in advising.

With the exception of students who have completed 105 credits and are still undeclared, advising is not mandatory. High-credit, undeclared students are required to submit Major Declaration Plans which are reviewed by AAC and SOS advisors. Students with poorly-defined or unrealistic academic plans are placed on a registration hold, which can only be released by meeting with an advisor. Students in low academic standing received targeted outreach that encourages them to take advantage of advising resources.

Advising staff are knowledgeable of the curriculum and program requirements and are prepared to fulfill their responsibilities. Faculty and staff advisors assisting with orientation advising receive training prior to the start of summer orientation each year and an advising meeting coordinated by the Academic Advising Center is held quarterly to update and inform advisors of any changes or new initiatives. In addition, ongoing education and training opportunities are made available via webinars, national conferences, and on-site professional development.

Advising requirements and responsibilities are defined, published, and availed to students through a variety of means including, but not limited to, the Academic Advising Center website, the University Catalog, Viking Advisor, and the student resources section of the MyWestern portal. In addition, some credit-bearing classes are offered to prepare students in goal setting, degree planning, major selection, and time management/study skills. Advising staff also offer presentations during summer
orientation. These presentations are readily available to anyone at the faculty/staff advising resources webpage. (See Advising Resources for Faculty and Staff.)

While Western has a decentralized model to advising, with departments and programs having differing approaches, the goals are the same: to assist students in making appropriate academic decisions. Advisors across the institution have a shared commitment to supporting students with the following:

- setting academic goals and plans;
- understanding Western’s academic policies, graduation and GUR requirements;
- exploring disciplinary options and possible career paths;
- choosing a major consistent with their interests, abilities and personal goals;
- selecting and scheduling courses to make effective time-to-degree progress;
- addressing challenges that are interfering with their academic progress; and
- identifying campus resources necessary to support their success.

Many degree programs in Western’s College of Fine and Performing Arts also include an applied element, such as performances (Dance, Music, Theatre) or portfolios of original work (Art, Design). Advisors assist students in navigating both the coursework and applied work required in these majors.

**disAbility Resources for Students**

disAbility Resources for Students is privileged to partner with more than 800 qualified students with disabilities at Western. Its primary mission is to ensure equal access for students with disAbilities to all curricular and co-curricular opportunities. Specific accommodations or services are determined on an individual basis and are modified to meet the unique needs of the student and their academic experience. Accommodation policies and procedures are highly individualized and centered on self-advocacy, realistic self-appraisal, and student growth. (See disAbility Resources for Students.)

**Veteran’s Resource Center**

The Veterans Outreach Center (VOC) helps veterans and concerned individuals with information about employment, educational opportunities, counseling, disabilities, and benefit information. The VOC also serves as an advocate for veterans on Western’s campus while striving to create a united community of support and understanding. The center hired a second permanent position during the summer of 2014. This position has duties not previously held in the office with a focus on academic advising, program development and retention and graduation of Western’s Veteran Community. (See Veteran’s Outreach Center and online appendix: Program Reports.)
Western’s Educational Longitudinal Study (WELS)

Academic advising is regularly assessed as part of Western’s Educational Longitudinal Study (WELS), developed and administered by the Office of Survey Research. The WELS includes baseline studies with incoming freshmen and transfers who are then surveyed again at the end of their second year, upon graduation, and as alumni. Data responses are provided at both the college and departmental level so that areas in need of improvement can be quickly identified. Additionally, AAC and SOS regularly conduct office assessments, using results to modify programs and service delivery. (See WELS.)

Student Success Collaborative

To further improve its ability to deliver the finest advising services possible, Western is using the Student Success Collaborative (SSC), a predictive analytics tool and advising platform created by the Education Advisory Board (EAB) in Washington, D.C. SSC was initiated as a pilot project in January, 2013, after substantial review involving more than 100 faculty and staff. (See Student Success Collaborative.) Implementation begin in fall, 2013, with five early adoption workgroups: the College of Business & Economics, Huxley College of the Environment, the College of Fine & Performing Arts, the Academic Advising Center, and Student Outreach Services. SSC is now fully implemented across campus.

Using more than a decade of historical academic data from Western, the SSC combines technology, research, and predictive analytics to reveal the correlates, pathways and course sequences shown to be characteristic of successful students at Western. This data and information is expected to:

- help departments and colleges adjust their curriculum to improve student success,
- help administrators identify where resources will make the most impact,
- improve communication and coordination of service delivery and increase efficiency among advisors via notes and other action items documented in the platform, and
- assist advisors in proactively identifying those students who have deviated from a recommended pathway or course sequence and getting them back on track before more serious consequences, such as course failure, occur.

Western was on the forefront of this national initiative, one of only twenty-two universities in the original release of the platform and the first institution in Washington State to join. Furthermore, Western’s thoughtful and thorough approach to implementation was recognized by EAB staff and a Western representative served for
the first two years on EAB’s Product Advisory Council helping to shape the future direction, language, and features of the platform. Only thirteen members were selected from across the country to serve on this council.

2.D.11 = Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

Western’s co-curricular offerings are a critical part of the University’s commitment to Active Minds Changing Lives, a commitment to engaged excellence that received national recognition; indeed, Western is the only public institution on the West Coast to have been named to the President’s Higher Education Community Service Honor Roll with Distinction every year since 2010. This recognition is for higher education institutions across the country that reflect the values of exemplary community service and achieve meaningful outcomes in their communities. (See Honor Roll.) Moreover, Western received the Community Engagement classification by the Carnegie Foundation for the Advancement of Teaching for its efforts to operate community-outreach programs, deepen students’ civic and academic learning and to enhance overall community well-being. (See Carnegie Community Engagement.)

Western’s co-curricular activities align with the institutional goal to foster and promote life-long learning and success and the mission of the Division of Enrollment and Student Services to engage students in their pursuit of academic and personal excellence through outreach, support services, and co-curricular learning opportunities.

The Viking Union Organization and Associated Students of WWU maintain a diverse portfolio of offerings and support structures to engage students in co-curricular and extra-curricular opportunities for the campus community. The organization supports student engagement through Outdoor Programs, campus activities and events, as well as facilities and event support services. The Viking Union Organization consists of twenty professional and classified staff plus over 150 student employees, who provide financial administration, program planning and production, operational support, and management for all aspects of the Associated Students governance and activities programs, to include more than 235 clubs and organizations. In addition, the Viking Union Organization supports student engagement in the Lakewood Watersport Facility (see Lakewood) and Viqueen Lodge program (see Viqueen). Each fall, the Associated Students and Viking Union host an information fair to showcase the different organizations, clubs, teams, and activities available to students and highlight the range of interests supported through student engagement.

The Viking Union Organization, a part of the Dean of Students unit, has five major goals and objectives:
1. Provide a framework for participatory extracurricular and co-curricular experiences through which students may initiate and develop organizational activities; supplement classroom learning; and acquire, test, and refine skills for the future.

2. Provide a variety of services and activities designed to meet demonstrated campus needs, enrich the University environment, encourage the exploration of diverse ideas and opinions, and broaden the individual’s areas of knowledge and interest.

3. Provide facilities, services, and conveniences to meet the University community’s basic needs, as well as, special requirements for particular programs.

4. Provide services, activities, programs, and facilities for the greater community when appropriate and cooperate with community agencies in program planning and development.

5. Provide adequate opportunities for development of skills, as well as exposure to new areas of interest and expertise, within the Viking Union/Student Activities staff.

(See Associated Students.)

In addition to these, students have opportunities to be involved in such things as community outreach programs, intramural and club sports, leadership and sustainability efforts, residence hall and community councils, the Residence Hall Association, and the National Residence Hall Honorary, a group which recognizes the top 1% of residents living on campus who have contributed outstanding service to University Residences.

Associated Students and many of these other groups have their own governance structures and can provide discipline in instances where a policy or procedure has been violated. Staff assists in an advisory capacity as needed when such instances occur.

2.D.12 = If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Western operates five auxiliary service operations:

- Associated Students (AS) Bookstore,
- Campus Recreation Services,
- Student Health Center/Prevention and Wellness Services,
- University Residences (includes Dining Services), and
• Viking Union Organization.

All of these departments report within the division of Enrollment and Student Services and support the institutional mission and Enrollment and Student Services’ mission “to engage students in their pursuit of academic and personal excellence through outreach, support services, and co-curricular learning opportunities.” Members of the campus community have opportunities for input regarding all of these services through various advisory councils and/or annual assessments of service provision.

Auxiliary Services

AS Bookstore

The AS Bookstore serves Western students as the designated provider of course materials, maintaining the official course materials list on International Standard Books Number (ISBN) and estimated cost. (See Course Materials.) This list is published online when students are registering for classes. Working with instructors, the AS Bookstore provides value by pricing textbooks below the industry standard, stocking a large number of used textbooks, administering a textbook rental option, and publishing a price comparison tool.

Furthermore, the AS Bookstore supports students by providing necessary art and scientific supplies as well as school and office supplies. Convenience items, such as snacks and health products are available. Enhancing the sense of campus community, the AS Bookstore provides general books, gifts, and Western emblematic clothing. The AS Bookstore actively supports campus programs and events through partnerships and promotional opportunities with campus departments, student groups, and clubs and the department works closely with the AS Board on special projects. (See AS Bookstore.)

The AS Bookstore Manager and AS Board work together to 1) maintain a Bookstore Advisory Group—a group that provides feedback and offers suggestions on strategic directions, policies, services and operations—and 2) co-develop a distribution plan for how revenue will be used to improve bookstore operations and services to students and to fund projects that establish and improve interaction between AS programs, clubs and the AS Bookstore. (See Operating the Associated Students Bookstore POL-U8000.01.) The AS Bookstore employs 25-30 students annually, providing them with a practical working experience and an opportunity to strengthen their leadership skills.

Campus Recreation Services

Campus Recreation Services strives to empower the Western community to achieve and maintain a healthy lifestyle and develop leadership abilities by providing the highest quality of recreational and co-curricular programs and services in an environmentally sustainable facility. (See Campus Recreation.)
The Wade King Student Recreation Center (Wade King) is one of the nation’s first recreation centers designed to meet LEED certification and was opened in 2003. (See LEED.) It was also the first Western facility to be LEED certified. Wade King is a state-of-the-art open recreation fitness and wellness facility that has been created and shaped by the vision and support of Western students. Through a referendum process, students voted to assess themselves a fee to construct and operate a facility that would provide quality recreational space on campus. All Western students enrolled for six or more credits pay a quarterly fee to use the facility. Faculty, staff, alumni, and non-Western students may pay a member fee to utilize the facility.

The facility features 100,000 square feet of indoor recreational and athletic space. It includes three basketball/volleyball courts, a six-lane swimming pool, two cardio exercise areas, two group fitness rooms, a 1/10 mile three-lane indoor track, climbing and bouldering walls, a weight room, and a multi-activity court.

The Recreation Center Advisory Committee is comprised of six student members and three faculty/staff members, and provides an opportunity for student, faculty and staff involvement in the future direction of Campus Recreation. Among its responsibilities, the committee serves in an advisory capacity to provide operational and programmatic input, promotes activities and special events, and solicits input from various constituencies on how programs and services could be improved. Per RCW 28B.15.041, the mandatory Student Recreation Fee is pledged for the payment of bonds and therefore is classified as a “Service and Activities Fee.” As a result, the committee also serves as a Services & Activities Fee Committee with regard to budget review and consideration of fee increases; additionally, it has the responsibility of proposing to the Board of Trustees and the University Administration the program priorities and budget levels for the mandatory Student Recreation Fee and the portion of program budgets that are funded by this fee. (See Recreation Center Advisory Committee and Services & Activities Fee Committee.)

The Sports Club Council serves as the representative body of the Sport Club program. Representatives are nominated and approved by the Assistant Director of Club Sport. The Council exists to facilitate the successful operation and development of the Sport Club Program and rules on matters of budget, club standing, amendments to the constitution, and related sport club program issues. The Council is also responsible for recommendations in judicial sanctions as a result of club violations. (See Sports Club Council Handbook.)

Students have opportunities to develop their leadership skills through involvement with the Campus Recreation Advisory Committee, the Sports Club Council, intramural and sport club offerings, and through employment opportunities. Campus Recreation Services employs approximately 250 students per year and offers advanced levels of
student employment in areas such as Personal Trainers, Building and Intramural Supervisors, Youth Camp Counselors, and Fitness or Swim Instructors.

**Student Health Center and Prevention and Wellness Services**

All Western students enrolled for six or more credits pay a quarterly health services fee. These fees are used to support operations in Prevention and Wellness Services and the Student Health Center.

The Student Health Center has a number of preventative measures and protocols in place to ensure the general health of the campus community and to minimize the spread of disease, particularly those of a communicable nature that can quickly impact University operations. Measures include requiring documentation of measles immunity from all students and employees; offering immunizations and tests for a variety of health issues or travel related needs (e.g. influenza, tuberculosis, tetanus, typhoid fever, yellow fever); informing the campus community of potential health risks and measures to safeguard one’s own health; identifying potential quarantine locations should an incident occur; and, collaborating with the County Health department in the screening, monitoring and treatment of reportable communicable diseases.

Student Health Center staff offer a comprehensive set of services that includes preventative health care and evaluation, diagnosis, monitoring and treatment for most acute and chronic medical illnesses, injuries (e.g. burns, lacerations, sprains, broken bones, sports and non-sports orthopedic injuries), sexually transmitted infections, and mental health and attention deficit disorders. Additional clinical services include minor surgeries (excisions, skin and lump biopsies, incisions); women’s health services and contraception; and laboratory services, including on site pregnancy testing, strep and mononucleosis testing, hemoglobin (red cell) testing, HIV testing, as well as full lab services for cultures, and complete blood testing as needed. An after-hours on call nurse is available at no charge by phone, with access to an on call Western physician. (See Student Health Center.)

Prevention and Wellness Services (See PWS.) offers a range of programs and services to teach students to become actively involved in their own wellness; to recognize the impact health has on their personal and academic success, as well as on the community; and to engage in the creation of a safe and socially-just campus for all identities.

Services offered by PWS include alcohol and drug consultation and assessment (See ADCAS), consultation and sexual assault support (See CASAS), the peer health educator program (see Peer Health Educator Program), sexual health information consultations (see Sexual Health Information Sessions), and the Wellness Outreach Center—a resource center for self-care and other health information which is located in Viking Union. (See Wellness Outreach.) Educational materials are distributed in printed
and on-line formats and PWS maintains the Off-Campus Living website, which includes information to consider about moving or living off-campus. (See Off-Campus Living.)

PWS employs approximately ten students a year to assist with general office functions and to work within the Wellness Outreach Center. In addition, PWS has 80 or more student volunteers serving as Peer Health Educators (PHEs). PHEs partner with campus health professionals to gain hands-on experience in leadership, group facilitation, public speaking, peer-to-peer information sharing, outreach, and health specialty areas. PHEs regularly conduct workshops addressing topics such as alcohol and other drug risk reduction, body empowerment, healthy relationships, prevention of sexual violence, building resilience and improving emotional health, sexual health and prevention of sexually transmitted infections, personal empowerment, and bystander intervention. (see Peer Health Educator Program)

**University Residences**

University Residences directly supports Western’s mission by engaging students in diverse and inclusive, healthy, safe and sustainable communities fostering academic success and personal growth. (See University Residences.) University Residences ensures campus housing is available for every new first-year and transfer student. Average annual occupancy rates consistently meet or exceed budgeted targets.

Professional staff provide direct support to residents struggling academically, psychologically or behaviorally. Faculty, students and staff collaboratively lead living communities (i.e., Fairhaven, Honors, Gender Inclusive, and International). From data gathered in the 2014-15 academic year, 90% of students in residence halls indicated they participated in a series of individual conversations with staff promoting reflection. Nearly (96%) agreed or strong agreed Resident Advisors (student staff) treated them with respect. Residential students also reported people working in Residence Life care about my academic success (94%).

Input gathered from students, faculty, and staff from a variety of sources (residence hall governance, surveys and daily interactions) reveals 93% of all residents are satisfied or very satisfied with their campus housing experience, 96% would recommend living on campus to new students, and 93% feel safe living on campus.

Dining Services are provided through a contract with Aramark. (See Dining Services.) The contract is supervised by the Director of University Residences and the regional vice president meets two or more times a year with the Director of University Residences and the Vice President for Enrollment and Student Services. Campus Dining Services provides high-quality, sustainable, convenient and healthy dining options for the campus community in three residential dining and fifteen retail locations, plus a full
catering service for on- or off-campus events. Western is a community strongly committed to sustainability and waste reduction. In April 2016, the University signed the Real Food commitment with a goal of 25% by 2020 of dining purchases supporting a healthy food system that strengthens the local economy, respects human rights, ensures ecological sustainability, and facilitates community involvement and education. (see Real Food Challenge.) Dining Services supports this commitment through a published newsletter highlighting their sustainable practices and featuring information on local food available in the dining halls, local-only recipes, and spotlights on local business that use fresh, local and organic ingredients. (See Sustainability Newsletter.)

University Dining Services staff meet monthly in a residence hall setting with the Campus Dining Advisory Committee to solicit student, faculty and staff input into the dining operation. (See Dining Advisory.) A “secret shopper” component, involving students, faculty and staff, is utilized, as well as Food Safety and Quality Assurance audits to assure operations are continuously meeting quality and service standards. Western Dining Services employs over 600 student employees and 40 student managers, providing job and leadership opportunities, internships as well as career placement.

Viking Union Organization
The Viking Union Organization supports a collection of unique facilities, services, and campus programs that enrich the Western community and support the university’s operations.

In an average year, the Viking Union facility provides event support for approximately 9,000 campus programs and meetings; moreover, Lakewood serves more than 7,000 watercraft participants. The Publicity Center produces more than 400 graphic design jobs annually and prepares a student-orientated news and entertainment tabloid on a weekly basis. Recycling efforts divert approximately 72% of Western’s waste to recycling. The Child Development Center serves an average of 55 children per year and also supports students interested in careers in early childhood education by providing a place for service learning projects, classroom observations, practicum experiences and educational outreach activities.

Viking Union’s programs and services depend on the employment of 150 student employees in both support and paraprofessional roles. This structure allows staff to create meaningful opportunities for students to develop and enhance their professional skills and create experiences which complement their academic learning. (See Associated Students.)
2.D.13 = Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Western’s intercollegiate athletic program, club sports and intramurals program support the University’s institutional mission to develop the potential of learners and the well-being of communities and to foster and promote life-long learning and success in an ever-changing world.

Western views the opportunity to participate in intercollegiate athletics and other recreational and sports offerings as an integral component of education. Most importantly, Western is committed to excellence in athletics in a manner consistent with the aims of the University and the operating principles of the National Collegiate Athletic Association (NCAA). Through its Admissions process, Western ensures that all varsity athletes meet the same minimum admission requirements as other students, whether entering as freshmen or transfer students. (Note that there are no admission requirements or financial aid associated with participation in Western’s club sports or intramural program.)

**Athletics and Co-Curricular Programs**

**Varsity Athletics**

Western offers fifteen athletic sports to students: men’s and women’s basketball, men’s and women’s cross country, men’s and women’s golf, men’s and women’s soccer, men’s and women’s outdoor track and field, men’s and women’s indoor track and field, women’s softball, women’s rowing, and women’s volleyball. (See Athletics.) The Director of Athletics oversees the intercollegiate athletic program and reports to the Senior Vice President & Vice President for Enrollment and Student Services. Western employs a full-time Compliance Officer/Academic Advisor who works with the Director of Athletics and the Faculty Athletics Representative to:

1. ensure compliance with all Western Washington University, conference and NCAA rules and regulations governing intercollegiate athletics;

2. monitor eligibility of student-athletes; and

3. communicate with the NCAA and conference about rules interpretations and compliance matters.
The duties of the Compliance Coordinator address the following areas: administration and reporting; rules education; eligibility, recruitment, and admissions; and, investigation. (See Compliance Officer; and Compliance Plan.)

The Assistant Director for Financial Aid serves as the athletics liaison and meets with the Athletics Compliance Coordinator on a regular basis to ensure that athletic scholarships and tuition waivers are appropriately incorporated within financial aid offers; athletic scholarships and tuition waivers are awarded in accordance with NCAA regulations, federal and state aid regulations and institutional awarding policies; athletics award notifications and renewal notices are provided to students in accordance with NCAA-established timelines; and data is reported to the NCAA in a timely manner using the Compliance Assistant web application.

Club and Intramural Sports

In addition to intercollegiate athletics, Western’s Wade King Student Recreation Center provides high quality recreational and co-curricular programs and services in an environmentally-sustainable facility. (See Campus Recreation.) As participation in club and intramural sports has grown, staffing has expanded to accommodate student interest in these areas. What was once a full-time Intramural Coordinator/Sport Clubs Advisor position is now two full-time positions: an Intramural Youth Sports Camp Advisor and a Sports Club Coordinator (See Sports Clubs; and Intramurals.)

The mission of the Sport Club Program at Western is to promote individual leadership through group participation. Campus Recreation Services is committed to providing resources to campus community members as they strive to attain their goals both academically and through their sport club involvement. Western currently offers twenty-one sport clubs, including baseball, men’s crew, climbing, cycling, equestrian, fencing, figure skating, ice hockey, men’s lacrosse, women’s lacrosse, men’s rugby, women’s rugby, sailing, tennis, men’s ultimate, women’s ultimate, men’s volleyball, women’s volleyball, women’s water polo, water skiing, and wrestling. Sports clubs are distinguished as student-initiated and student-run programs that allow many opportunities for leadership and decision making. Sports clubs are allotted a small budget from Western but raise funds primarily by team dues, fundraising efforts and donations. Each club sport has a set of eligibility requirements and verification procedures for national competition and members are responsible for knowing and understanding the contents of the Sports Club Handbook. (See Sports Club Council Handbook.) This handbook includes information on membership and eligibility, sportsmanship and conduct standards, club accounts (state/foundation), finance and risk management, sponsorship, travel and transportation, volunteer service requirements, equipment, and required forms. Ninety percent of club membership must
consist of full-time Western students and operations of the club must be by student membership.

Campus Recreation Services provides Intramural Sports as an opportunity for current students, faculty and staff as well as current students from university affiliates such as Whatcom Community College and Bellingham Technical College to compete in a variety of organized competitive sports on the campus of Western Washington University. These programs exist to provide participants with opportunities in:

- personal development in a variety of programs of leisure activity,
- social interaction and the development of lasting relationships,
- leadership skills in directing group participation,
- voluntary participation, regardless of ability level, in a safe community, and
- establishing positive attitudes toward recreational activity.

Program offerings vary by quarter. Participants are required to review and comply with the rules and eligibility requirements of their intramural sport and to read the Intramural Handbook. Participants in both sport clubs and intramurals are required to sign an Acknowledgement of Risk and Hold Harmless Agreement prior to participation. The agreement is available on Campus Recreation’s homepage and a sample copy of the form is available in the respective handbooks. (See Intramural Handbook; and Intramural Agreement.)

2.D.14 = The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Western students are assigned a unique student number and a universal login; students are responsible for creating a confidential password, which is used to log-in to Western’s central authentication service (CAS) to access Western’s learning management system (Canvas), e-mail, student account information, and registration records.

Upon activation of their universal accounts, students must agree to follow the “Ethical Conduct” for Western Washington University Network and Computing Resources policies, which summarizes student roles and responsibilities related to ethical computing, including general computing, e-mail, network security, and other electronic resources. (See Ethical Conduct Agreement.)
Students must also abide by the University’s Academic Honesty Policy, and all other academic integrity policies outlined by the University and/or within their program of study. (See Academic Honesty Policy.) Instructors may reference the Academic Honesty Policy in their course syllabi. The following sample is a recommendation provided by the Center for Instructional Innovation and Assessment (CIIA):

“Academic dishonesty is not tolerated at Western Washington University. Someone commits an act of academic dishonesty when that person participates in representing something as the work of a student that is not in fact the work of that student. A Western student who is caught committing such an act at Western typically fails the course in which it occurred, and repeated such acts can lead to dismissal from the University.” (See also: Syllabus Tips)

At this time, there are no additional institutional verification requirements for students enrolled in online coursework above and beyond those required for students enrolled in face-to-face offerings. Instructors may choose to implement additional security measures such as face-to-face exam proctoring at an approved testing facility, required face-to-face discussion sessions, online synchronous video sessions, content matching tools to help detect plagiarism, and recorded student presentations to assist in ensuring students’ identification. These additional requirements are clarified and outlined in the course syllabus and provided to students by the instructor.
Standard 2.E: Library and Information Resources

2.E.1 = Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

The Western Libraries has aligned elements in its Strategic Plan to Western Washington University’s goal to “Promote the university’s scholarship, creative achievements, and collections through sustainable access to scholarly resources.” The combination of flat or reduced budgets, annual inflation rates of 6-8% for library subscriptions, and changes in the publishing industry have required the Libraries to rethink and revise how it provides access to library resources. This thinking is articulated in the six-year initiative, Developing a Sustainability Plan for Access to Library Resources, written and circulated across the university in 2015.

Sustainable Access Task Force (SATF)

In August, 2015, the Libraries engaged the Provost’s Office and the Faculty Senate to form the Sustainable Access Task Force, co-led by the Director of Scholarly Resources and Collection Services and the Chair of the Senate Library Committee. (See SATF.) The SATF was charged with identifying strategies “to balance the resources budget through a sustainable combination of one-time purchases, annual licenses, purchase-on-demand, interlibrary loan, and/or open access content.” The March, 2016, SATF Report recommended guidelines and processes that will result in targeted, strategic reductions of 15% in FY17, an annual process for future cuts, and some principles or criteria to guide the acquisition of new resources.

While expenditure reductions have been painful, the Libraries’ successful efforts to engage college faculty and university administration in creating transparent guidelines and processes for determining cuts have built trust, led to a greater understanding of the issues around funding for library resources, and brought about advocacy among faculty for alternative funding models. While the Libraries did make significant cuts in June, 2016, based on the recommendations of the SATF, the transparent process and faculty advocacy led to a commitment from Academic Affairs to provide inflationary increases, making additional cuts in expenditures unnecessary at this time. (See Subscriptions Reduction Review).
**Access versus Ownership**

Western Libraries is increasingly moving to an access over ownership model for library resources, necessitated by compounding inflation rates for subscriptions and decreasing or flat budgets. To compensate for fewer subscriptions, the Libraries has made continued improvements to interlibrary loan and document delivery. In both the 2012 and the 2015 survey of faculty, Western Libraries document delivery services received satisfaction rates well over 80%. An internal study conducted in 2015 showed that 87 percent of articles requested through RAPID ILL were filled within 13 hours of being routed to RAPID ILL providers. As university faculty have engaged in subscription reductions this year, increasing numbers of faculty have indicated that in the current budgetary and publishing environment, access to information is an appropriate alternative to ownership in some cases.

Western’s participation in the Orbis Cascade Alliance (a nonprofit library consortium of 39 colleges and universities in Washington, Oregon and Idaho)—and in particular its Summit borrowing system and consortial licensing agreements—provides opportunities to develop strategic acquisition plans that balance Western’s primary undergraduate teaching mission with the increasing depth and breadth of faculty and student research.

Discovery of both local and Summit materials was greatly enhanced by the move to an Alliance-wide, integrated library system (ILS) in 2013. The shared ILS, called OneSearch at Western, integrates locally held materials, Summit materials, and electronic materials into a single discovery interface. OneSearch has more readily surfaced and improved requesting returnable materials (books, media etc.) held by the 39 libraries in the Alliance, as requests for returnable materials have increased by 44%. Data also indicates that researchers at Western are significantly more successful in finding electronic materials owned or leased by Western through the ILS’s discovery interface. Since the majority (approximately 70%) of database searching moved to the new interface, there has been a 25% increase in full-text downloads and a 30% decrease in article requests submitted through ILL.

Additionally, Alliance member libraries use collaborative strategies to negotiate database subscriptions and acquisitions of e-books. The Orbis Cascade Alliance is nationally recognized for its innovative cost-saving acquisitions strategies, thus allowing the Western Libraries to leverage its resource budget into providing access to far more research and information resources than it ever could on its own.

**Open Access Publishing: CEDAR**

In 2014, Western Libraries, recognizing the importance of open access as a sustainable alternative to the reader-pays scholarly communication model, reorganized its Technical Services unit in order to hire a Scholarly Communications Librarian and implement an
institutional repository, dubbed CEDAR. CEDAR has seen consistent growth in faculty participation, the number of documents, and downloads since its launch in July, 2014. Conversations in the Sustainable Access Task Force and the Senate Library Committee show an increased interest in open access publishing as a partial solution to the increasing cost of subscriptions. (See CEDAR.)

**Electronic publications**

While the majority of library subscriptions have been electronic for many years, e-book access has significantly expanded through institutional purchases and consortium-wide subscriptions. Western scholars enjoyed access to over 171,000 ebooks, 131,000 online serials, and close to 20,000 streaming audio and video materials in 2015, in addition to over 1,100,000 physical items.

2.E.2 = Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

One of the primary strategic goals of the Western Libraries is: “Create high impact outcomes with transparent, data driven decisions focused on stakeholder needs.” The Libraries implemented a cycle of surveys in 2011, and now has two rounds of surveys on facilities use, as well as graduate, undergraduate, and faculty resource usage. (See Library Surveys.)

Results from these surveys have been analyzed and discussed widely with library faculty and staff, members of the Senate Library Committee, and other constituencies. The results have directly guided decisions about library space utilization, the makeup and focus of library services, and the expenditure of the library resources budget.

Data from surveys in both 2012 and 2015 indicated that library services strengthening student research and writing skills were one of the highest priorities for faculty. In 2015, more than 83% of responses (234 of 296) ranked “Help improving student research and writing skills” as an important library initiative in terms of its value to their research or teaching. As a result of this feedback, the Libraries increased the focus on integrating and improving support for student research and writing. This feedback led directly to the creation of the Hacherl Research & Writing Studio and the integrated workshop series discussed above in 2.C.6.

The 2014 Facilities Use Survey revealed that the inclusion of the Tutoring Center and the Student Technology Center in the Learning Commons is increasingly important to students. As a result, the Libraries plan to accommodate increased capacity for the Tutoring Center and will integrate the Student Technology Center more closely into expansion plans for the adjoining Hacherl Research & Writing Studio. In addition, the survey showed that quiet study space is both desired and used by undergraduates.
Students further articulated their clear need for increased access to electrical outlets, particularly on the quiet floors of the older sections of Wilson Library. This data, along with informal data gathered from whiteboard questionnaires on those floors, have helped pinpoint locations for additional electrical capacity which was added during summer, 2016.

Results from the 2015 Faculty Resource Survey, as described in the Executive Summary of the Western Libraries 2015 Faculty Use & Needs survey led to the redesign of OneSearch, the Alma/Primo Discovery system first implemented in June, 2013 (See 2.E.1, Access versus Ownership), informed the Sustainable Access Task Force (see SATF in 2.E.1 above), and provided direction for improved internal and external communications procedures and efforts.

In 2016, the Libraries developed its first library-wide assessment plan, which includes an overview of the long term assessment goals for facilities, services, collections, instruction, and the Libraries online presence, creates a formal structure for an Assessment Team under the direction of the Associate Dean, and provides a framework for integrating assessment initiatives into the annual planning process for all areas of the Libraries. (See Library Assessment Plan.)

2.E.3 = Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The Teaching and Learning (T&L) division of Western Libraries includes faculty, professional exempt staff, classified staff, and student staff working across the Learning Commons, including the Hacherl Research-Writing Studio (Hacherl RWS), Writing Instruction Support (WIS), and the Teaching-Learning Academy (TLA) (described above in 2.C.6), as well as in a rich array of curricular (Libraries credit-bearing courses), curricular embedded (ex. workshops and research-focused instruction sessions), and co-curricular activities (ex. tours, public programs, exhibitions). The Western Libraries and the Learning Commons promotes three primary learning outcomes: inquiry, collaboration, and agency.

Hacherl Research & Writing Studio

The Hacherl Research & Writing Studio officially launched in fall, 2015, and pedagogically integrates support for both research and writing in a renovated space intended to support the needs of the 21st century student. The Hacherl RWS combines what was formerly Research Consultation and the Writing Center into a learning community where students actively engage with staff and with one another. The
renovated space, funded completely by donor funds, was intentionally developed with both technology and furnishings to support productivity and engagement. (See Hacherl Research & Writing Studio.)

Hacherl RWS usage quickly eclipsed the numbers seen by either Research Consultation or the Writing Center: 15,000 visits since opening and a 41% increase in the use of research and writing support services. The Hacherl RWS is actively engaged in early assessment projects on the quality and impact of research-writing staff support on student learning.

**Teaching-Learning Academy (TLA)**

The Teaching-Learning Academy (TLA) is the central forum for the scholarship of teaching and learning at Western Washington University and brings together a broad spectrum of perspectives. Engaged in studying the intersections between teaching and learning, TLA members include faculty, students, administrators, and staff from across the university, as well as alumni and community members. Every quarter, 75-100 people participate in TLA dialogue sessions. In addition to the bi-weekly dialogue sessions, the TLA sponsors university-wide forums with featured speakers as well as professional development workshops and seminars for faculty, staff, and students. Grounded in the scholarship of teaching and learning, TLA creates a community of scholars that work together to better understand the existing learning culture, to share that understanding with others, and to enhance the learning environment for everyone. (See TLA.)

**Writing Instruction Support (WIS)**

The Writing Instruction Support (WIS) program provides direct assistance to faculty who teach writing proficiency courses or who incorporate writing assignments into their curricula. WIS has three main functions:

1. Provide information about writing course requirements and the best practices for teaching and assessing writing.

2. Sponsor instructional activities such as the Integrated Research & Writing Workshop Series, and the annual Backwards by Design retreat for faculty and graduate teaching assistants, which serves as a foundational experience for those teaching writing.

3. Offer consultative opportunities for faculty on their own course materials as well as providing print, online, and multimedia resources on teaching writing. (See WIS.)

**Library Credit-bearing Instruction**

In 2015, Western Libraries and Learning Commons offered eleven credit-bearing courses that support academic literacies, including one reframed course (LIBR 473:
“Methods for Writing Assistants”) and one new course (LIBR 320 “Fly Fishing in American Literature and Culture”). For fall, 2016, the Libraries developed LIBR 397: “Academic Literacies Practicum.”

LIBR 201 (Intro to Research Strategies) became part of the General University Requirement (GUR) course offerings in 2012. It is currently offered as a 4-credit section and is being taught in both face-to-face and online formats. Participation grew somewhat after the course became a GUR, but enrollment has remained fairly steady since that time, reaching about 70 students through approximately 3 to 4 sections each academic year. In addition, several library faculty continue to offer 1-credit courses, which are linked with larger, research-focus courses in East Asian Studies and Communication Sciences and Disorders.

In 2016, the Libraries introduced several new practicum courses to meet an increasing demand for individualized learning experiences designed to address academic literacies (writing, research, technology, visual, speaking/listening, reading, etc). LIBR339/439 (Practicum in Academic Literacies: Research-Writing Emphasis) offers students an opportunity to develop and apply research, reading, and writing strategies and is intended to provide literacy instruction specific to a discipline. LIBR339 is paired with a GUR or upper division coursework, and LIBR439 is available for graduate students. LIBR340 (Practicum in Academic Literacies: Speaking-Listening Emphasis) offers students an opportunity to understand dialogue as a communication mode and apply this understanding by participating in the Teaching-Learning Academy (TLA). Practicum students facilitate small dialogue groups during the bi-weekly TLA sessions.

**Heritage Resources**

The Libraries increased support and instruction on the use of unique materials with the hire of a Director of Heritage Resources in 2012, which brought together Special Collections, University Archives and Records Management, and the Center for Pacific Northwest Studies (CPNWS). In addition, the Libraries reorganized and reassigned 3 FTE from other areas of the Libraries into Heritage Resources, including an additional faculty member in Special Collections and an additional classified staff member in both University Archives and CPNWS. The instruction program in Heritage Resources, based on university strategic goals and library learning objectives, provides a framework for teaching about primary sources and how to use them in research and writing. Since 2012, requests for Heritage Resources instruction sessions has increased 64%, (42 to 69 sessions) and Research Consultations have increased 89% (559 to 1055 consultations). (See [Heritage Resources](#).)

**Online Support 24/7: Students at a Distance**

Western Libraries has grown its support for students enrolled in academic programs outside of Bellingham and support for students who need services during early
morning or evening hours. Western libraries staff provides direct, in person instruction to students at a distance, uses technology to reach students wherever they may study with online chat and an online response for writing support. In addition, as described in 2.E.1, the Libraries has increased access to online materials of all kinds, providing all students access 24/7 to a wealth of ebooks, ejournals, and other media.

The Libraries have initiated a number of efforts to improve the online experience of library users. In 2012, the Libraries received temporary funding for a three-year instructional designer position focused primarily on the improvement of the Libraries online presence. This funding resulted in the successful revision of the Library Information Tutorial (LIT), an online guide for research and writing. Since that time, LIT has become embedded into credit courses and available for individual learning and support. The Libraries subsequently recognized the need for additional focus on the online environment, and in 2015 leadership moved a former instruction librarian into the newly created position of Discovery Services Librarian. The Discovery Services Librarian is currently leading a redesign of the libraries website, utilizing best practices in usability and design. When the temporary instructional design position ended in 2015, the Libraries requested permanent funding for an Online Learning Librarian. While that request was not awarded, this position remains a top priority, and developing a vision for online learning is a strategic initiative for 2016-17.

2.E.4 = The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Evaluation of the quality, adequacy, utilization, and security of library and information resources and services takes place through various pathways. Faculty and student surveys and assessment play an important role in providing evaluative data. (See 2.E.2 above.) The Senate Library Committee (SLC) meets regularly with library management. The SLC charge reads as follows:

“The SLC advises and makes recommendations to the Dean of the Libraries and serves as liaison between the faculty and the Dean of Libraries. This advice concerns policies and procedures relating to the library’s development and maintenance of collections, services, facilities and budget so that faculty, students, and staff can effectively and efficiently use the library. The SLC provides it minutes and periodic reports to the Faculty Senate.”

In order to most effectively utilize existing funds, library leadership scrutinizes the materials resource budget and analyzes use statistics and purchasing trends. In 2015/16, the Faculty Senate created and charged a task force, co-chaired by the Chair of the Senate Library Committee and Western Libraries’ Director for Scholarly Resources and
Collection Services and comprising eleven members appointed by the Faculty Senate, with recommending to the Libraries broad principles and/or criteria to be applied when reducing or adding scholarly resources (particularly journals and databases) to support faculty and students’ teaching, learning, and research needs. In its report, the task force directed the Libraries to limit the negative impact on faculty and students by prioritizing access over ownership and to maximize the financial value derived from journal and database vendors by employing a cost-per-use model to identify titles for reduction. (See SATF Report.) The task force’s recommendations provided important guidance to the Libraries and a more collaborative and transparent process for cutting approximately $315,000 from the FY 2016-2017 budget.

The Western Libraries is an active participant in the Orbis Cascade Alliance and its strategic agenda. Western Libraries staff members sit numerous committees directly tasked with assessing the quality, adequacy, and utilization of the resources and services provided through the Alliance.

These committees include:

- The Assessment Team: charged with planning and implementing practical assessment initiatives that position the Alliance as an evidence-based/data-driven consortium (See Assessment Team and Current Initiatives);
- The Primo Assessment Joint Working Group: tasked to assess the adequacy of the user interface to Summit/Primo (See Primo Group); and
- The Shared Content Team: charged with assessing, managing, and developing initiatives intended to broaden access by providing cost-effective sharing, licensing, and description of such content (See Shared Content Team).

In conjunction with University Police, the library provides security for its physical resources through book detection systems, intrusion alarms, and motion sensors. Security of electronic resources and adherence to licensing contracts are handled through IT best practices and in a partnership between both library and university IT.
Standard 2.F: Financial Resources

2.F.1 = The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

In accordance with the Board of Trustees Rules of Operation, the Board authorizes and empowers Western’s President, as the principal administrative officer, to lead and manage the internal operations of the University, while reserving the authority for final approval of all operating and capital budget plans. The President, with full authority from the Board, delegates the primary responsibility to ensure that all fiscal operations comply with local, state, and federal law to the Vice President for Business and Financial Affairs. (See BOT Rules of Operation, BFA Policies & Procedures, and BFA Policy List.)

Annual operational funding is reliant primarily on student tuition and fees revenue and state appropriations. Over the past 10 years, the ratio of tuition to state appropriations has varied widely. In fiscal year 2006 the ratio was 37% tuition/63% state appropriation. This completely flipped during and following the recession; in fiscal year 2013, the ratio was 67% tuition/33% appropriation. In planning the 2015-17 biennial budget, the state legislature passed an unprecedented tuition reduction for resident undergraduate students and backfilled the reduction with additional state funding. This improved the tuition to state appropriation ratio for fiscal years 2016 and 2017 to 56%/44% and 49%/51%, respectively.

Western’s investment policy establishes parameters for maintaining liquid funds and longer-term investment funds. The policy addresses the following objectives:

- **Safety** by specifying parameters on investment diversification and credit quality;
- **Liquidity** by ensuring that cash is readily available to meet daily operating needs; and
- **Return on Investment** by attaining a market rate of return throughout budgetary and economic cycles, commensurate with the investment risk parameters and cash flow characteristics of the portfolio.

Western has a robust policy development process, including periodic reviews and updates of existing policies. Policies address the internal control requirements in purchasing, accounting, and treasury functions, including approvals, authorizations, segregation of duties, reconciliation and security of assets. Western’s internal auditor,
reporting directly to the Board of Trustees and the President (or as designated by the Board of Trustees and the President), assists in monitoring compliance with these fiscal policies.

2.F.2 = Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The Board of Trustees approves the operating, services and activities, and the capital budgets for Western. Additionally, the Board establishes academic year tuition fees, summer session fees, continuing education degree program fees, services and activities fees, housing and dining fees, and all mandatory fees (fees students enrolled for six or more credit hours are required to pay). The Board delegates its authority to the President to approve all other fees. Prior to a budget or fee recommendation being presented to the Board for approval, Western follows a process put into place in 2009 by the President, described in more detail in section 2.F.3. (Also see BFA Policies & Procedures, and BFA Policy List.)

As Western evaluates the biennial and annual budget proposals as described in the next section, critical analyses are completed assessing new student enrollments, student retention rates, transfer student enrollments, graduation rates, student financial aid needs, faculty and staff retirements, any increased operating expense projections (utilities, salaries, benefits, etc.), and academic program modifications that may be necessary due to developing trends. Finally, market conditions for each student category are assessed in conjunction with tuition setting authority provided by the legislature.

2.F.3 = The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

The primary goal of Western’s planning policy is to provide involvement for every level within the University in developing bottom-up budgets, linked to strategic priorities defined by campus constituents. Western’s processes are closely aligned with the state appropriations cycle, and constitute ongoing activity for both the capital and operating budgets. The legislature meets annually in the state of Washington; however, biennial or two-year appropriations are enacted in odd-numbered years. In the interim years, supplemental appropriations may be enacted by the legislature, adjusting biennial budget appropriations. Preparation for the submission of the biennial budget request to the Governor and to the legislature begins at least one full year in advance of the legislative session. Under the direction of the President, Western’s Provost and Vice Presidents work with their organizational units to analyze budget needs and proposals.
for University program enhancements. Comprehensive requests for new state funding to address these needs and enhancements are presented to the Board and, upon approval, are submitted to the Office of Financial Management in September of even-numbered years.

As the legislative session progresses, these proposals are refined and additional operational proposals are presented in open attendance, audio-broadcast meetings with the University Planning and Resources Council, a standing committee of the Faculty Senate. Various opportunities are provided to the campus community to provide feedback and ask questions.

At the conclusion of the legislative session, Western’s Vice Presidents, Deans, and the President, confer and endorse a budget recommendation to the Board of Trustees. The recommendation is:

• inclusive of new program enhancements and operational needs,
• funded either by new state appropriations, redirected existing funds, or increased tuition,
• based on the analyses described in section 2.F.2, and
• informed by the feedback obtained from the campus.

(Again, see BFA Policies & Procedures, and BFA Policy List.)

2.F.4 = The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

General Financial Systems Response

Accounting functions and information are managed and compiled through Banner Finance, which is part of Western’s Banner ERP system. The Finance module maintains the University’s chart of accounts, posts financial transactions, and provides financial reporting. It is the “system of record” for financial data for both Western Washington University and the Western Foundation. Banner Finance is used to create the following types of transactions:

• **Procurement**: Requisitions, purchase orders, change orders.
• **Accounts Payable**: Invoices, checks, direct deposits.
• **Stores Inventory**: Issues, returns.
• **Accounting**: Accounting journal vouchers, general encumbrances.
• **Budget**: Budget journal vouchers, Web4U Budget development transfers.
In addition to creating transactions, Finance processes data feeds from other Banner modules (HR, AR, Alumni), and from other systems (FAMIS, COMIT, SEQUIOIA, Millennium, CRC and ESM eProcurement). Rollup data from the Student and Financial Aid side also feed into Finance through the AR module. This data can be accessed through the numerous reports and query screens in Banner Finance that reflect budget, operating, balance sheet, and encumbrance activity. Finance reporting is available at both a summary and detail level, and additional reporting is available through Web4U Finance and the Millennium FAST Finance data warehouse.

Western policies, internal controls, staffing and established procedures ensure timely and accurate financial information to all college staff with budget responsibility. All University accounting guidelines include redundancies and built-in checks and balances. This system helps the University detect potential fraud and material mistakes. Collectively, Western has implemented effective policies and internal controls to ensure the timeliness and accuracy of financial information. The Financial Services and Business Services departments fall under the Associate Vice President’s Office for the Business and Financial Affairs Division (BFA) at Western.

One of BFA strategic objectives is to: “Update business practices to utilize current technology and processes.” Other objectives show our commitment to how we best support that vision. They include engaging the Western community in planning and implementing changes, communicating effectively with our community, and strengthening our BFA employees and teams to enable them to achieve best-in-class status. The Business Practices Improvement Initiative is designed to implement these stated objectives and deliver on our vision.

**Risk, Compliance and Policy Services**

Risk, Compliance and Policy Services (RCPS) provides a range of institutional services. It operates the University’s risk management, compliance, public records, policy and rules (WAC) development activities, and acts as a consultant and service-provider to executive, division, college, and unit leadership who have substantive responsibility for managing risk and compliance. Along with Internal Audit, RCPS helps fulfill the advisory responsibilities of the Audit Committee of Western’s Board of Trustees as part of the Enterprise Risk Management (ERM) process.

**Business & Financial Systems Department Response**

The Business & Financial Systems department (B&FS) falls under Western’s Associate Vice President’s Office in the Business and Financial Affairs Division. (See [B&FA Organizational Chart](#).) The BFS approach is analytical, process improvement and project-driven, and works side-by-side with Western’s business partners to deliver best-in-class business processes. To date, the group has completed over a dozen efficiency projects and helped many departments across campus in re-engineering new processes.
The department focuses on four key areas and integrates with each other in a seamless manner:

1. Process analysis involves working with our business owners across campus in performing business process analysis and utilizing existing or new technologies to eliminate redundancies, streamline and automate business processes, and to deliver the most effective and efficient results. (See Process Analysis.)

2. Project management involves working with our business owners across campus in providing the discipline of initiating, planning, executing, controlling and closing the work of a team to achieve specific goals and meet specific success criteria. (See Project Management.)

3. Functional systems support includes system setup, programming requests for custom applications and reports, trouble-shooting and defect corrections, end-user training, user permissions, and documentation. Systems supported by this team include: Banner Finance, Banner HR, Banner AR (Students and General Receivable), Banner Workflow, Travel and Expense Management (TEM), T2 Parking, eProcurement, Nolij Imaging, FAST-Finance and FAST-HR Data Warehouse, FAST-Budget, CASHNet, eMarket and Payment Portal, Microsoft Office Suite Applications, and FedEx/UPS Mail Applications. (See Systems Support.)

4. Equipment and Network Support involves working with Academic Technology and User Services (ATUS) to ensure that all hardware—PCs, printers, projectors and other small equipment within the AVP department—is in good shape and in compliance wherever required. This area also works closely with the project management team and provides equipment set-up for meetings, testing and training purposes. (See Equip/Network Support.)

These key areas within BFS work closely together and leverage each other’s strengths and expertise to provide our business owners and end-users with the best customer service and support. The team continues to follow the vision and direction of the BFA and AVP offices to improve business processes with new technologies.

2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.
Long- and short-range capital planning is guided by Western’s master plan and the strategic goals and mission of the University as refined through each division’s six-year strategic plan. (See SCOT and Strategic Plans.)

In accordance with the State budget timeline, each biennium Western submits a ten-year capital construction and renovation plan, and a capital request. The Office of Facilities Development and Capital Budget manages the State biennial capital budget planning process, with the primary goal of ensuring that the projects are clearly defined and meet the goals of the University as they proceed through the planning and submission process. (See Facilities/Capital Budget.) Western’s capital planning and development process is re-evaluated at the beginning of every budget cycle by the Capital Plan Development Working Group. (See Capital Plan Charter.) Vice Presidents and Deans are then asked to review existing projects, and submit new Major (>5M) and Intermediate (>2M) projects for consideration in the biennial capital request plan, and for the ten-year capital plan, with an emphasis on how the projects fit into the University’s strategic plan and mission. Requests for Minor Works projects (<2M) are also collected during this time, and evaluated and prioritized by the Vice Presidents and Deans. (See on-line appendix: Vice Presidents and Deans.)

(Note: for Minor Works projects, careful consideration is given to the Facilities preservation backlog list, safety and ADA requirements, and programmatic changes that require physical changes in current facilities.)

Criteria for analyzing/evaluating capital projects is developed by the Capital Plan Development Working Group and Vice Presidents with input from Western’s University Planning and Resources Council (UPRC), a standing committee of the Faculty Senate and stakeholders. Capital projects are then developed and presented to UPRC and the campus community for discussion and input. Western’s Vice Presidents then meet to consider the input, analyze the projects and rankings to develop both a draft ten-year plan and a biennial capital budget that fits with the University’s strategic plan and mission. The draft ten-year plan is then presented to UPRC and the campus community for additional comment. This information is then given to the president and presented to the Board of Trustees for their approval. (See Board of Trustees Web Site.) This process ensures understanding, transparency, and inclusion throughout the campus.

The development of the capital budget takes into account state and institutional priorities, the total cost of ownership, equipment and furnishing needs, and the cost of operating new or renovated facilities.

Western’s primary source of funding for capital projects is the state; however, alternative funding sources are occasionally used for projects such as the Student Recreation Center, the Multipurpose Field, Softball field, etc. Alternate funding sources include student fees, donations, fund raising, and Certificates of Participation, plus
others. Western has a special opportunity to expand its landlocked campus to the Bellingham Waterfront, which could potentially make a significant economic impact. Western is currently engaged in plans to become a valued part of the Waterfront development. Additional alternative financing strategies are being carefully studied in conjunction with this opportunity.

Debt for capital outlay purposes is reviewed and carefully controlled at the University level. The current University’s debt comes mainly from its auxiliaries. Each of these self-sustaining auxiliaries are considered their own business entity, and are audited annually by the state auditor’s office. Examples include Housing & Dining System, Campus Recreation Services, and others.

2.F.6 = The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Western’s auxiliary enterprises are self-supporting entities primarily providing services to individuals in the institutional community, rather than to departments of the University. The activities of these auxiliary enterprises contribute and directly relate to the goals and mission of the institution. All operating costs are paid from income earned; no state appropriated funds are allocated to cover the operating costs of these auxiliaries. Additionally, Western assesses an administrative fee on these auxiliaries to cover the cost of shared facilities or services provided by state funded offices. Examples of these auxiliary enterprises include University Residences, Dining Services, Bookstore, and the Wade King Recreation Center. (See online appendix: 2016 WWU Financial Report.)

Special Note: In the past, Extended Education has been viewed as an auxiliary enterprise and included in this section. In accordance with the National Association of College and University Business Officers’ (NACUBO’s) Financial Accounting and Reporting Manual for Higher Education (FARM), Extended Education is now included and addressed as a subcategory of General Academic Instruction.

2.F.7 = For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Western undergoes a financial statement audit every fiscal year by qualified personnel from the State Auditor’s Office. The state auditors evaluate the internal controls and perform audit procedures on the financial activities of the university. They then report
to the Board of Trustees through the Audit Committee their opinion as to whether the financial statements present fairly, in all material respects, the financial position of the university. No major findings have resulted in recent years. (See online appendix: 2016 WWU Financial Report and BOT Rules of Operation, Section 5.6 [a].)

In addition, the State Auditor’s office performs annual compliance audits for federal grants and use of public resources in accordance with state laws and regulations. Western has had no significant findings in these areas in recent years.

2.F.8 = All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

All fundraising activities of Western Washington University occur through the Western Washington University Foundation (“Foundation”). The Foundation is a not-for-profit 501(c)3 organization whose sole purpose is to generate private support for the benefit of Western Washington University. (See Western Foundation.) The Foundation strengthens educational opportunities by providing student scholarships, supporting faculty and staff development, and assisting with key university programs, initiatives and select facilities. Assistance from the Foundation helps the University achieve its mission by means that are not possible with state funds alone. The Foundation was originally formed in 1966. The Foundation’s authority to receive gifts on behalf of the University is documented in the formal agreement between Western and the Foundation, which was most-recently revised in 2016. (See on-line appendix: Foundation Agreement.)

The activities of the Foundation fall under the division of University Advancement. University Advancement includes both the Foundation and the Alumni Association, which is also a stand-alone 501(c)3. Both entities work hand in hand to encourage greater engagement with the University.

University Advancement is led by Vice President, Stephanie Bowers, who is also the President and CEO of the Foundation. The Foundation is governed by a board of directors, which includes five officers: President, Vice President, Secretary, Treasurer, and Immediate Past President. The Board oversees the operation, fundraising activities, and events of the Foundation through its quarterly board meetings and its six standing committees: the Executive Committee, the Investment Committee, the Budget and Audit Committee, the Governance Committee, the Special Initiatives Committee and the Nominating Committee. Committee meetings are generally scheduled four to six weeks in advance of the governing board meetings.
Endowed assets of the Foundation recently surpassed $68 million, with total assets under management exceeding $86 million. The Foundation recently concluded a very successful five-year comprehensive fund raising campaign called “Western Stands for Washington.” The initial working goal of $50.0 million was increased to $60.0 million, and was ultimately surpassed to a total of $64.0 million. Of the funds received and pledged, approximately 50% is earmarked for the endowment.

The Foundation has an annual audit performed by an external audit firm to ensure compliance with all pertinent accounting rules and regulations, and to confirm that the organization is adhering to all internal policies set forth by the Foundation board, the University, and state and federal laws, rules and regulations. The Foundation publishes its audited financial statements annually. (See Foundation Audit.)
Standard 2.G: Physical Infrastructure

2.G.1 = Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution’s mission, programs, and services.

To provide a healthy, safe, and supportive environment for students, faculty and employees, Western is committed to effective planning and development of the physical campus. These efforts are managed by the Office of Facilities Development and Capital Budget (FDCB) whose mission is: “To bring Western’s strategic plan to physical reality through sustainable planning, budgeting, and development.” (See FDCB.) The FDCB manages and works with various campus constituents in developing major and minor capital projects. Project planning takes into account the programmatic needs of the campus, accessibility, safety, maintenance, and sustainability for new and renovation projects.

Western’s campus is situated on 215 acres and includes slightly over 3.3 million square feet of buildings, including 55 academic and support buildings (roughly 2/3 of campus building square footage), 36 residential housing and food services facilities, and 10 auxiliary facilities.

Classroom and Lab Upgrades projects have been completed every biennium for some time. The current focus is now on upgrading departmental teaching spaces and labs to match the level of classroom mediation present in the general university classrooms. The focus of major capital projects is on infill and modernization of the facilities in the campus core. Planned projects include:

- the Carver Academic Renovation project, a 163,000 square-foot renovation and addition that is approximately 50% through the construction phase and is scheduled to be complete Spring of 2017;
- the Sciences Building Addition & Renovation project, a 162,000 addition and renovation project. Western is requesting design and construction funding in the 2017/19 and 2019/21 biennia. The major occupants of the facility are Environmental Sciences, Environmental Studies, and Geology; and
- the College of Fine and Performing Arts Renovation & Addition, a 187,000 renovation and addition project to provide modernized and new instructional/performance spaces for Theatre & Dance, Music, and Fine Arts.
The maintenance of Western’s facilities, grounds, and infrastructure is managed by Facilities Management. (See FM.) Washington State’s slowly improving economy coupled with University recognition of facilities needs has resulted in key increases to the Facilities Management operating budget. These increases, which include an Energy Manager and Preventative Maintenance Manager, have enhanced the quality and effectiveness of FM’s academic support. Maintenance mechanics are assigned to each major academic building, providing a dedicated and dependable resource to maintain those spaces and correct emergent discrepancies. The use of computerized facilities management systems like FacMan and AiM greatly assist Facilities Management staff in their efforts to meet the facilities needs of the campus. FacMan gives the institution the ability to identify deferred maintenance by building and can drill down to specific building systems. It also provides invaluable assistance in prioritizing deferred maintenance projects based on criteria such as health, safety, accessibility, cost, and time sensitivity.

Although the backlog continues to grow due to inflation and an aging inventory, there is reason for optimism. The current deferred maintenance backlog is $131.3M, relatively consistent over the past several years as the State continues to invest in backlog reduction. One major renovation project currently underway has eliminated roughly $30M in backlog while another planned for the 2017-19 biennium will further reduce the University’s backlog by approximately $20M.

2.G.2 = The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Western is committed to the safe storage, use and disposal of all hazardous or toxic materials. As some University departments do work with chemical, biological and radiological materials, the University directs consistent effort towards compliance with Federal and State regulations related to the management of these materials, from a safety and health as well as an environmental management perspective. Western’s Health, Safety and Environmental Protection Policy, adopted in 1995, applies directly to this topic. (See Health & Safety Policy.)

Policies and procedures are found across campus in Departmental Safety Information Book materials available on the Environmental Health and Safety (EHS) website. (See Safety Information and EHS Website.) Departments keep applicable sections in paper copy in each department office and generally on department shared servers. Templates are provided for departments, including:

- hazardous materials-related emergency information (Section 2),
- policy and responsibility regarding safety (Section 3),
• hazard communication information (Section 6),
• chemical hygiene plans for laboratory use of chemicals (Section 7),
• chemical fume hoods (Section 8),
• chemical inventories and (material) safety data sheets (Section 9), and
• hazardous waste information (Section 10).

In addition, personal protective equipment (PPE, Section 5) is made available to students, faculty and staff as they use hazardous or toxic materials, including appropriate respiratory protection (Section 13). PPE hazard assessment certification templates are incorporated. Western’s accident prevention plan (Section 4) includes an accident reporting process and the Central Health and Safety Committee that reviews all types of accidents, safety and health incidents and near misses. The University continues to move chemical inventories and access to (material) safety data sheets on line by initiating use of the Chemical Inventory Management and Electronic Reporting Application (CHIMERA) system hosted at the University of Nevada, Las Vegas.

Recombinant DNA-regulated activities are reviewed by Western’s Institutional Biosafety Committee in compliance with Federal requirements. The committee reviews each faculty member’s procedures, training and lab protocols. Radioactive materials, both sealed and unsealed sources, are used under Western’s license with the Washington State Department of Health, Office of Radiation Protection, and Western’s Radiation Safety Manual, which contains procedures for ordering, receiving, handling, storing and disposing of materials. (See EHS Website.)

The EHS office provides training in chemical use, hazards, waste disposal, personal protective equipment, chemical security, and storm-water protection online and/or in person. (See Safety Training.) Some departments, such as Chemistry, provide their own personnel training, including in exceptional hazards, such as cryogenic materials. EHS also provides asbestos, lead and mold remediation-related training for Facilities Management trades personnel. Western has certified asbestos building inspection and abatement personnel.

An Emergency Response Guide is available on line; in addition, paper copies are available to each employee and posted in classrooms. (See Emergency Guide.) The guide includes response information for hazardous or toxic materials spills and/or release(s). Departments generally provide response for small spills and releases, while EHS staff members provide emergency response for larger chemical, biological and/or radiological releases, including appropriate notifications and calling external response partners. Western’s Comprehensive Emergency Management Plan has the basic plan on the web, while other sections are available to the University’s response team. (See

Disposal of chemicals, waste ballasts, batteries and fluorescent lamps is via several agency-wide, Washington State waste-related contracts. Currently, Western uses the no-cost Apple Computer service to dispose of unwanted, data-wiped computer equipment and parts; should this service end, a state electronics recycling contract is available. Biological wastes are autoclaved on site or given to a biological waste management service. Radiological waste disposal is infrequent, but is only to approved waste sites.

Reporting to state agencies includes an on-line annual generator report to the Department of Ecology for the main campus and other physical locations using chemicals. An annual report on large quantities of chemicals is submitted to the Department of Ecology, Bellingham Fire Department and the Whatcom County Local Emergency Planning Committee (LEPC). The Bellingham Fire Department provides operating permits for facilities that have larger amounts of flammable liquids or gases and oxidizers present in accordance with the adopted International Fire Code.

2.G.3 = The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Western’s Institutional Master Plan (IMP) approved by the Board of Trustees in October, 2001, and adopted as an amendment to the Western Washington University Neighborhood Plan by the Bellingham City Council in September, 2001, will guide development of the University’s main campus until it reaches a capacity of 4,000,000 overall gross square feet of building space. The University is currently just over 3,300,000 gross square feet. See IMP.

The IMP begins at the heart of the institution and its mission with development of the academic core. Established as Western’s highest intensity use, this area is a conceptual 10-minute walk zone situated deep within the campus. It is strongly pedestrian focused with the feeling of a “protected sanctuary” from off-campus influences. While the IMP increases the overall built density, the academic core absorbs much of that planned growth by in-fill and modernization to accommodate all of the University’s main campus academic needs. It does this while retaining the key desirable characteristics that define Western as it is today. Those characteristics include: the continuity of pedestrian flow, the strong connections of the built and natural environment, the sense of a “community of learners,” the visual portals to the mountains, water, and adjacent neighborhoods, and the breakdown of scale.
2.G.4 = Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

The University has maintained an aggressive schedule of classroom and lab upgrades and over the past six years has concentrated much of these investments in specialized learning spaces such as a digital media classroom, a finance trading floor, a materials engineering lab, and a robotics lab, to name a few examples. (See online appendix: Computer Replacement Guidelines.)

The criteria for identifying the need for capital investments is varied and broadly sourced from the colleges; from faculty, students and staff; and from the departments of Academic Technology, Space Administration and Facilities Management. Improvements to instructional space are most often in response to new programs or program changes but are also implemented to support new pedagogical practices. The Office of Space Administration monitors the use and utilization of instruction space and, working with the Capital Budget Office, develops capital proposals to the State. The State has historically been the principal source of capital funds to build and equip instructional space.

Funding for the replacement of most instructional and information technology equipment is built into the annual operating budget to the extent possible. A Student Technology Fee provides funding for the replacement of laboratory computers, for a modest amount to expand wireless networking, for the support of the Student Technology Center (STC, an advanced technology & training center), and for proposals from faculty and staff for technology initiatives. A vote in 2012 by the students increased this fee by forty percent to provide significant advancement in wireless networking; increased student data storage and the creation of ‘virtual lab desktops’; increased STC funding, and funds for the Microsoft Student Advantage program. As a result of this combination of state and Student Technology Fee support, equipment is currently sufficient in quantity and quality to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of the goals of our current programs and services. However, we expect continued growth in student demand for degrees and programs which are equipment intensive (such as STEM majors) to soon exceed our space resources. In response, Western will begin to repurpose general use classroom space into science instructional labs in 2017.
Standard 2.G: Technological Infrastructure

2.G.5 = Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Western provides its constituents with a stable and comprehensive set of technology systems but, as with all technology, change is a constant and Western’s Information Technology Services (ITS) division is faced with the challenge of providing stability in core infrastructure and enhancing the infrastructure to meet future demand and revised business processes. ITS consists of four departments:

1. Enterprise Application Services (EAS) serving the business needs of the institution;
2. Academic Technology and User Services (ATUS) supporting the teaching and learning process with technology and providing end user support;
3. Enterprise Infrastructure Services (EIS) supporting the key communication needs (telecomm and networking) and ‘back end’ technical needs (server and data center management); and the
4. Information Security Office is currently a part of the EIS group to help ensure data protection and compliance with various state and federal regulations.

ITS operates a strong data network with fiber runs between all buildings and most horizontal cabling being cat5 with some cat6 being deployed primarily to support the 802.11ac wireless devices. Western’s wireless network covers the majority of campus but not all, expansion today is focused on external coverage. In 2012, the student body renewed and increased the Student Technology Fee with dedicated amounts devoted to expanding and maintaining the wireless network. This fee provides approximately $170,000 each year for wireless expansion and renewal.

Western’s telephony infrastructure is being improved with voice over internet protocol (VOIP). Microsoft’s Skype For Business (formerly Lync) has been partially implemented and tied in with the legacy switch to offer a seamless transition. Skype will allow all employees to access their voice mail online (and see it in their email inbox), perform audio and video conferencing (including remotely), and utilize instant messaging for quick communication. By converging voice and data networks, savings will eventually be realized as the legacy switch is retired and infrastructure maintenance is reduced. This effort will be enhanced as the move to a cloud based email and collaboration system progresses. Western has moved to Microsoft’s Office 365 product. Student email
has recently been merged with the standard www.edu domain so that all faculty, staff and students exist on the same Office 365 domain.

Management and Operational Functions

ITS views itself as both innovator, in bringing new technology to the campus, and collaborator, in supporting the technological needs of other administrative and academic units. The ITS EAS group has completed a number of projects in support of the academic mission of the university. These projects include support of changing state and federal requirements including the Affordable Care Act and Community College transfer transcripts, analytics solution for Alumni and Foundation and the implementation of Banner’s FLAC sub-system to streamline non-tenure track hiring. In collaboration with the division of Business and Financial Affairs (BFA), ITS supports the implementation of various projects within BFA’s Business Process Improvements Initiative. The CIO co-chairs the steering committee with the Associate VP for BFA. This initiative has significantly improved various business processes on campus and IT plays an important part in implementing and integrating the various projects. The goal of BPII is to achieve best-in-class business operations in service to Western. The initiative includes bringing in current technology tools, reengineering business processes and practices, developing improved metrics, management information and program management, and optimizing results through organizational and professional development.

Academic Programs

Through its ATUS department, ITS endeavors to provide strong support to the faculty and students of the institution. Twenty general-use computer labs/classrooms with over five hundred computers are operated Computers are refreshed every four years through the Student Technology Fee. ATUS also supports the Student Technology Center (STC) where students have access to advanced computing; laptop check-out; large format printing; audio and video editing rooms; as well as collaboration spaces. More than two hundred workshops and approximately 25,000 laptop checkouts are performed annually. Co-located with the library, the STC supports the library as a learning center and enhances their Learning Commons project.

ATUS also provides technology support for one hundred and twenty-six general use classrooms. This support includes multimedia projectors, screens, sound systems, and document cameras. Also supported are various classrooms with ‘smart boards’; lecture capture; and the ‘clicker’ system (automated audience response). Classroom services also provides consultation on classroom mediation and supports the design and maintenance of campus television delivery, broadcast systems including two television studios and interactive conferencing classrooms.
Support Services

ATUS also manages an Equipment Loan Desk that provides portable technology for faculty and students. The desk loans out digital still cameras, video cameras, digital audio recorders, lighting equipment, laptops (PC & Mac), LCD projectors, and much, much more. Over twelve thousand checkouts occurring during a year and each one includes training, troubleshooting, maintenance and restocking. The service is free to students when required for a class.

ITS provides comprehensive services to assist the campus community in acquiring and using software for academic purposes. Software specialists assist with licensing and distribution for individual and group needs. Some software is available at no cost, including Microsoft Office. Many software products are available at greatly reduced educational pricing. Managed contracts save at least $700,000 annually over list price costs.

2.G.6 = The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Recently, the Center for Instructional Innovation and Assessment (CIIA) migrated from oversight by the Vice Provost for Undergraduate Education to oversight by Academic Technology and User Services (ATUS). The move was made to allow CIIA to collaborate more closely with ATUS’ Learning Systems unit to better serve faculty with increasing connections between technology and pedagogy. The change has resulted in significant synergy to support the teaching and learning process, including the successful conversion to Canvas as Western’s learning management system. In addition, the Learning Systems/CIIA collaboration offers improved and innovative professional development opportunities for Western faculty and staff, as well as the most advantageous services and technologies; moreover; they work with other units, such as Extended Education, to provide support for blended and online courses, a success confirmed by their 2013 award for Innovation in Educational Technology given by the Northwest Academic Computing Association. (See Events and Blended/Online Learning Workshop.)

Western’s instructional designers do about 200 one-on-one consultations with faculty on instructional technology topics each year, addressing the instructional use of Canvas, student response systems, screen capture, and other web-based tools.

The office of Video Services produces video for both academic and administrative campus clients including the support of classroom-based video teleconferencing. In addition, a new Digital Media Center (DMC) opened in 2016 with a focus of providing
faculty and students a facility for video production. Video Services and the DMC combined forces to produce 477 live and recorded events.

The Help Desk provides comprehensive client assistance to faculty, staff and students via the web, telephone, and in person. They troubleshoot problems over the phone, respond to requests for information, research technical questions, or refer a problem to a specific ATUS Desktop Services specialist or departmental support person for hands-on work as needed. A new ticketing system now allows clients to manage their tickets online. Over eleven thousand trouble tickets are resolved annually.

2.G.7 = Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Western strives to incorporate a “bottom up” planning process. To that end, technology support staff are encouraged to bring new ideas to their supervisors or directly to the CIO. These ideas are then evaluated at the Director level and their feasibility is discussed. If feasible they are placed on the list of projects to be considered. Many of those projects are then considered by the Faculty Senate’s Academic Technology Committee. On the Administrative side, the Vice Presidents have recently authorized the formation of an Administrative Computing Steering Committee where those projects will be vetted and prioritized. (See Academic Technology Committee, and Guidelines for Computer Lab Funding.)

The CIO meets monthly with the computer support staff to share information and listen to suggestions. This meeting is attended by central and decentralized support staff. Through this venue important planning information is shared and staff are encouraged to comment and constructively criticize plans and processes. A recent example of a project arising from staff input is to implement Microsoft’s SCCM computer management product to better control the various upgrades that must be done and to provide a better end user experience through a common image.

2.G.8 = The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

As noted in 2.G.4, funding for the replacement of most instructional and information technology equipment is built into the annual operating budget to the extent possible. For example, the Provost supports a yearly allocation to the Colleges for faculty/staff workstations. Colleges have used these funds to purchase or upgrade computers for faculty and staff. Additionally, the Student Technology Fee plays a major part in renewal and replacement for student technology. Through this student directed fund, allocations were made to improve the wireless infrastructure (~$170,000 per year);
implement virtual desktop technology (~$90,000 per year); support for Microsoft’s Student advantage program (~$255,000 per year); and support a four-year replacement cycle in computer labs (~$600,000 per year). This funding will be available through 2018. During that academic year, students will again plan and then vote on renewing the technology fee.

Because the State no longer accepts IT info-structure proposals in its capital request process, some update and replacement, necessary to ensure that technological infrastructure is adequate to support the institution’s operations, programs and services, occurs through our internal budget process. For AY 2016-2017, for instance, more than $200,000 was internally allocated for these purposes. This is demonstrated in items 20, 21, 26, 27 and 33 of our 2016-17 “Sources and Uses” document, attached to the following memo, used by our president to apprise the university community of our operating budget process and results. (See Proposed 2016-17 Operating Budget and online appendix: Provost Workstations Program.)
Standard 3: Planning and Implementation
Standard 4: Effectiveness and Improvement

Standard 3.A: Institutional Planning

3.A.1 = The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Western’s institutional planning processes are designed to achieve transparency and to encourage broad participation from constituents and stakeholders. This planning is ongoing, purposeful, systematic, integrated and comprehensive by virtue of the clarity with which our planning processes are described and communicated, and the institutionalized manner in which these processes are consistently carried out. Evidence that Western meets this standard is demonstrated by our current strategic plan, and our annual budgeting processes.

Western’s Strategic Plan

Western’s current strategic plan began with our “100 Conversations” initiative, wherein faculty, staff, alumni, elected officials, community members and other stakeholders met in more than 100 small group discussions to discuss what the future holds for Western, how the public views public universities, and other questions relevant to Western’s role and mission. (See 100 Conversations.)

The results of these conversations were summarized, discussed, and transparently published through Western Today. (See 100 Conversations Results.)

Informed by these findings, a subcommittee of the University Planning and Resource Council (UPRC)—a standing committee of the Faculty Senate which includes the five Vice Presidents, representatives of the Professional and Classified Staff, and Western students—drafted the current mission and strategic plan, with feedback from the Board of Trustees and an online community forum. This process resulted in our current Mission, Vision, and Strategic goals, which were prominently announced on Western Today, published on our website, and distributed to all participants in the “100 Conversations” initiative.

Mission Statement

Western Washington University serves the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities.
Vision
Western will build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving.

Statement of Institutional Strategic Goals
1. Build upon Western’s strengths to address critical needs in the State of Washington.
2. Expand student access and opportunities in baccalaureate and graduate education.
4. Apply Western’s expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.
5. Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.

Annual Budget Processes
Other evidence that our planning is ongoing, purposeful, systematic, integrated, comprehensive, implemented and made available to appropriate constituencies can be found in our budget processes. All documents relevant to this process, including a calendar of the planning and approval process, a campus comment forum, and templates for making budget requests, can be found at our Budget Office. (See Budget Office.)

Strategic Planning Process
We have initiated the process for developing a new institutional Strategic Plan that captures our aspirations and identifies mission critical goals and metrics needed to position Western for continued success in the future. A broadly representative strategic planning committee has been identified and will begin soliciting input from the campus this winter and spring. Later this academic year, we will also begin the parallel work of developing a business or resource plan to help operationalize our strategic goals. New Core Themes and Indicators of Mission and Core Theme Fulfillment will be created with the new Strategic Plan and submitted with our Year One report to NWCCU next year.

3.A.2 = The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Western’s comprehensive planning processes are “bottom up” in that they all begin with divisional processes designed to foster broad participation. For example, within
the College of Humanities and Social Sciences (CHSS), comprehensive planning is accomplished through the following steps:

1. The Deans Advisory Council (dean, associate dean, chairs and program directors) reviews and discusses the previous college SCOT and strategic plan in relationship to the current status individual departments and programs. Collaboratively, the members of DAC revise and edit the SCOT and Strategic Plan to address the currently required format and the current environment. All the members of DAC provided suggested additions, deletions, reformatting, and content. The documents were co-authored by all the members, and finalized and approved based on consensus. Individual departments and programs have the option to provide their own SCOTs and strategic plans as a form of input as well.

2. The SCOT and strategic plan drafted and approved by DAC are reviewed by the Faculty Affairs Council. FAC has a representative from each department and its members share the documents with their departments/programs to solicit input. FAC suggests revisions and edits based on collaborative input from its members and departments/programs, and submits the documents back to DAC.

3. DAC reviews the FAC revisions and edits and approves.

4. The dean submits the DAC and FAC approved documents to the provost’s office.

In this way, the college’s comprehensive planning documents are created through a broad-based and collaborative process permitting multiple opportunities for input by appropriate constituencies. Each college and division uses a similar process.

In addition to the opportunities provided at the divisional level for broad-based input and feedback, Western provides multiple opportunities for input when planning documents move out of the divisions to the institutional level. Constituents and stakeholders are invited to comment via our online budget forum (See Budget Forum). In addition, all steps in the institutional budget process are announced in a public calendar on the Budget Office website and under “Planning Information” on the Provost’s web page. The information posted on the Provost’s site includes both a broad overview of the “Major Procedural Steps” and the timelines in which they occur, as well as links to permit viewers to get detailed information on each of those steps. See Provost Planning Information and Integrated Planning and Budgeting.

Finally, budget meetings of the UPRC, wherein faculty, staff and the Vice Presidents meet to discuss budget priorities and recommendations, are public and audiocast. Links to these audiocasts, together with budget criteria, templates for requesting emergent need funding, and past and current operating budgets and budget recommendations can be found at the Budget Office web site.

(See Budget Office.)
3.A.3 = The institution’s comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Evidence that we analyze and use data to evaluate mission fulfillment can be found in both the data-driven nature of our planning processes and our close attention to mission fulfillment.

Data-driven Nature of Western’s Planning Processes

Under the leadership of former president Bruce Shepard, Western’s senior administration determined that performance data at Western should be transparent, widely available and directly tied to its mission and strategic plan. To this end, the Office of Institutional Research established a dashboard of our key performance indicators and a “Fact Book” of data pertaining to enrollment and retention, degree production, course enrollment, and all data in the Common Data Set (CDS). (See Key Performance Indicators and Fact Book.)

Western’s Office of Institutional Research (OIR) also showcases data significant to current planning discussions, such as our retention rates for students of color, on its website. (See Institutional Research.) Detailed annual reports of student satisfaction among graduates in every program, and other survey data, is published by our Office of Survey Research. (See Survey Research.) The Office of Survey Research also produces our widely-respected Western Educational Longitudinal Study reports, which include senior exit surveys, first- and second-year student surveys, transfer surveys, alumni surveys and analyses. (See WELS.) “Data Snippets” of useful OSR survey data are also distributed via Western Today and e-mail. (See, for example, Data Snippet.)

Our goal in making performance data so widely available is to create a culture of evidence-based decision-making and to provide decision makers with the data they need in planning when they need it. For instance, because expanding “student access to rigorous and engaging baccalaureate and graduate education” is a key strategic goal and core theme, performance data pertaining to our enrollment, retention and graduation of students of color is prominently displayed in our KPI’s and IR Dashboard and is frequently referenced in planning activities at all levels of the university. Similarly, “Factbook” allows department chairs to track course enrollment and waitlists in real time while the institutional analytics made available through our participation in the Student Success Collaborative (SSC) allows them to track the percentage of majors on target for graduation. In this way Department Chairs can make informed decisions regarding course planning and scheduling. (See Student Success Collaborative.)
Close Attention to Mission Fulfillment.

As noted previously, the UPRC, the Faculty Senate committee comprised of our five Vice Presidents, faculty and staff representatives, and students, is at the center of our planning and budgeting processes. Because the UPRC was at the center of the strategic planning process which generated our mission, vision and strategic goals, the Faculty Senate also charged the UPRC with overseeing selection of our core themes and, importantly, our indicators of mission and core theme fulfillment. In this way, Western assures alignment across our strategic planning and accreditation activities, and across planning and data collection pertinent to mission and core theme fulfillment.

Mission fulfillment status checks documenting performance on each indicator of mission and core theme fulfillment were shared with the UPRC twice in this accreditation cycle. This allowed the UPRC to track our progress, relative to mission and core theme fulfillment, and provided key performance data to inform its resource allocations. These Mission and Core Theme Performance Reports were also made available to the broader campus through Western Today and shared with the Board of Trustees, President’s Cabinet, Faculty Senate, and other decision-making bodies so that the data could inform decision-making broadly. (See on-line appendix: Mission Fulfillment Reports.)

3.4 = The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

Western’s mission, strategic goals and core themes guide all decisions regarding resource allocation and our application of institutional capacity. For instance, the items in the Six Year Plans of each division and college are organized according to their relation to each strategic objective. (See Six Year Plan. See also the Six-Year Initiative Summary, where the core themes are noted.) Similarly, budget proposal templates within Academic Affairs require participants to document how each proposal supports the university mission, strategic objectives, and core themes. Finally, the university mission, strategic plan and core themes guide all activities of the UPRC.

3.5 = The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Western Washington University’s Office of Environmental Health & Safety (EHS) seeks to safeguard the campus community from natural, technological, and human-caused disasters through leadership, planning, education, prevention and all-hazard response. Western’s Comprehensive Emergency Management Plan (CEMP) utilizes the four phases of Emergency Management to prepare the University to a higher degree of readiness.
The CEMP establishes guidelines, procedures and organizational structure for response during times of emergency. The basic emergency procedures are designed to protect lives and property through effective use of university and community resources.

Based on the use of the National Incident Management System (NIMS) and the Incident Command System (ICS), this plan describes the organizational relationships that allow Western to coordinate a campus response and integrate with outside agencies when necessary. Western participates with community partners and agencies in emergency preparedness activities such as training and exercises.

Western’s Emergency Management Committee is responsible for helping to guide emergency management decisions at Western. The committee reviews plans and associated materials and provides recommendations on all matters pertaining to Western’s emergency management efforts.

Governor Inslee created Directive 13-02 on March 21, 2013, titled Continuity of Operations Preparations. He directed state agencies to perform several tasks, shown below, and encouraged the higher educational institutions to perform the same activities.

The following is a summary of our status related to the Governor’s Directive.

**Directive 13-02: Continuity of Operations Preparations**

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee contact lists are current.</td>
<td>✓ Done. Each week, Banner uploads current student and employee information into our Western Alert system.</td>
</tr>
<tr>
<td>Staff performing essential functions are identified.</td>
<td>✓ Partially done. Individual department plans and University policy identify essential functions and personnel performing them. Most plans are complete and include essential functions, but EHS continues to work with departments to improve this.</td>
</tr>
<tr>
<td>Procedures exist to determine status of the University—open/closed/delayed.</td>
<td>✓ Done. University policies are available.</td>
</tr>
<tr>
<td>Procedures exist for updating websites.</td>
<td>✓ Done. Procedures are available and an off-site, highly robust webpage is available at <a href="#">Emergency</a>.</td>
</tr>
</tbody>
</table>
### Directive 13-02: Continuity of Operations Preparations (continued)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures exist for internal and external communications when normal methods are disrupted.</td>
<td>✓ Done, Update in Progress. Alternative communication methods are available.</td>
</tr>
<tr>
<td>Critical functions, including technology systems, are possible when disruptions occur.</td>
<td>✓ Done. Plans to perform critical functions and implement backup technology systems are in place, though additional detail work is needed.</td>
</tr>
<tr>
<td>Ensure regular updates of the Continuity of Operations plan.</td>
<td>✓ Done. The plan was revised extensively in 2012 and is reviewed on a 3-year cycle in accordance with the policy <a href="#">Preparing for &amp; Managing University Emergencies</a>. (Approved in July, 2016.)</td>
</tr>
<tr>
<td>Designate persons responsible for Continuity of Operations and Information Technology Disaster Recovery responsibilities.</td>
<td>✓ Done. Responsibilities are in the plans.</td>
</tr>
<tr>
<td>Complete the Federal Emergency Management Agency Continuity Assistance Tool for Non-Federal Entities.</td>
<td>✓ Done. The compliance tool has been completed.</td>
</tr>
</tbody>
</table>
Core Theme Planning, Assessment, and Improvement: Eligibility Requirements

Eligibility Requirement #22 (Student Achievement)

Western identifies and publishes the expected learning outcomes for each of its degree and certificate programs. Every academic program and degree publishes expected learning outcomes on the SLO website, which is prominently linked to the footer to each department’s web page. While course-level SLOs are published on syllabi, many departments also include degree and certificate SLOs on syllabi and other departmental publications. Assessment to validate student achievement of these learning outcomes is regular, ongoing, and documented in each department’s annual assessment and improvement reports, which are annually reviewed by the AAAC, which monitors the reports for quality and provides feedback. Most departments have 5-6 years of these reports, which are published on our SLO website and linked to each department’s home page.

In addition to degree and program level assessment, we participate in a variety of higher-level direct and indirect measures of student learning and use this information for both validation of student achievement and for making data and evidence-based program improvements. These measures include the Collegiate Learning Assessment (CLA), the National Study of Student Engagement (NSSE), the Student Success Collaborative (SSC), the Survey of Earned Doctorates (SED), and our own Western Educational Longitudinal Surveys (WELS). Informed by the March 1, 2016, NWCCU Quality Assurance Demonstration Project, these higher-level assessments have been particularly useful with respect to our regular and ongoing GUR assessment. This is evident in both the annual assessments of general education the Committee on Undergraduate Education (CUE) performs, and our recent general education task force reports: the Western Study of General Education, and the General Education Task Force Report. (See Gen Ed Competencies, Gen Ed Requirements, Western Study of Gen Ed Task Force Report and online appendix: 2016 General Education Assessment.)

Eligibility Requirement #23 (Institutional Effectiveness)

As a result of the work and achievements of the Accreditation and Assessment Advisory Committee (AAAC), Western now systematically applies clearly defined evaluation procedures. This is evident in the clear assignment of evaluation responsibilities in the current SLO assessment structure, the long-term assessment planning of the AAAC, and the clarity with which the AAAC publishes annual SLO assessment responsibilities.
Western clearly demonstrates that it assesses the extent to which the University achieves its mission and core themes, uses the results to effect institutional improvement, and periodically publishes the results. Our widely-distributed and discussed “Mission and Core Theme Fulfillment Reports” informed the resource allocation work of both UPRC and the vice presidents, as well as many of our evidence-based improvement initiatives. (See on-line appendix: Mission Fulfillment Reports.)

Numerous previously mentioned examples provide evidence that we regularly monitor our internal and external environments to determine how and to what degree changing circumstances may impact us and our ability to ensure Western’s viability and sustainability. As previously noted, the availability of data on our institutional research website, dashboards and Student Success Collaborative platform allows chairs and other decision makers with real-time data necessary for monitoring our internal environment with respect to course enrollment, demand and student progress. Representative examples include the following:

**Math Enrollment**

One of our most heavily enrolled programs, math is notoriously difficult to schedule because course demand varies by changes in student major interests and math placement exam results—typically not available until summer. Moreover, because so many programs use math prerequisites, students frequently cannot wait a term for a required math class without being delayed in their time-to-degree. Consequently, while it is difficult to establish an efficient schedule of math classes it is simultaneously essential that we do so. Fortunately, our math chair closely monitors the real time enrollment data we make available (via our OIR enrollment dashboard and Banner) to monitor course enrollment and waitlisting in order to determine if additional sections need to be added and to assist in planning for next year’s schedule. This careful monitoring allows him to accurately predict and serve student needs, while also efficiently filling class seats. This success is illustrated in this screenshot of fall enrollment in our entry-level classes, taken at peak enrollment. As noted below, while a few seats remained available in all the entry-level classes, creating access for students who might have needed them, the overall pattern is of full enrollment and an efficient use of campus resources—all a result of the Chair’s diligent use of the data we provide to monitor our internal environment. (See Math Enrollment screen shot below.)
Progress Toward Graduation in Competitive Majors

Similarly, the Student Success Collaborative (SSC) platform enables chairs, advisors and others to monitor the progress of students towards graduation and to assess how well admission requirements and prerequisites prepare students for academic majors. For instance, because demand for our Design program is more than twice as great as the number of majors we can enroll, and because the small class sizes required of the program are resource heavy and scheduled on a cohort model, we want to ensure that every seat is filled and every student admitted to the program can successfully progress through it. Loss of even a few students in one class can mean empty seats in the next. Fortunately, the SSC platform allows our Design chair to accomplish both goals. Using the “success markers” data analytics component of the system, she was able to correctly identify threshold grades required in prerequisite courses and to identify the successful graduation pathways students in the program use. This allowed her to drill down much deeper than GPA, for instance, in order to identify what grades in which courses predict success in that program. Using the “watch list” function, she is able to track the performance of students in the program, to note when they stray from the graduation pathways, and to reach out to them immediately when they do. The result, as noted in the screen shot below of her program’s “institutional analytics,” is of a very challenging
program in which 104 of 120 majors are on track to graduate and the 6 students in need of assistance and support are easily identified, supported and tracked. In fact, the chair has a great track record of using the SSC to identify students in need of advising and support, of reaching out to these students with it, and then of using the platform to congratulate them once they are back on track to graduate. (See Design SSC screen shot below.)

External environments are monitored through a variety of collaborations and data sources. We work closely with the Council of Presidents (COP), an association of our state’s six baccalaureate institutions based in Olympia, our state capital, to monitor revenue projections, the changing needs of our state, and trends in legislation and funding that concern higher education both in our state and nationally. (See COP.). The familiarity of COP staff, and our own Director of Government Relations, with the work of our governor and legislature permits us to monitor changing circumstances that may impact our viability and sustainability to our legislature.

Separately, we work closely with the Washington Student Achievement Council (WSAC), which provides data, strategic planning, oversight and advocacy for K-16 student achievement in our state. (See WSAC.). For instance, we have used WSAC data to anticipate, monitor and respond to rapid changes in our state demographics, such as the recent plateau in total high school graduates and the growing diversity in that population. This is demonstrated in the following WSAC table, which we have used to inform our admission and student support programs and processes. (See WSAC screen shot below.)
Washington Public High School Graduates

1997-98 (actual) - 79% White, Non-Hispanic, 9% African American, 9% Native American, 2% Asian, 4% Hispanic, 2% Other/Unknown

2007-08 (actual) - 75% White, Non-Hispanic, 9% African American, 9% Native American, 2% Asian, 4% Hispanic, 2% Other/Unknown

2017-18 (projected) - 66% White, Non-Hispanic, 11% African American, 11% Native American, 1% Asian, 4% Hispanic, 1% Other/Unknown

2027-28 (projected) - 58% White, Non-Hispanic, 14% African American, 14% Native American, 1% Asian, 6% Hispanic, 1% Other/Unknown
Core Theme Planning, Assessment, and Improvement

In the interests of balancing concerns for clarity, brevity and thoroughness, we have organized this section in the following manner:

• First, we provide an executive introduction and summary of evidence demonstrating that our Core Theme Planning, Assessment and Improvement processes meet each of the standards in 3.B, 4.A., and 4.B.

• Second, we provide one section for each Core Theme. These sections provide representative examples, described holistically and pertaining to each Core Theme, of how our continuous improvement processes are characterized by effective and strategic planning, evidence-based resource allocations, effective implementation, and use of assessment results toward achievement of the objectives identified for each core theme. These are followed by descriptions of programs and services specific to the objectives of each core theme.

Executive Introduction and Summary of Evidence Regarding Core Theme Planning, Assessment and Improvement.

3.B.1 = Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.

4.A.4 = The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

We have intentionally sought to align core theme planning, Western’s comprehensive plan, mission and core theme assessment, and resource allocations throughout our seven-year accreditation cycle. This alignment began by placing the University Planning and Resource Council (UPRC) at the center of all of these activities. In addition, we purposefully aligned our core themes with our strategic objectives. We were aided in this process by the structure of our UPRC, in that it is a committee of our Faculty Senate which includes the vice presidents and both student and staff representatives. Because the UPRC plays the central role in all of these activities, it helps ensure that planning for each core theme is consistent with our strategic plan, that programs and services are appropriately aligned with our mission and core themes, and that budget allocation recommendations are informed by the collection and assessment of appropriately defined data. For instance, because the UPRC drafts both the mission and the indicators of mission fulfillment, it ensures the indicators are meaningful. Similarly, because the VPUE/AAAC submits the mission and core theme assessment and fulfillment reports to the UPRC for analysis, this data is available to inform their prioritizing and
budgetary decisions regarding our programs and services and, in this way, to ensure the alignment, correlation and integration of programs and services with respect to the core theme objectives.

We were also aided in this process by great timing in that our Year 1 report followed close on the heels of the comprehensive planning process that generated our mission, vision and strategic objectives. Following several months of discussion of our mission and strategic goals, we could not help but align our core themes with that process. Indeed, we initially decided that our strategic goals should be identical to our core themes. Then, reflecting upon the Standard 1 requirement that core themes “individually manifest essential elements” of our mission and “collectively encompass” our mission, we saw that the most “essential elements” of our mission concern our students, our state and our surrounding communities. With this in mind, we went back to the mission and generated our core themes.

**Core Theme 1:** Serve the State of Washington by Expanding Student Access  
**Core Theme 2:** Foster Student Success  
**Core Theme 3:** Strengthen Communities Beyond the Campus

Because both the core themes and the strategic objectives follow from the mission, they are aligned and consistent. One cannot attend to the strategic objectives without simultaneously attending to the core themes. However, because the core themes focus in a concentrated manner upon the most essential elements of our mission, they necessarily help us to prioritize within our planning and budgeting processes. The relationship between Strategic Objectives and Core themes can be illustrated in Table 11 below.

<table>
<thead>
<tr>
<th>Strategic Goals</th>
<th>Core Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build upon Western's strengths to address critical needs in the State of Washington.</td>
<td>Expand student access.</td>
</tr>
<tr>
<td>2. Expand student access and opportunities in baccalaureate and graduate education.</td>
<td></td>
</tr>
<tr>
<td>4. Apply Western's expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.</td>
<td>Strengthen communities beyond the campus.</td>
</tr>
<tr>
<td>5. Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.</td>
<td></td>
</tr>
</tbody>
</table>
Other steps in this process provide additional evidence that we evaluate holistically the alignment and integration of programs and services, and that the results of our core theme and program assessments are meaningful, used to inform improvement and resource allocation and made available to appropriate audiences in a timely fashion. Specifically, the AAAC, in carrying out its responsibility for campus-wide assessment, evaluates the structural alignment of our comprehensive plan, our core themes, and their indicators of achievement. The AAAC also publishes the Mission and Core Theme Fulfillment reports for the campus and the UPRC.

3.B.2 = Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

As explained above, the strategic objectives and core themes inform planning and budgeting at all levels of the university. For instance, criteria for budgetary selections at the institutional level, such as for the institution’s decision package requests to the state legislature, are based on the mission and strategic plan. (See Decision Package.) Similarly, each of the college’s six year plans reference and explain the relationship of planned initiatives to the strategic objectives. Evidence for this can be found in the 6-year plans of our colleges. (The explanation of the relationship of an initiative is available by clicking on each initiative at Six Year Plans.)

Because initiatives are planned and funded in accordance with their relationship to our comprehensive plan and core themes, the core themes necessarily guide the selection of our programs and services. Additional evidence that institutional planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services is demonstrated in the tight alignment between our core themes and the four programmatic proposals submitted to our governor as part of Western’s 2017-2019 Operating Budget Request. The relationship is described below. (Also see the full operating budget request at Budget Request.)

Core Theme 1: Expand Student Access

Operating Budget Request: Increasing STEM Capacity

Given recent substantial growth in demand for STEM degree programs by Western students and by the state for STEM graduates, Western proposes a three-pronged plan for increasing capacity and throughput efficiency in critical first- and second-year entry-level courses in Mathematics, Physics and Chemistry. These are critical support and gateway courses for some of our highest demand degree programs, including Computer Science, Engineering and Pre-Health Sciences. The proposed program would provide recruiting, advising and additional course sections for a 100-student cohort of
entering freshmen. The cohort model is a proven method for increasing retention and supporting students from diverse backgrounds, while the increased course capacity reduces waitlist times and overall time to degree for important STEM programs, thereby reducing instructional costs as well as potential costs to students.

**Operating Budget Request: Comprehensive Approach to Enhancing Equity, Inclusion and Diversity**

Western has made a strong commitment to addressing equity and inclusion on campus, and to diversifying the campus to be more reflective of the changing demographics of our state. Western’s ability to meet the state’s need for access to higher education for under-represented students is dependent on the investment in programs which ensure a culturally welcoming and supportive environment. This decision package outlines three broad areas that need to be addressed:

- **Multicultural Services** to create a welcoming and inclusive climate, as well as educating the campus on issues of diversity. This includes diversification in hiring and important understanding of the skills needed by professionals serving diverse populations.

- **Diverse Educational Experiences** to develop curricular and pedagogical support in areas of research and faculty development, as well as support for strategic planning.

- **Partnerships** to maximize the University’s collaboration with external communities toward the success of under-represented, marginalized and diverse students.

**Core Theme 2: Foster Student Success**

**Operating Budget Request: Investing in Student Success and Achievement**

As Western requests additional state dollars to invest in support of higher education, we have listened carefully to the needs of the state. Western’s priorities are focused on student success and achievement as measured by retention and graduation, and are aligned with the state of Washington’s achievement measures. Western is already prepared to produce additional graduates in areas of high need, such as engineering, nursing, science, pre-professional programs, computer science and business, while also ensuring quality in the liberal arts. However, the demographics of the state of Washington are changing with rapid growth of K-12 students within groups that have not typically enrolled in higher education. Many of these academically-bright and capable students will require, and deserve, increased support in mentoring, advising and counseling to help ensure their success.
Core Theme 3: Strengthen Communities Beyond the Campus

Operating Budget Request: “Scaling Up” = Increasing the Number of Teachers in Washington State

The Woodring College of Education (WCE) sees the pending state teacher shortage as an opportunity to scale up the graduation of new teachers. As a public institution, we feel a deeper mandate to help alleviate the impending teacher shortage in the K-12 system. WCE intends to be a key contributor in preparing future teachers for areas of the state school system that are in the greatest need. This proposal will bring 250 teachers into (or back into) the profession each year. It also promotes a retention plan for beginning teachers in the WCE region.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

As noted previously, Western is characterized by a culture of evidence-based decision-making in which data required of decision-makers at each level of resource allocation and programming is increasingly transparent, accessible and available. This is evident in our indicators of core theme fulfillment, which were established by UPRC but revised following feedback from each division to ensure they were appropriately defined and useful with respect to planning for programs and services. For instance, Enrollment and Student Services (ESS) reviewed the first draft of core theme indicators of achievement and asked that they be revised to include indicators based on their Campuslab surveys because those surveys are directly tailored to data pertinent to their programs and services. In this way we ensured that planning for programs and services—in ESS and elsewhere—is informed by the collection of appropriately defined data useful to the evaluation of progress toward achievement of goals and outcomes. (See Campuslabs.)
Most importantly, because the VPUE/AAAC submits the mission and core theme fulfillment reports to the UPRC for analysis, this data is available to inform their prioritizing and budgetary decisions regarding our programs and services in a timely fashion.

Other committees also use the core theme indicators of achievement to inform their planning, program improvement, resource allocations, and decisions about programs and services. For instance, the First-Year Experience (FYE) Committee, which oversees programs designed to improve student achievement and engagement in the first-year, annually assesses the core theme indicators of achievement pertaining to retention and engagement and uses this information to inform their activities and to assess whether there are any gaps in our programs and services. Following a slight drop in first-year retention, for instance, FYE Committee members piloted an expansion in our early start programs. Because the FYE committee includes representatives from ESS and Academic Affairs, this assessment informs academic and learning-support planning and practices. Evidence that these practices have led to enhancement of student learning achievements includes the impact of our tutoring center and FIG program upon student achievement. (Described in our account of Core Theme 2, below.)

Western’s use of student learning assessment to inform academic and learning-support planning and practices is frequently carried out in a collaborative and campus-wide manner. For instance, as part of its assessment of the Western’s general education curriculum, the Committee on Undergraduate Education (CUE) noted conflicting data with respect to the academic writing of our first-year students. On the one hand, the 2013 CLA data indicated that our freshmen achieved overall writing and CLA performance scores at or above the 80th percentile of all freshmen who took the exam. However, the 2014 NSSE data indicated that, while Western seniors reported they were assigned substantially more pages of writing than seniors at other masters-granting institutions, freshman reported that they were assigned fewer pages of writing. (See Gen Ed Competencies, Gen Ed Requirements, Western Study of Gen Ed Task Force Report and online appendix: 2016 General Education Assessment.)

CUE determined that this is likely a result of the fact that, as a quarter school, our first-year students have 11 weeks of composition whereas students in semester schools have 16 weeks of composition. While pleased with the CLA data, CUE determined that the NSSE data suggested that our first-year students would be comparatively better served if they were assigned more writing.

In order to increase the amount of writing assigned to our first-year students, CUE collaborated with the Vice Provost for Undergraduate Education (VPUE), the Provost Office, and Writing Instruction Support (WIS) to accomplish the following:
• To get more writing classes into the first-year curriculum.
• To train more faculty in methods of teaching writing and using writing to learn.
• To support faculty in integrating more writing into their curriculum.

To get more writing classes into the first-year curriculum, the Provost Office funded additional sections of Journalism 106, our 2-credit editing class. In addition, the Provost Office collaborated with Western Reads and the English Department to create new, 2-credit creative writing classes for first-years. Finally, the Freshman Interest Group (FIG) program was revised to require a formal paper or presentation in each seminar.

To train more faculty in methods of teaching writing and using writing to learn, WIS expanded their fall “Backwards by Design” retreat, which provides training in teaching writing to faculty in all colleges, to include more faculty.

To support faculty in integrating more writing into their curriculum, WIS collaborated with the VPUE to provide $500 stipends for faculty who attended the retreat, revised at least one syllabus to incorporate more writing in their class, and assessed the impact of the revision upon student achievement.

We will give the NSSE once again in 2017 and look forward to exploring whether these steps have increased the amount of writing our first-year students report they are assigned.

4.A.1 = The institution engages in ongoing systematic collection and analysis of meaningful, assessable and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2 = The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

As noted above, our core theme indicators of achievement are based upon meaningful, assessable and verifiable data that are appropriate to our indicators of achievement, as well as to programs and services. Our collection and analysis of this data in ongoing, systematic and meaningful. As noted in our evidence concerning Eligibility Requirement 23, much data, particularly with respect to course enrollment and student progress, is updated daily and continuously available. Data relevant to many indicators of achievement, such as rates of retention, are collected, analyzed, published and discussed annually but available all year long on our IR website and Factbook. Other indicators, such as data based upon the NSSE and CLA exam, follow the three-year cycles in which we participate in that study. A complete Mission and Core Theme Fulfillment
Report, summarizing achievement relevant to all indicators of mission and core theme fulfillment, has been published and discussed twice in this accreditation cycle by the AAAC, President’s Council, the UPRC, the Faculty Senate and the Board of Trustees. Analyses and annotations by the AAAC ensure that interpretation of mission and core theme fulfillment is meaningful and useful.

In addition, our continued development of our assessment capabilities extends to other divisions of the University. Within Enrollment and Students Services, for instance, the Division Assessment Resource Team (DART) was formed in fall, 2007, to build capacity for outcomes-based planning and assessment. The team is made up of a cohort of practitioners from different backgrounds and experiences, who meet to expand their assessment knowledge, skills, and abilities. (See DART.)

More evidence of the continued development of our assessment resources and process can be found in the College of Business and Economics, which describes academic assessments in terms of "Assurance of Learning." (See Assurance of Learning_CBE.)

4.A.3 = The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Western’s system of evaluation of its programs and services is effective and includes evaluation of clearly identified program goals or intended outcomes. Evidence for this can be found in our preface response to topics previously requested by the Commission and our SLO website. Faculty have the primary role in the evaluation of educational programs and services at the level of the program and at the level of the institution, as demonstrated by the fact that faculty make up the majority of the membership of the UPRC and nearly all of the Faculty Senate, both of which discuss the Mission and Core Theme Fulfillment Report.

4.A.5 = The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

As documented in the evidence pertaining to 3.B.1, core theme planning, together with strategic planning and resource allocation recommendations, are all centralized in the UPRC, which receives and analyzes the Mission and Core Theme Fulfillment reports. These reports are also distributed via Western Today, analyzed within each division, and produced under the leadership of the AAAC, which includes representatives from
each college and division. In this way the integration of programs and services with respect to accomplishment of core theme objectives is ensured. (See Fulfillment Report Article.)

4.A.6 = The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

At Western, assessment process reviews occur at two levels. Several processes occur at the institutional level. First, the UPRC, which initiates the processes and review which generates our mission, core themes, and our mission and core theme indicators of achievement, receives and analyzes the Mission and Core Theme Fulfillment Report and uses this data to inform their budget recommendations. For instance, next year the UPRC will establish new indicators of mission and core theme fulfillment for our Year 1 report. This work will be informed by assessment of how meaningful and authentic they found the current indicators and assessment processes. Because they need these assessments to inform their resource allocation recommendations, they will ask for changes and improvements where they think the results could be more meaningful.

Secondly, review of our assessment processes occurs deliberately at the AAAC, which assesses and oversees all academic assessment processes. For instance, the AAAC reviews the annual assessment and improvement plans from departments, providing feedback. This review also informs revision and improvement of its assessment templates, requests, memos and trainings. The AAAC has strategically designed campus assessment processes so as to encourage authentic achievements and meaningful results that lead to improvement. This is evident in the orientation of AAAC processes, and their basis in the best practice advice of Barbara Walvoord, who led two days of accreditation workshops on our campus and whose Accreditation Clear and Simple has been a touchstone for our approaches. In particular, Walvoord’s emphasis on assessment activities that build from disciplinary approaches and traditional departmental activities has guided us in our efforts to foster meaningful practices and useful data departments put into use when making program improvements. For instance, while all departments must document SLO assessment and assessment-informed improvements, we do not require uniformity in how the assessment is carried out. For instance, many of our humanities departments find it more meaningful to assess SLOs via departmental discussions of student writing whereas science departments are more likely to assess SLOs via lab reports, exams, student research posters, and so on.

Methodologically, the AAAC has also been heavily influenced by the Accreditation Board for Engineering and Technology (ABET) procedures and recommendations. This occurred through the leadership of a faculty member, David Bover, an experienced
ABET evaluator who led ABET accreditation efforts in CSE and who served on AAAC and as the CSE assessment coordinator for several years. Dr. Bover worked with AAAC to provide annual assessment trainings and assessment resources for chairs and assessment coordinators for several years, providing invaluable faculty leadership in this area. For instance, following our Year 1 report, Dr. Bover provided simple and meaningful procedures and trainings to assist departments in revising their missions and SLOs to align with changes in their academic fields, our new university mission, and the goal of establishing meaningful and sustainable master assessment plans. The clarity provided by these ABET-influenced practices, together with the meaningfulness of the Walvoord system, allows us to achieve sustainable processes that fit departmental cultures and processes and which usefully inform program improvements.
Core Theme 1: Serve the State of Washington by Expanding Student Access

Washington has one of the nation’s lowest rates of access to higher education and currently ranks 42nd of the fifty states in baccalaureate degree production. (See Critical Crossroads.). Because serving our state is at heart of our mission, our first core theme is to serve our state by expanding student access to more students, to a more diverse array of students, and to the subject areas our state most needs. Consequently, careful consideration of how we can expand access to opportunities in higher education—especially for those students most in need of the access—has been at the heart of our strategic planning efforts over the last seven years. The overall pattern of this growth provides evidence of progress toward achievement of Objective 1a of Core Theme 1: “Sustain total enrollment at 2010 levels, while also sustaining total enrollment of academically-talented students, and expanding the percentage of students from underrepresented groups.”

![Western Washington University Academic Year Average Student Headcount Enrollment 1899-1900 to 2013-14](image)

Representative examples of programs and services addressing Core Theme 1

The growth noted above, however, is not the result of general expansions, but of specific and strategic growth in key areas. Specifically, we have sought and achieved:

1. Strategic expansion in access where capacity was not yet fully utilized;
2. Strategic expansion in access in the most underserved geographic region of our state;
3. Strategic expansion in the subject areas most needed by our state;
4. Slow, incremental growth on our campus, aligned with expansions in faculty and student support services;
5. Intentional expansion in the diversity of students we serve; and
6. Quality assurance.

Strategic Expansion in Access Where Capacity Was Not Yet Fully Utilized

In recent years, Western has been operating at or near the capacity of its physical resources and infrastructure. Indeed, during the academic year many of our science labs are busy from 7:00 in the morning until 7:00 in the evening. Among other solutions identified to address this situation was to expand summer quarter offerings through our Extended Education program. These expansions include growth in both on-campus and on-line summer course offerings, non-credit summer programs for our community, and academic first-year programs. (See Figures 1 and 2.)

Figure 1
This approach has been strategic in that we have intentionally sought to expand programming where it is most needed. For instance, because demand for access to our courses in Anatomy and Physiology rapidly increased with student interest in health professions, we expanded the number of labs that can serve A&P classes and increased both seats and sections of that course during the academic year. When this did not sufficiently meet student demand, we added additional sections during the summer. When capacity was reached in those sections we added more of each.

In addition to using summer to expand existing programs, we strategically created new programs in alignment with efforts to achieve our mission, strategic objectives and core themes. For instance, in alignment with Core Theme 2, we expanded academic first-year programs by creating Viking Launch, a new fall early start program for new first-time students that takes advantage of existing capacity in our labs, dorms and research facilities the week before school begins. Designed to help “launch” students into academic majors and a successful first year, Viking Launch provides extended orientation activities and immersive two-credit lab and field-based seminars in Neuroscience, Chemistry, Marine Biology, Environmental Studies, Journalism, Creative Writing and Spanish. Assessments of the program are extremely positive with 100% of participating students indicating that they would recommend the program to others and with demonstrated boosts in rates of retention for students in some high-risk categories, such as non-resident status. Other academic first-year programs created to take advantage of existing summer capacity include our Marine Science Scholar program, and new early move-in and orientation programs in Honors and Student Outreach Services.
These programs, together with expansions in our Freshman Interest Group Program (FIGs), and other student services described in our holistic account of Core Theme 2, have helped us make progress relative to Objective 1b of Core Theme 1: “Students successfully negotiate the academic and personal opportunities of their first year.”

**Strategic Expansion in Access in the Most Underserved Geographic Region of our State**

Growth relative to the geographic areas where access to higher education is most needed in our state has occurred in our extension programs on the Olympic and Kitsap Peninsulas—the region identified by our legislature as having our state’s poorest access to higher education. The Peninsulas, which includes the towns of Bremerton, Poulsbo and Port Angeles, as well as large rural populations, includes areas with some of our state’s highest concentrations of military veterans and low-income families. Our intentional expansion into this region, and partnerships with area businesses, organizations and technical colleges is described at [Western on the Peninsulas](#), and in this overview by the Director: [Olympic College-Western](#). Information for students on our Olympic and Kitsap Peninsula programs is provided at [Follow Your Dreams](#).

In the interest of broadly “expanding student access” on the Olympic and Kitsap Peninsulas, we offer both credit and non-credit courses, degrees and programming in this region. As noted in the illustration below, we’ve achieved a rapid expansion in youth services, particularly in the SEA Discovery Center. (See [SEA Discovery](#), plus Figure 3 below.)

**Figure 3**

![Graph showing enrollment growth](image)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Enrollment</td>
<td>1,153</td>
<td>1,160</td>
<td>1,030</td>
<td>927</td>
<td>1,017</td>
</tr>
<tr>
<td>Youth Programs**</td>
<td>N/A</td>
<td>N/A</td>
<td>35</td>
<td>231</td>
<td>1,061</td>
</tr>
<tr>
<td>SEA Discovery Center**</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>2,090 (est.)</td>
</tr>
<tr>
<td>Professional Studies/Community Ed.**</td>
<td>N/A</td>
<td>N/A</td>
<td>45</td>
<td>373</td>
<td>236</td>
</tr>
</tbody>
</table>

* Includes approximations for the West Sound Kodoriya.
** Western acquired the SEA Discovery Center in May 2016. Numbers represent estimations for 2015-16, per the SEA Discovery Center staff.
*** TOTAL represents total number of enrollment. Duplications of coursework may occur across courses, programs, and workshops.
We have also strategically increased access on the Olympic and Kitsap Peninsulas by providing programs these communities have specifically requested, including human services, computer science and environmental science. However, because expanding access to higher education is beneficial only to the extent that the education received is of a high quality, we have been careful to operationalize this expansion so as to sustain the quality of our courses and degrees. To this end, we have provided resources sufficient to guarantee that all our extension programs on the Peninsula include instruction by tenure-track or tenured faculty. Moreover, extension programs modeled on face-to-face programs on our central campus include face-to-face instruction at our extension sites.

Our expansion of educational access on the Peninsulas has been informed by the collection and analysis of appropriately defined data, including needs assessments specific to the degrees and programs we provide. (See Kitsap Degree Study.)

**Strategic Expansion in the Subject Areas Most Needed by Our State**

Aligned with strategic attention to the needs of our state, we have also strategically expanded access to educational opportunities in the disciplines designated by our state as “high-need” areas. This is documented in our performance relative to our indicators of mission fulfillment. Further evidence that we have intentionally planned to expand access to high-demand degrees, have provided resources to do so, and have realized this expansion includes our transition from Engineering Technology to Engineering, and the rapid growth in the number and percentage of our students who major and graduate in STEM fields. (See Table 12 Below.)

<table>
<thead>
<tr>
<th>Majors</th>
<th>2010</th>
<th>2015</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>1915</td>
<td>2945</td>
<td>+54%</td>
</tr>
<tr>
<td>High-Demand</td>
<td>563</td>
<td>786</td>
<td>+40%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>106</td>
<td>511</td>
<td>+382%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degrees</th>
<th>2010</th>
<th>2016</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM</td>
<td>559</td>
<td>890</td>
<td>+59%</td>
</tr>
<tr>
<td>High-Demand</td>
<td>184</td>
<td>324</td>
<td>+76%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>42</td>
<td>121</td>
<td>+188%</td>
</tr>
</tbody>
</table>

Table 12: STEM and “High Demand” Field Majors and Degrees Awarded
In addition, Western’s Engineering, Computer Science, Nursing and Energy Studies are among several successful and expanding programs meant to address the state’s need for more highly-trained graduates in STEM fields. More specifically:

- Academic Year 2015-16 marked the first cohorts of Engineering graduates from all three programs.
  - Electrical Engineering: the only such program in the state with a focus on embedded computer systems.
  - Plastics and Composites Engineering: the only such program west of Minnesota.
  - Manufacturing Engineering: the only such program in the state.
- In fall, 2015, Western’s Institute for Energy Studies began offering a BA degree, becoming one of the first of its kind in the nation.
- Computer Science as a major continues to increase. Moreover, spurred by the success of the Computer Science/Mathematics (CS/M) Scholars Program, whose focus is on female CS/M participation, the number of female Computer Science majors rose from 12 in 2010 to 86 in 2015.
- The NSF-funded Change at the Core and other science teaching initiatives were able to expand via an increase in both internal and external participation and funding support.
- In spring, 2016, Western began offering the RN-to-BSN program in conjunction with Skagit Valley College.

Our strategic expansion in the subject areas most needed by our state is informed by the analysis of appropriate data, including demonstrations by the Higher Education Coordinating Board that there is a striking disparity in the number of STEM professionals hired in our state, compared to the number of those we educate. While first in the nation for the number of engineers per 10,000 workers, we are 36th in BA degree production and 38th in the percent of the BA degrees we award in science and engineering. (See Pathways to Educational Opportunity.)

Intentional Expansion in the Diversity of Students We Serve

Also in alignment with our mission, we have intentionally worked to provide more access to higher education for a more diverse composition of students. Evidence for this expansion is found in our Mission and Core Theme Fulfillment Report, as well as the following graphs, documenting the additional access we have provided for students of color and low-income students. To help ensure the success of these students, we have strategically expanded and improved advising and student services specific to them, as
noted in our documentation for Core Theme Two. Expansions in strategic investments in the physical and economic resources needed to serve the expansion in these student populations has also occurred, as demonstrated by the recent approval of our new and expanded facilities for our Ethnic Student Center. (See Figures 4 and 5 below, and ESC Expansion.) This intentional expansion in the diversity of students we serve is informed by a wide array of appropriate data, including research from the Washington Student Achievement Council. (See COP Roadmap Report).

**Figure 4**

### STUDENTS OF COLOR
### FALL ENROLLMENT – ALL STUDENTS

- Hispanic and Latino students account for the greatest increase in the number of enrolled students of color this fall followed by increases in the number of Asian students.
- Fall 2015 was a peak enrollment year for Black or African-American, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native students. Figures in all three categories declined for Fall 2016 but continue to remain second or third highest when reviewing data for the past 5 years.

**Figure 5**

### WWU PELL GRANT ELIGIBLE STUDENTS BY YEAR
### 2006-2015

- **57% increase since 2008-09**
Importantly, we have worked not only to provide access to a more diverse population of students, but also to make our campus and community more welcoming and inclusive. These efforts are explained in our holistic account of Core Theme 3, “Strengthen Communities Beyond the Campus.”

**Quality Assurance**

Finally, we have worked hard to ensure that this growth does not dilute the quality of the higher education to which our students have access. We assess quality alongside growth with measures of rates of graduation as well as value-added assessments, such as the Collegiate Learning Assessment (CLA) and Survey of Earned Doctorates (SED). (See CLA and SED.) The following table, for instance, compares recent increases in the number of our graduates with our graduation rates, demonstrating that our growth and programming has allowed us to graduate more students while sustaining our high rates of graduation. (See Table 13 below.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees Awarded</th>
<th>6-year Grad Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3,063</td>
<td>68.7%</td>
</tr>
<tr>
<td>2011</td>
<td>2,997</td>
<td>72.8%</td>
</tr>
<tr>
<td>2012</td>
<td>3,199</td>
<td>67.1%</td>
</tr>
<tr>
<td>2013</td>
<td>3,330</td>
<td>69.2%</td>
</tr>
<tr>
<td>2014</td>
<td>3,170</td>
<td>71.2%</td>
</tr>
<tr>
<td>2015</td>
<td>3,380</td>
<td>71.0%</td>
</tr>
<tr>
<td>2016</td>
<td>3,566</td>
<td>69.4%</td>
</tr>
</tbody>
</table>

Note that graduation rates capture the percentage of students who begin at Western as first-time, first year students (freshmen) who graduate within 6 years. When we add in the percentage of first-time students who start with us, transfer and graduate elsewhere, our graduation rates rise above 80%. We find this an important indicator of quality given the national trend wherein more students “stop out” and transfer for military, work or family obligations. Also, more than 10% of our students report that they come to Western planning to transfer because we do not offer the degree program they ultimately wish to pursue.
Other evidence that quality has been sustained with growth includes data published in our Mission and Core Theme Fulfillment Reports, such as the consistently high percentage of students who report they would attend Western once more if they could.

**Programs and Services Addressing Specific Objectives of Core Theme 1**

In addition to the initiatives described above, which address Core Theme 1 in a general manner, we have also initiated programs and services specific to each of the three objectives of Core Theme 1.

**Objective 1.a: Sustain total enrollment at 2010 levels, while also sustaining total enrollment of academically-talented students, and expanding the percentage of students from underrepresented groups.**

While the total number of annual high school graduates in Washington State has been flat or declining for most of this accreditation cycle, seats in our state’s four-year universities have been increasing. This has made it increasingly difficult for the university to sustain its enrollment of academically-talented students. To meet this challenge we made several data-informed decisions.

First, we increased funding to our Fellowship Office to make the director’s position a 12-month, half-time position and to provide more student assistance. This allowed us to increase the visibility of the office and to increase the number and diversity of the students served. This investment led to an immediate increase in the number of high-profile Fellowship winners. In 2013, we produced more Fulbright Fellowship winners than any other public comprehensive university in the nation. In 2014, we had more winners of the Hollings/NOAA award than any university on the West Coast. Over many of the years of this accreditation cycle we have been nationally recognized as a “Top Producer” of Fulbright awards. (See Fulbrights.). This and other achievements, such as our high standing in the Survey of Earned Doctorates (SED) has helped us to become more publicly visible to academically-talented students. (See SED.)

Second, under an initiative of our Office of Admissions, we expanded our Distinguished Scholar programs, designed to provide academically-prepared students with early opportunities to explore their interests while gaining a network of academic and social support within departments and interest areas. This program, which creates academic peer-cohorts for academically-talented students with a strong interest in biology, business, computer science, mathematics, marine science, and teacher education, has proven successful for students with above average academic-preparation and has also helped us to diversity key programs, such as teacher education. (See Distinguished Scholars.).
Third, we analyzed the impact of our Honors program on enrollment of academically-talented students. We did this by tracking the “yield,” or percentage of admitted students who enrolled at bands of Academic Index (SAT score and high school GPA) significantly above 55, which is a typical average for Western students. As noted in the graph below, the results were twofold:

- Academically-talented students are substantially more likely to enroll if admitted to our Honors program.
- Students in Academic Index bands between 65 and 75, where most of Western’s academically-talented students are located, are more likely to enroll if they apply to Honors and are not admitted than if they apply to Western but not to Honors. (See Figure 6.)

In tandem with this analysis, we conducted a self-study and external review of the Honors program, with results reported in the Honors Report of 2012. (See on-line appendix: Honors Report.) This review both affirmed that we had capacity to expand the Honors program and identified several previously unknown benefits of our Honors program. For instance, this analysis demonstrated that Honors serves the entire university as its students pursue degrees in all of our colleges, and that Honors students are more likely to be retained, and to graduate in 4 years, than are similar students who elect not to participate in Honors. However, the self-study, report and external review also demonstrated that more services and support were needed to serve Honors students.

Following discussion of these results, we piloted an expansion in Honors, increasing the Honors first-year class from 90 to 150. The pilot proved enormously successful; indeed,
the average academic index of enrolled Honors students actually increased with the expansion in size of the program. Importantly—and also informed by these data—we followed this expansion with new programming and services, which included the following:

- Permanent funding for Honors Chemistry, a popular sequence that had been eliminated during the recession.
- Adding the Honors Director to Provost Council.
- Increasing the Honors Director position to 12 months.
- Adding an Honors staff member to assist with programming and recruiting.
- Expanded capacity in Edens Hall, the Honors dorm.
- Piloting revisions to the Honors curriculum to provide more value to science students.

Attention to honors remains high as we believe we have not yet reached capacity in the program and that it could have a yet greater impact on our enrollment of academically-talented students. However, we are at capacity given current staffing and are now focused on initiatives to diversify enrolled Honors students and to ensure that the program provides value for all its students. Under the leadership of a new director, the program has made progress in both initiatives as both the diversity of enrolled Honors students and their retention in the program has increased.

Objective 1.b: Students successfully negotiate the academic and personal opportunities and challenges of their first year.

In the 1980s, Western’s historically high first-year retention rate fell from 85% to 80%. In response, teams of faculty and staff met to analyze the decline and to design programs to increase first to second year retention. Several successful programs, including Student Outreach Services (SOS), described in 2.D.10, which provides comprehensive advising and student support services to first-generation, multicultural and non-traditional students, arose out of these efforts and Western’s first-year retention rate returned to 85%. (See Student Outreach Services.)

Early in this accreditation cycle, Western’s first-year retention once again declined from 85%, where it had held study for many years—this time to 82%. Following the successful team approach we took to this problem in the 1980s, we once again convened strategic groups of faculty and staff to address this issue. In order to create services and programs coordinated across the divisions of the University, we began this work with a strategic planning committee of more than 20 faculty, staff, students and administrators charged to develop a first-year mission to guide institutional improvement efforts in
first-year programming. This work successfully led to the generation of the following mission and outcomes:

“The first year at Western is a time of significant intellectual and personal development in which students actively engage in rigorous coursework. The entire Western community—faculty, administrators, staff and students—is committed to helping students:

• Understand the intellectual, moral, civic and personal purposes of their liberal arts education;
• Negotiate successfully the academic and personal opportunities and challenges of their first year; and
• Connect to Western faculty and the larger campus community.”

Following approval of this mission and goals, the First-Year Experience (FYE) Advisory Committee was established to coordinate and assess initiatives to fulfill the first year mission. The Vice Provost for undergraduate Education and the Special Assistant to the Vice President for Enrollment and Student Services were appointed as co-chairs of this joint faculty and staff committee. The committee began its work with: 1) a literature review of research and best practices on student retention, 2) a review of all available national and institutional data on retention at Western, and 3) a census of all existing programs and services that impact a student’s first-year experience. Over the course of this accreditation cycle, FYE has played a key role in several University initiatives, including:

• Adoption, design and implementation of the Student Success Collaborative (SSC) advising platform.
• Expansion of the Freshman Interest Group (FIG) program (described in Core Theme 2).
• Development of a model transfer cohort program piloted by the English Department.

Because the directors of so many of our student-services programs serve on FYE together, the committee has facilitated both the coordination of first-year services and the assessment of their outcomes. This has led to program impacts that are greater than they would have been as stand-alone initiatives. For instance, SOS recently expanded its outreach to students, added advisors, strengthened its connection to the Ethnic Student Center and LEADS program and piloted an early fall start program, “Jump Start,” for its participating students. (See LEADS.) However, SOS made these changes in tandem with Academic and Career Advising Services and both programs carried out their outreach efforts via the Student Success Collaborative. This coordinated effort led to a
steady increase in the total number of first and second-year students served. (See Table 14 below.)

Table 14: Students served by Student Outreach Services and Academic Advising

<table>
<thead>
<tr>
<th>AY</th>
<th>Student Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>7935</td>
</tr>
<tr>
<td>2014-15</td>
<td>6587</td>
</tr>
<tr>
<td>2013-14</td>
<td>5683</td>
</tr>
<tr>
<td>2012-13</td>
<td>4785</td>
</tr>
</tbody>
</table>

Objective 1.c: Students’ progress toward graduation in a timely manner

Expanding Student Access does not stop at admissions, or even at the student support services and the majors we provide. For college to be accessible, it also has to be affordable for students. To this end, staff and faculty at Western work hard to ensure our students have access to all federal and state financial aid they are eligible for. We also advocate in our state legislature for expansion of state need grants and are proud that, according to the National Association of State Student Grant and Aid Programs 45th Annual Survey Report on State Sponsored financial aid, Washington ranks first in the nation in need-based aid per undergraduate student. We also work to keep costs down on our campus. Western is nationally recognized as successful in this regard as we have consistently been named one of the 100 Best Values in Public Colleges for 2016. Indeed, the total average cost of a Western education has been relatively flat for the last decade. However, because state support has declined, the percentage of that cost paid by students has risen. (See Figure 7.)

Figure 7

We track several metrics relative to our goal of holding down the cost of an education, including our students’ average costs, debt load, salaries after graduation, and loan repayment rates. Western’s institutional performance is comparably favorable on all these metrics. According to the Federal College Scorecard, for instance, the average annual cost of attending Western is almost exactly at the national average, but starting salaries of our students, our graduation rates, and the percentage of our students who are paying down their loans are all well above average. (See College Scorecard.)

Nevertheless, if simply because state support for higher education has fallen so drastically for our students, we know that access has been compromised by the rising cost of tuition, fees and housing. Consequently, we have looked at what else we can do to hold down the cost of an education and, in this way, to expand education access. In this effort, we have found one factor where we believe additional improvements can be made: our time to degree. Our recognition of time-to-degree as an area in need of improvement was informed by campus discussion of our October, 2015, Mission and Core Theme Fulfillment Status Report. While our success relative to our indicators of mission and core theme performance occasioned a sense of accomplishment in many arenas, we paused to analyze why we had lost ground with respect to Core Theme Indicator 2 of Core Theme Objective 1c (“Students progress toward graduation in a timely manner”): our four-year graduation rate. Western’s 4-year graduation rate, which has hovered at 39% for some time, dropped to 38% in 2015. While this is significantly better than the 32.2% average of our peers, it nevertheless fell short of our goal and, in fact, marked a decline in achievement. After analyzing all indicators of achievement for Objective 1c, the AAAC issued this performance summary analysis and recommendation:

“Western’s professional training schools include programs in education, accounting, and other fields, which require five years of instruction. These lengthen our average time to degree in ways that are not true for universities in which programs, such as teacher certification, are only offered at the post-bac level. However, intentional efforts in many departments have recently lowered time-to-degree for transfers and native freshmen; the practices which have led to these improvements should be shared so that continued improvement can be achieved, relative to these indicators.”

Working jointly, Enrollment & Student Services (ESS) and Academic Affairs (AA) moved quickly to act on this recommendation. For instance, following three years of a proactive Student Success Collaborative (SSC) advising outreach campaign to pre-major students in the College of Business and Economics, the average time-to-degree in that college fell from 4.5 to 4.2 years. This result, and information on the advising outreach used to achieve it, was shared among the SSC leadership team and, more importantly, with all advisors in both divisions.
In addition, our Office of Institutional Research conducted both a research review and an evaluation of credit accumulation at Western and found the following:

- As consistently reported in our Senior Exit Surveys, most students report that it took “as long as [they] expected” to graduate from Western. That is, most of our students expect to take more than four years. (See WELS Exit Survey, November, 2015.)

- Analyzing this result, we concluded that we needed to work to change student expectations and to encourage more students to seek to graduate in four years. Other key findings from the senior exit surveys include student reports that delays in graduation were caused by confusion over what classes to take, delays in major declaration, and changing majors.

- When tracking credit loads, we saw that, while our students have been taking lighter and lighter loads—particularly in the freshman year—full loads correlate with higher GPA’s for nearly all our students.

- Following discussions with advisors who assist freshmen in making their schedules, we learned that Western’s odd assortment of 3-, 4- and 5-credit General Education classes makes it difficult for many students to achieve a full-load as they often have to choose between a 13 credit load or an 18 credit load.

Acting on analysis of these results in our First Year Experience (FYE) advisory group, and our SSC Value Leader Team, we initiated a campus-wide plan to encourage students to take full loads. Implementation included the following elements:

- We created more 2-credit course offerings for first-year students. This effort, coordinated with our General Education improvement initiative to get more writing into the curriculum, expanded the availability of FIG seminars, of our 2-credit edition class (Journalism 106), and included a pilot of a new 2-credit creative writing class (English 110).

- We sustained and expanded our “105-Credit Hold” advising initiative in which all students who reach 105 credits without declaring a major have a hold on their registration until they meet with an advisor.

- We added communication to parents about milestones and expectations for four-year graduation in our “Tips for Parents” session of our Summerstart orientation and shared the Praxis research on full course loads with all Summerstart advisors.

- We published an issue of Praxis, a “Theory to practice” publication of the Office of the Vice Provost for Undergraduate Education, summarizing our data analysis concerning credit loads, and distributed it to all faculty and staff. This was done to inform faculty and staff of the benefits of full loads and to give them
information to communicate to students about these benefits (See 15-to-Finish Praxis.). This issue of Praxis included the following summary:

15-TO-FINISH: A DISCUSSION ABOUT CREDIT LOAD

Everybody knows that if a student takes 15 credits per quarter they have a great chance of graduating in 4 years. But did you know that both national and local studies indicate that:

• Regardless of a student’s preparedness for college (their high school GPA and SAT score rankings), taking at least 15 credits in their first quarter was associated better GPAs than taking less than 15 credits.

• Students who attempted 15 or more credits were more likely to be retained to their sophomore year than students who attempted fewer than 15 credits.

• Students who attempted on average 15 or more credits per quarter during their first year were more likely to graduate within 4 years or less than students who attempted less than 15 credits per quarter.

• Minority, first generation and Pell Grant-eligible students who averaged 15 credits or more in their first academic year have a higher first-year GPA, and are also more likely to graduate in 4 years or less than those who averaged less than 15 credits.

• Taking a full load can lower the cost of tuition by 25%, since credits between 12 and 18 are free.

The takeaway? Western students, regardless of academic preparation, typically do better with full schedules.∗

Want the full story? You’ll find it in this issue of Praxis.

Results are provisionally very positive, with credit-enrollment for new students rising significantly after several years of declines. (See Figure 8 on the next page.)

While pleased with the success of this initiative for first-year students, we recognize that credit loads for our students are still not sufficient to enable the average student to graduate in four-years. Consequently, Enrollment and Student Services is launching a larger, more coordinated initiative entitled “15 Will Get You There.” Building on the successful steps described above, this initiative will include more comprehensive outreach to students, a change in the language we use to describe “full schedules,” and wider outreach and advising campaigns designed to change student expectations and
behaviors concerning credit load. We believe this should help more students graduate in a “timely” fashion and, in this way, to lower the cost of a Western degree, thereby helping us to serve our state by “Expanding Student Access.”

**Figure 8**
Core Theme 2: Foster Student Success

Western strategically assesses the academic and co-curricular needs of our students, designs programs and services to foster student success, assesses the results, and uses the results in continuous improvement processes that lead to core theme fulfillment. As demonstrated in the annual assessment and improvement reports archived at our SLO website, and the assessment activities of each of our divisions, this cycle of needs assessment, planning, implementation and program assessment and improvement occurs at all levels of the university. For the sake of brevity, we provide three representative examples of these efforts below:

• Recent and strategic Enrollment and Student Services (ESS) efforts to foster student success through improvements in advising and student services.
• Academic Affairs (AA) efforts to improve student success through our Freshman Interest Group (FIG) program.
• Joint AA/ESS efforts to encourage students to take a full credit load.

We follow these examples, which broadly concern student success, with a description of programs and services specific to each of our objectives for Core Theme 2.

Representative examples of programs and services addressing Core Theme 2

Fostering Student Success Through Student Services

Western has aggressively worked to provide more access to essential student services for our students, to increase the effectiveness of those services, to assess their impact, and to use the results of the assessments to inform improvements. Aligning our resource allocation and strategic planning efforts with this core theme and these efforts, our state funding proposals have consistently prioritized requests for additional academic advisors and for funding to expand our tutoring and mental health services.

We have also prioritized such requests in our internal allocations, adding 3.5 additional academic advisors through our Emergent Needs funding processes. We designated an advisor to be assigned to our Ethnic Student Center to make advising more visible and easier to access there, and restructured the work and training of our Resident Advisors so that they may serve an academic advising function in our residence hall. In the last few years, each RA has had a discussion about academic progress with every resident in their facility fall term.

These efforts follow best-practice recommendations in the field of student services and our own assessments. For example, following relocation of the Tutoring Center (TC) to the Library Learning Commons to increase student access, and an increase in the number of peer-tutors employed by TC, visits and use of the TC increased rapidly. To
assess the impact of this expansion upon student success, we compared the freshman-sophomore retention of students who did and did not use the TC. As noted in the illustration below, we found that use of the TC correlated positively with retention, particularly for students of color, and Pell-eligible students. (See Figure 9.)

**Figure 9**

![Bar chart showing year-1 retention: TC users v. non-users for different cohorts](chart.png)

Curious as to the impact of the TC on students with varying degrees of academic preparation, we also compared TC participants and non-participants at each band of Academic Index. (As a point of reference, the mean level of academic preparation at Western is approximately 52). This analysis demonstrated a particularly large impact for students with average to below average academic preparation. (See Figure 10.)
With the relocation, more group tutoring sessions and increased hours of operation were implemented. We also communicated the results of these assessments to advisors, to Resident Assistants in our residence halls, and to faculty teaching in our first-year academic programs, so that more students might be encouraged to use the TC more frequently. Nevertheless, and despite the changes described above, demand for TC services frequently exceeds the number of tutors we can provide. Consequently, and as previously noted in the executive introduction to Core Theme Planning, Assessment, and Improvement section of this self-study, we have requested further expansions of TC services and in our current operating budget request to our governor and legislature.

This tight alignment between the assessment of services and programs associated with Core Theme 2 and staffing and resource allocations associated with those programs occurs across divisions of the University. For example, following the publication of the objectives of Core Theme 2, the Center for Service-Learning (CSL) explored how its services could be better marshalled to impact freshman-to-sophomore retention. Aware of evidence-based best practice demonstrations that service learning, while a “High Impact Educational Practice,” is frequently unavailable for low-income students, the CSL created and piloted a “Service Leaders” program for new, Pell-eligible students. (See LEAP Article.) Led by a Vista volunteer and designed to provide a holistic combination of advising opportunities, leadership training, a learning community and increased access to campus resources for eligible first-year students, the program engaged new students in our campus and community through opportunities to design, lead and participate in service-learning activities. In the first two years of its pilot, Service Leader participants included 46 first-year students and 7 second-year mentors who participated in 45 cohort workshops and 17 group volunteer events. During that time, participating students partnered with 28 different community organizations,
formed 16 longer-term partnerships with community agencies, and contributed 758 hours of volunteer service.

Funded by a pilot grant from our Enrollment Fee, the program was evaluated following its second year. Assessment results demonstrated that the Service Leaders program correlated positively with student retention and achievement. Of the 26 Pell-eligible participants in the 2013-2014 cohort, for instance, 23 remained enrolled at Western for a first-year to third-year retention rate of 87%. To sustain this success, and bring the benefits and opportunities of Service Leaders to more students, the program’s funding was sustained and expanded to include support for a staff member to lead it. In the first year of programming following this expansion, Service Leader participants created a service-learning program to support and mentor juvenile offenders in Bellingham’s Teen Court with the goal of reducing recidivism among teenager offenders. (See Students Serving Washington.) This program, which has the dual advantage of helping us to fulfill the objectives of Core Theme 3 (Strengthen Communities Beyond the Campus), was awarded an $10,000.00 Social Entrepreneur award from Campus Compact.

Importantly, in addition to expanding the number of student-service personnel and funding for programs demonstrated to increase student success, we have also transformed the way we deliver many student services. In particular, we have radically transformed advising—especially for historically underserved students and students in their first two years. Whereas advising services are traditionally provided by advisors who passively wait in their offices for students to show up, our advisors now proactively identify the students most in need of assistance and assertively reach out to them—ideally before difficulties occur. This has allowed us to rapidly expand access to evidence-based interventions, such as the services of our tutoring center, to provide services to more students, and to intentionally provide services where they can do the most good. This expansion is intentionally designed, coordinated, robustly assessed, and continuously improved. We organize this work in specific “campaigns” so that more of our student support experts are “rowing together” and so that student service providers can share what they have learned from their activities and assessments. For instance, the following figure documents the results of five coordinated “campaigns” of our Student Outreach Services (SOS) program, which serves non-traditional and historically underserved students on our campus. (See Figure 11 below.)
Case study demonstrations of the impact of these campaigns in the lives of individual students include the following:

- Student John Doe 1 was contacted last spring as part of an Academic Advising campaign to outreach to high GPA freshmen, a population at risk of transferring to a more select institution. He accepted the advising invitation and had a substantial meeting with an academic advisor. In this meeting he shared his goal to double major in English and linguistics while minoring in French and taking a term to study abroad. Together with the advisor, he built a recommended course of study to speed his progress through the GURs and to achieve these goals within four years. The student was retained and remains on track to fulfill these goals.

- Student Jane Doe 1 was contacted as part of an Academic Advising campaign to outreach to undeclared students with 90-104 credits. Prior to the appointment, she had completed only 48% of attempted credits over the three previous quarters. Speaking with the advisor, she declared her goal to be admitted to the College of Business and Economics and expressed confusion regarding requirements. The advisor clarified the admission requirements and helped the
student establish a course of study and intermediate goals she would need to accomplish to get on path to be admitted to CBE. In the seven terms since this initial visit she has completed 100% of attempted credits and has had follow-up visits with both Academic Advising and the pre-major advisor in CBE.

- Jane Doe 2 was also contacted as part of Academic Advising’s campaign to outreach to high-credit undeclared students. With guidance from her advisor, she successfully declared her major in that quarter and raised her cumulative GPA from 2.41 to 3.11 over the subsequent 7 terms. She remains on track to graduate.

A useful summary of student support initiatives is provided in the 8-22-13 Retention Strategies for the At-risk Student update to the board of Trustees. (See on-line appendix: Retention Strategies.) Other illustrations of our advising and student service "campaigns” can be found in the “Campaign Results” document. (See on-line appendix: Campaign Results.)

In addition, we have undertaken a robust array of faculty and staff development initiatives to increase access and achievement of underrepresented students and to create a more inclusive campus. Examples of these initiatives can be found in the faculty development delivered through our NSF funded C-Core initiative, which has now involved more than 100 faculty. (See C-Core and scroll down.) In part a response to the tendency of introductory science classes to get broader and shallower as the content of the sciences expands, the C-Core initiative has helped our science departments to redesign curricula to focus on core concepts, higher order thinking, and deep processing and practice in understanding and applying the concepts most directly associated with program and course student learning outcomes. In this way, C-Core—together with related faculty development efforts in our annual “Showcase” of instructional innovation (see CII Showcase), has helped us to achieve our objective that “Students are able to acquire, construct, and apply complex knowledge and theories.” (Core Theme 2, Objective 2a.)

**Fostering Student Success Through Our Freshman Interest Group (FIG) Program**

At Western, as at most universities, more students stop out between the first and second year than at any other time in a college career. Consequently, our academic efforts to foster student success focus particularly closely on improving student engagement and achievement in the first year. To this end, we have piloted, offered and assessed a variety of Academic First-Year programs, including First Year Experience seminars, General Education “Strands,” our Distinguished Scholar programs, and Viking Launch, our fall early start program for new students. The largest such program is our Freshman Interest Group program (FIG), which provides recommended clusters of three thematically-connected courses that groups of 25 students take together as a cohort. The cluster includes two large general education courses and a small 25-person seminar. The
seminar provides integrated, college-success activities and a small, discussion-based format in which the cluster theme or essential question can be explored in an inquiry-based fashion.

FIG cluster example: our Global Citizenship FIG links “Introduction to International Studies” and “Human Geography” to a small seminar where students explore the question, “What can we do, and what must we know, to live responsibly in a global world?”

In contrast to similar programs at the University of Oregon and University of Washington, Western’s FIG seminars are academic in nature and conclude with a formal paper or presentation.

Our rates of student retention and achievement correlate positively with academic preparation, which we estimate with an “academic index” (AI) that combines high school GPA with SAT scores. Students with an AI of 70 are retained to their second year at rates that approach 90% while students with an AI of 40 return as sophomores at rates that approach 75%. Consequently, we can assess the impact of an intervention like FIGs by analyzing the extent to which participants are retained at rates above or below the rate predicted by their academic preparation.

Of course, rates of retention correlate with other factors that impact retention. For instance, non-resident students are less likely to be retained at Western than Washington State residents, and non-resident students are over-represented within the FIG program. Because of this and other factors, we would expect FIG participants to have slightly lower than average rates of retention.

However, over the last 10 years, rates of first to second-year retention for students who participate in the FIG program have been consistently higher than average, as well as higher than expected. As noted in the chart below, the retention “bump” for FIG participants holds for every band of academic preparation.

Indeed, compared to non-participants, FIG participants now:

• earn higher fall grades,
• fail fewer fall courses,
• earn more fall credits,
• report more satisfaction with Western, and
• are more likely to be retained to their sophomore year.

(See Figure 12 below.)
Following an evidence-based model, we have directed both state and self-support resources to rapidly expand the FIG program so that more students can share in its benefits. Whereas in 2009 220 students participated in the program, this fall more than 550 new students are enrolled in FIG clusters.

Importantly, we have also expanded collaborations between FIGs and Enrollment and Student Services so that the student experience of their course work and our student services is more seamless. We are particularly excited about new FIG clusters that Student Outreach Services and the Ethnic Student Center have designed for participants in their programs. We hope that these collaborations can help correct for one performance puzzle—which is why FIGs do not seem to help historically marginalized students in the lowest bands of academic preparation. This is illustrated in the following chart, which compares rates of retention for FIG and non-FIG participants who were eligible for Pell-grants over the last decade. Once again, the table separates students into bands of academic preparation. As a point of reference, the average AI at Western is about 52.

(See Figure 13 below.)
As illustrated in this figure, FIG participation is positively correlated with a significant increase in rates of retention for nearly all Pell-eligible students. However, over the last decade, the program did not seem to help students in the very the lowest band of academic preparation. This pattern also held for students of color.

Admittedly, Western does not enroll many students with an Academic Index less than 30. However, by combining 10 years of data, we know that this finding is statistically significant. More importantly, we want to make sure that FIGs serve all our students and that we continue to assess the program’s impact and to make evidence-based improvements. To this end, FIG performance data is shared with all FIG faculty each fall in a participant retreat so that faculty who participate in the program can meet to analyze assessment findings, to discuss program improvements and to share best practices. These retreats include workshops and faculty development on topics requested by faculty, such as best practices in serving first-generation students and students with disability accommodations. Equally as important, these collective analyses and discussions, informed by the assessment results described above, have led to new pilot program improvements and curricular changes, such as the new FIGs offered by Student Outreach Services and the Ethnic Student Center. We look forward to assessing the impact of these FIGs on low-income students in the AI < 30 band to see if these innovations improve outcomes for them.
Programs and Services Addressing Specific Objectives of Core Theme 2

Objective 2a: Students are able to acquire, construct, and apply complex knowledge and theories.

Our objectives for Core Theme 2 include attention to our students’ potential to be lifelong learners and, as we state in Objective 2a, to “acquire, construct, and apply complex knowledge and theories.” As noted in the Mission Fulfillment, Adaptation, and Sustainability section of this self-study report, we track a number of indicators of achievement associated with the acquisition of complex knowledge. In addition to the metrics described there, we look closely at the NSSE questions concerning academic challenge. These sections of the NSSE engagement survey ask questions pertaining to activities that correlate with what NSSE calls “Higher-Order Thinking,” “Reflective and Integrative Learning,” “Learning Strategies” and “Quantitative Reasoning.” We are very pleased that our seniors report that they engage more frequently in activities associated with all these components of academic challenge than do seniors at other Masters-granting institutions, or in the peer cohort established for us by our Board of Trustees. We find similar results in our own senior exit surveys, with graduating students reporting that they spend much more time in activities related to synthesizing information, analyzing information, making judgements, and applying theories or concepts to practical problems or new situations. This is an area of sustained excellence for us, with graduating students reporting almost the exact proportion of such activities in both 2010 and 2015. The 2015 data is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td>893</td>
<td>20%</td>
<td>41%</td>
<td>25%</td>
<td>14%</td>
</tr>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>891</td>
<td>2%</td>
<td>17%</td>
<td>46%</td>
<td>35%</td>
</tr>
<tr>
<td>Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</td>
<td>889</td>
<td>2%</td>
<td>17%</td>
<td>46%</td>
<td>34%</td>
</tr>
<tr>
<td>Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
<td>889</td>
<td>6%</td>
<td>26%</td>
<td>40%</td>
<td>28%</td>
</tr>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
<td>890</td>
<td>3%</td>
<td>19%</td>
<td>43%</td>
<td>34%</td>
</tr>
</tbody>
</table>

In contrast, we have been disappointed to note that our freshmen report less academic challenge in the area of “Higher-Order Thinking” than do first-year students at other Masters-granting institutions. The NSSE assesses this by asking students how often their courses require them to “Apply facts, theories, or methods to practical problems or new situations.”

This NSSE result, and the goals we set for ourselves with Core Theme 2, are associated with key improvement efforts on our campus. For instance, the NSSE results, together with data from our WELS exit surveys, have helped to inform our current GUR improvement initiative. They have also helped inform faculty development initiatives, including our Change at the Core (C-Core) student-centered teaching initiative, and our Innovative Teaching Showcase.

C-Core is an NSF-funded institutional transformation project designed to improve student achievement in STEM courses through evidence-based teaching and learning practices. Informed by empirical research in neuroscience and science education, and related initiatives at other universities, such as the Carl Wieman Science Education Initiative at the University of British Columbia, C-Core provides lengthy summer workshops and year-long communities of support for STEM faculty committed to improving student achievement, and creating more equity in science learning outcomes among diverse students. (See UBC Science Ed.) To date more than 100 STEM faculty at Western have participated in this initiative, which includes transformative approaches to helping students to more effectively “acquire, construct, and apply complex knowledge and theories” through the following approaches:

• Redesigning curricula to focus instructional time and activities on the student learning outcomes most central to the field of study.

• Integrating formative assessment procedures within daily instruction to measure what students have learned so that instruction can be targeted to student needs.

• Employing evidence-based teaching methods focused on “Engaged Pedagogies” and student-centered methods that are purposeful, meaningful, respectful of diverse talents, focused on the key SLO’s, and characteristic of deeper processing or the construction and application of more complex levels of understanding the content associated with the key SLO’s. (See Engaged Pedagogies.)

In addition to the 100 STEM faculty who actively participate in C-Core, cohorts of 12-15 new faculty have been funded to participate in 3-day student-centered teaching workshops, provided by C-Core faculty, as part of their orientation to Western in each of the last three years. C-Core participants have also presented to campus as part of larger faculty development efforts, and have been showcased in our Innovative Teaching Showcase, an online publication created by our Center for Instructional Innovation and Assessment (CIIA) to highlight and share exceptional teaching practices by Western
faculty. Together with the many CIIA resources on effective teaching, the CIIA showcases are nationally-recognized resources on effective teaching that can receive more than 30,000 web-site visits a year from practitioners from across the country and globe. Many of the recent showcase themes have focused on instructional methods that help faculty better assist students in acquiring, constructing and applying complex knowledge and theories. These include this year’s theme, Teaching Critical Thinking, and many past themes, including the following:

- Inquiry-Based Learning.
- Infusing Multicultural Perspectives into the Curriculum.
- Blended Learning.

While we look forward to evaluating findings from the NSSE our students took this fall, internally we have some evidence that these efforts have begun to generate better performance relative to Objective 2a. In our WELS “Follow-Up” surveys, given to sophomores, students report slightly more satisfaction with Western’s contribution to development of their ability to “Identify and analyze complex problems,” and to “Critically analyze information.” However, this is an area in which we seek further improvement. To this end, we plan to apply for additional funding to extend the C-Core initiative to more faculty across campus, and at other universities, and are now working to plan improvements to our general education program.

We have been similarly intentional regarding Objective 2b: “Students are adequately prepared to succeed in their chosen fields.” In addition to the indicators of Core Theme Fulfillment we follow to assess progress relative to this objective, our departments and programs track several related measures and use this information in their continuous improvement efforts. For example, our Senior Exit Surveys ask graduating students regarding the relevance of major coursework to future plans, about whether they have a job lined up after graduation, about the number of job offers they have received, whether the job is in their major field, about the percentage of graduates who have been admitted to a graduate program, and so on. (See WELS Exit Surveys.)

Departments use the information in a variety of ways related to Objective 2b. For instance, in 2009 and 2010, the English Department noted that their graduates reported slightly less satisfaction with the “relevance of major coursework to future plans” than did graduate of other majors in their college. Informed by this data, they placed statements on their homepage regarding the relevance of English to careers, placed a link regarding the relevance of English study to careers on their advising site, and provided annual panel presentations in which recent graduates working in a variety of fields returned to campus to discuss the relevance of their English major to the work they currently do. In response, the satisfaction of graduates with this measure rose to just above the college average. (See Careers in English.)
Objective 2b: Students are adequately prepared to succeed in their chosen fields.

We have also pursued improvements relative to Objective 2b through our Career Service Center. (See Career Service Center.) While the center has always provided useful resources for students, several recent enhancements have strengthened its services, relevant to Objective 2b. These include the following:

- Students can now set up automatic email alerts of emerging career and internship opportunities matched to their skill set and education, upload resumes and cover letters, apply for positions, schedule on-campus interviews through Viking Careerlink, an online database available to students, alumni and employers. (See Viking Careerlink.)

- The Career Service Center has partnered with our Alumni programs to create “Ask!,” a network that connects WWU students to alumni in a variety of careers for mentoring and networking. Students use the network to contact alumni working in fields and locations they would like to work in so that they can request mentorship, advice and other services. (See Ask.)

- “First Job Negotiations” workshops were provided by a panel of local HR managers to present information on how to negotiate salaries and understand benefits. These workshops are targeted to women (to address the wage gap) but open to everyone.

- In the new STEM section in our Winter Career Fairs we highlight career and internship opportunities for STEM majors.

- New access to national benchmarking data from the National Association of Colleges and Employers (NACE) informs students of hiring trends and skills employers are looking for. (See NACE.)

Objective 2c: Students apply their classroom learning to co-curricular, employment, and residential experiences.

In addition to the NSSE and CampusLab Survey questions we track in our indicators of achievement for this objective, we closely monitor the percentage of graduating seniors who express satisfaction with “Department internship and service learning opportunities.” Because satisfaction on this metric has declined slightly over the 7 years of this accreditation cycle, we have stepped up the relevant training and support we offer to faculty—particularly with respect to training and supporting faculty in incorporating service learning into their classes. This initiative, which has rapidly expanded the number of our faculty who participate in service learning, is described in the following section, regarding Core Theme 3.
Core Theme 3: Strengthen Communities Beyond the Campus

Western’s commitment to “strengthen communities beyond its campus” follows directly from the mission directive to “…develop…the well-being of communities.” In fact, elements of Core Theme 3 are echoed throughout our institutional Vision, Values, Strategic Goals, as well as our student learning outcomes. Three of Western’s eleven general education student learning outcomes declare a manifest component of community service and engagement, summarized as:

- contributing to a diverse society,
- understanding diverse values and beliefs, and
- understanding interactions among the individual, society, and the environment.

Similarly, Western’s commitment to community service can be found in nearly all its marketing materials, from print to web, and at every level, university overall to program. Correspondingly, our first “Aspirational” indicator of mission fulfillment is to document a million annual hours of community service and engagement among faculty, students and staff. As noted in our Mission and Core Theme Fulfillment Report, and up ahead in Standards 5.A and 5.B of this self-study, we are very pleased to report that we can confidently say that we have achieved this ambitious outcome. We are also pleased to report continued achievement relative to the 10 indicators of achievement we track for the 3 objectives of the Core Theme.

We are very proud that these indicators of mission and core theme fulfillment, together with sustained national recognition for our community engagement and service activities, provide evidence of our effectiveness in this area. Additional demonstrations of Western’s commitment to strengthening communities beyond its campus include the following:

- Over half of all seniors report participation in community service while attending Western.
- Western has ranked #1 among mid-sized universities generating Peace Corps volunteers for three straight years. (See Peace Corps.)
- In the fall, 2015, Western launched the Salish Sea Studies Institute, an effort to directly bring people from regional institutions together to address regional issues. (See Salish Sea launch, and Salish Sea web site.)
- As a way to advance Western’s institutional goal of applying its academic expertise to strengthen communities beyond the campus, the city of Edmonds, Washington, has partnered with Western and the Association of Washington
Cities to focus student energy and ideas on a variety of city issues and challenges oriented toward sustainability. (See Sustainable Cities FAQ, and Sustainable Cities Partnership.)

- Among other programs offered at Western’s Poulsbo location is the SEA Discovery Center, a hands-on, open-to-the-public facility where science, education and an aquarium are combined to promote lifelong learning and appreciation for the local marine environment. (See SEA Discovery.)

- In the fall, 2015, the Western City Center opened in downtown Bellingham. Among other programs located there is Western’s Front Door to Discovery, designed to stimulate community and economic development and greater social awareness, and enhance the spirit of entrepreneurship and innovation through the connection of people and community resources. (See Front Door to Discovery.)

- Western consistently has the highest participation rate in Washington’s Combined Fund Drive. (See Combined Fund.)

- Western was awarded the Carnegie Classification for Civic Engagement. (See Carnegie Community Engagement.)

- Western is the only public university on the West Coast to have been named to the President’s Honor Roll for Community Service “With Distinction” every year since 2010. (See Honor Roll.)

- Western was selected to join the Ashoka U Changemaker Campus consortium, which now stretches across 29 campuses in five countries and provides students and faculty alike with interdisciplinary, entrepreneurial and solution-oriented skills to succeed and make a positive difference in the world. (See Ashoka U.)

While these achievements reflect our value and culture, they do not arise naturally or accidentally. Instead, they are the result of deliberate planning, of resource allocations aligned with our mission and core themes, of the successful implementation of impactful programs and services, and of continuous improvement efforts informed by assessment results. This is demonstrated in the following brief summaries of initiatives associated our objectives for Core Theme 3. This is demonstrated in the following evidence, summarizing services and programs pertaining to Objective 3a and, in a combined fashion, Objectives 3b and 3c.
Programs and Services Addressing Specific Objectives of Core Theme 3

Objective 3a: Students develop respect for and integrate diverse perspectives of others.

Our programs and services relevant to Objective 3a are informed by a variety of useful and appropriately defined data. These include:

- our most recent NSSE results, indicating that our graduating seniors don’t report as many encounters or discussions with people from a race, ethnicity or economic background different from their own as do students at comparable state universities,
- our own climate surveys, including The Experiences of Faculty of Color at Western Washington University, and
- recent instances of racial intolerance among our students.

Informed by our indicators of achievement for Core Theme 1 and this data, we have identified diversity and inclusion as an area in which improvement is needed on our campus. Consequently, planning and implementation of programs to create a more diverse and inclusive climate, and to expand educational opportunities for a more diverse student body has been a priority for us. Evidence documenting this includes the following recent programs and initiatives:

- A President’s Taskforce on Equity, Inclusion and Diversity has been charged to rigorously review campus climate, recruitment and retention practices, curriculum, and community outreach efforts in order to develop a comprehensive strategic plan to increase equity and inclusion and to better allow Western to embrace and reflect a truly diverse society. (See EID Taskforce.). The work of the taskforce is informed by a wide-array of well-defined data, including data from campus climate surveys conducted at Western, including The Experiences of Faculty of Color at Western Washington University.
- Our Campus Equity and Inclusion Training Series, a university-wide development initiative to help faculty and staff better understand and thoughtfully engage with the experiences and identities of all community members. In 2015 more than 300 participants registered for these workshops, which are offered by Western faculty and staff in four broad areas: cultural awareness of self; experiences of others; critical conversations in the workplace, and “a call to action.” Each workshop is assessed by participants each time it is offered so that results can be shared with the facilitator in the interest of continual improvement.
In order to intentionally contribute to efforts to make our campus more diverse and inclusive, Western Reads selected Ta-Nehisi Coates’ Between the World and Me as the first-year reading text. More than 3,600 new students were provided a copy of the book and provided opportunities to attend a variety of events and discussions associated with the book, including panel presentations, guest speakers, and a film series. Complete details on the book, event descriptions, and resources for facilitating discussion and courageous conversations concerning the book are available on the Western Reads website. (See Western Reads.)

Karen Dade, a nationally-recognized expert in multi-cultural education, was appointed as a Presidential Leadership Fellow. (See Leadership Fellow.).

A work group has been formed to better coordinate efforts in sexual violence prevention and response across campus and to ensure compliance with federal and state laws and regulations, including the Violence Against Women’s Act. This work group has initiated new sexual violence prevention training for all new students and employees and is currently working to develop further ongoing educational awareness on our campus concerning sexual violence prevention and response.

A Bias Education and Response Team (BERT) workgroup has been formed to develop protocols and procedures to improve emergency response to incidents of bias. In coordination with the Campus Equity and Inclusion Training Series, this team is developing proactive bias education and prevention trainings to be offered to faculty and staff across campus.

A Taskforce on Preventing and Responding to Anti-Semitism is currently working to recommend ways to educate the campus community about anti-Semitic actions targeting Jewish member of our community, and how to prevent and respond to anti-Semitism.

A Native American Outreach initiative is underway to improve the campus climate for current and prospective Native American Students. This initiative has included Government-to-Government training from the Governor’s Office of Indian Affairs (see Training), planning for a new Tribal Relations Liaison position, and exploratory discussions about construction of a Native American Long House.

The General Education Task Force recommended improvements and inclusion components of our general education program; these recommended improvements are currently being discussed by our Academic Coordinating Commission. (See Gen ED Taskforce Report.)
• At the request of students, a new interdisciplinary Education and Social Justice minor was created to provide additional opportunities for students to study the systems and mechanisms of social and economic stratification, and forms and processes of resistance and empowerment. (See Education & Social Justice.)

Additional programs and initiatives related to diversity and inclusion can be found in our 2014 Diversity Handbook, which showcases 356 separate efforts to create a more diverse and inclusive campus. (See Diversity Handbook.) Also, information on these and other initiatives can be found at our Diversity at Western website, and in communications from our president, Sabah Randhawa. (See Diversity at Western, and Presidential Communications.)

Objective 3b: Students contribute to positive change as citizens in diverse communities.

Objective 3c: The Western community contributes to positive change in communities beyond the campus.

In a few instances, our students help to strengthen communities beyond the campus in ways that are distinct from other members of the Western community. For instance, Student clubs, such as the Acts of Kindness club and the Associated Students’ Learning, Environment Action Discover (Lead) program contribute somewhat independently to positive change as citizens in diverse communities. (See Acts of Kindness and LEAD program.) However, in general, the actions of Western’s students are aligned and integrated with those of the larger Western community. Consequently, in the evidence we provide below, we combine documentation demonstrating planning, programs and services relevant to both Objective 3b and Objective 3c of Core Theme 3.

Community Service and Engagement Impact

In keeping with our aspirational indicator of mission fulfillment concerning total annual hours of community service and engagement, we introduce most of the representative examples below with a summary of both the total number of service and engagement hours contributed and the impact of the program upon communities beyond the campus. In this way we provide evidence that planning and data collection pertaining to Core Theme 3 is consistent with our comprehensive plan, guides the selection of programs and services, and is informed by appropriately defined data used to analyze and evaluate accomplishment of the objectives of this core theme. In those instances where service hours are not recorded or are not pertinent, our evidence focuses on the impact of the program on communities beyond our campus.
Institute for Watershed Studies

Student hours = 700
Faculty/Staff hours = 1080
Total hours = 1,780 per year

The Institute for Watershed Studies (IWS) is affiliated with WWU’s Huxley College, facilitating watershed-related research and environmental education projects for faculty and students, both undergraduates and graduates, in Huxley College and the College of Science and Engineering.

IWS research benefits four Northwest Washington Counties: Whatcom County is directly served by Lake Whatcom Project; Skagit, Snohomish and Island Counties are directly served by Small Lakes Monitoring Project. All data generated by IWS projects are available to the public.

For 50 plus years, the IWS has collaborated with city, county and state governments to monitor the water quality of Lake Whatcom, the principle source of drinking water for the county’s population (some 250,000). When pollutants reached critical levels, data supplied by the IWS contributed to the moratorium on development around the lake and helped inform new regulations for lake usage. Currently, the IWS collects lake and stream data to help the City of Bellingham meet the phosphorus loading targets for Lake Whatcom and to track changes in the lake’s water quality to help determine the effectiveness of local lake management policies.

IWS strengthens the Bellingham and Whatcom County community by overseeing the safety of its drinking water and by educating the community regarding the impact of phosphorous contamination, pet feces and other pollutants upon the safety of our source of drinking water.

Institutional support elements that are particularly helpful include a designated lab, highly trained staff, and small but essential operating budget that supports unfunded research. The IWS research is supported by interdisciplinary collaboration between faculty, staff and students with expertise in environmental science, environmental policy and planning, biology, chemistry, computer science, geology, hydrology and journalism.

To ensure accessibility of the IWS data, students, faculty and staff from the Computer Science and Journalism Departments created an online web site with clickable maps showing sampling location, site descriptions, downloadable water quality data, high resolution digital images of freshwater algae in local lakes and streams, and E-books containing non-technical keys to local freshwater algae. (See IWS Map.) These efforts further strengthen the community by encouraging transparency regarding water quality.
monitoring and by facilitating citizen monitoring and involvement in water quality initiatives.

Collaborations between the community and the IWS include the Northwest Lakes Program, which monitors the water quality of approximately 50-60 regional lakes each year, for which water quality monitoring would otherwise be unlikely due to their small size and location in sparsely populated areas. These efforts strengthen the Northwest region by contributing to the health of natural habitats and the water quality of pristine lakes in our national parks and forests.

The IWS also works closely with K-12 schools and the general public, recently helping local high schoolers study nitrates in groundwater and meeting with local lake groups to discuss lake management issues related to the increasing frequency of toxic algae blooms. These efforts strengthen local communities by improving science education, fostering awareness of water contamination processes, and encouraging compliance with water safety measures including pets, run off, lawn fertilizer and other sources of water pollution.

**Compass to Campus**

Student hours = 30,360  
Faculty/Staff hours = 2640  
**Total hours = 33,000 per year**

Compass 2 Campus (C2C) aims to foster university and community academic collaborations that affirm all students as lifelong learners, thus developing empowered students. In April, 2009, the Washington State legislature established C2C as the state’s pilot mentoring initiative.

This innovative model is designed to build awareness of self and society through the development of mentoring skills that encourage underrepresented, often marginalized 5th-12th grade students to graduate from high school and consider post-secondary education. Participating 5th graders begin by visiting WWU’s campus and then receive year-long mentoring/tutoring by trained Western students. New cohorts enter each year. As students progress through middle and high school, C2C mentors follow them, supporting and encouraging their achievement toward graduation and possible post-secondary education.

C2C strengthens communities in in 11 school districts in Whatcom and Skagit Counties through mentoring and empowerment activities in 31 schools in over 350 classrooms, reaching an estimated 10,000 students. Western student mentors provide at least 28-32 hours per quarter to their mentees. The program encourages exploring leadership roles through intentionally-designed service experiences that meet authentic needs in the community. Since C2C’s inception, 5875 Western students have participated, providing
188,000 hours of service. If admitted to Western, the 5th-to-12th graders who participate in C2C are eligible for C2C scholarships.

C2C manifests a clear connection to Western’s commitment to service statement as noted in its mission: the program brings together community partners, and involves participants in active learning. Collaborators include: Whatcom Community College, Bellingham Technical College, Skagit Valley College, Northwest Indian College, and Communities in Schools. Sister programs include, but are not limited to: UW-Green Bay’s Phuture Phoenix, UW-Eau Claire’s Blugold Beginnings, and the newly transported (in 2014) Compass 2 Campus at Central Washington University.

C2C has received a “College Bound Champion Award” by the Washington Student Achievement Council honoring its "extraordinary commitment to students and diligence in promoting the College Bound Scholarship," has received the first Washington Association of School Administrators (WASA) Leadership Award, has presented at the Global Summit on Childhood at the National Mentoring Summit, and has received an expert partner rating for achieving high mentoring standards from Mentoring Works Washington.

**Communications Sciences & Disorders**

**Total hours = 7,600 per year**

Undergraduate and graduate students in speech language pathology contributed community service through internships and clinical practica. They provided direct therapy services to infants, children, and adults with a variety of communication needs including aphasia, language impairment, executive dysfunction, articulation disorder, hearing loss, stuttering, post-concussion syndrome, swallowing and feeding disorders, and autism spectrum disorders. In addition, students supported the family members of individuals with communication disorders.

**Human Resources Faculty & Staff Community Service Survey**

**Total hours = 63,545 hours per year**

This survey was sent to 2326 faculty and staff, including full time and part time, permanent and temporary employees. A total of 706 responses (30%) were received and 509 (72%) of those respondents reported that they volunteered personal time to community service per year. Collectively, these employees performed 36,201 hours of community service which is the equivalent contribution of 71 hours (per year) per full time employee. From this we extrapolated that 72% of faculty and staff at Western volunteer, which means 895 faculty/staff volunteer on average for 71 hours per year each.
Counseling Services (Psychology Department)

Total hours = 579 hours per year

The counseling training clinic in the psychology department provides mental health services for approximately 70 residents of Whatcom & Skagit Counties in 2016. Many of these clients would otherwise be unable to obtain mental health services, due to low income, lack of adequate insurance or lack of qualification for other forms of public assistance. Counseling Services sees a wide range of clients, ranging from children to older adults, with presenting concerns including depression, anxiety, relationship problems, grief, health issues, behavioral problems, anger management, and chronic and acute stress.

Recreation Program

Student hours = 37,000
Faculty/Staff hours = 4320
Total hours = 41,320 per year

Western’s REC Program (REC) prepares students for careers in outdoor, community and therapeutic REC, and ecotourism. Reflecting Western’s mission and values, the philosophy of the program is grounded in principles of social justice and delivered in a cohort curricular structure called the Phase. The program develops REC professionals through a process in which the values and mission that guide our classes are also actively learned through the students’ collective experience in building community with one another through shared and applied experiences.

REC participants include 150 students in the major and four full-time and two part-time faculty members. The program benefits not only the community members served by the REC students’ internships and leadership hours, but also the students themselves.

One example of the benefit to the community is the overnight camp that each year all Phase I students plan and lead. This camp serves over 60 teens and adults with developmental disabilities. The synergy of this activity is that it equally benefits the REC students, who have had little, if any, contact with persons with disabilities.

More evidence of the program’s benefits includes that REC students, prior to beginning their internship, must complete 240 hours of leadership. That equates to on average 10,000 hours of service per year to organizations that serve individuals, families, communities, and the environment in Bellingham and throughout Washington, which include but are not limited to: the YMCA, the Max Higbee Center, the Boys and Girls Club, Arne Hannah Aquatic Center, Whatcom Humane Society, and the Northwest Therapeutic Riding Center. In addition, students complete a 400-hour, ten-week
internship experience. This year’s graduates dedicated over 37,000 hours of service to over 50 organizations around the world, ranging from Bellingham to Nicaragua

Human Services (BA)

**Total hours = 47,000 per AY**

The Human Services program manifests a clear connection to Western’s “Commitment to Service Statement.” The program prepares professionals to work in a variety of settings as case managers, advocates, grant writers, youth workers, volunteer coordinators, or advocacy specialists for victims of child abuse, domestic violence, homelessness, or other social issues. The human services profession promotes improved service delivery systems by addressing not only the quality of direct services, but by also seeking to improve accessibility, accountability, coordination, and collaboration among professionals and agencies to attain the highest quality of life with the least amount of intervention.

Deeply rooted within the communities and surrounding areas where the program is offered, students move beyond the classroom by participating in internships available in hundreds of community-based agencies throughout the Puget Sound region and a number of service-learning activities within the community. The curriculum draws from an interdisciplinary knowledge base and combines theory and practice with professional internship. Students learn direct services theory and techniques as well as problem-solving skills focused on prevention, maintenance, and remediation of problems on individual, group, community, and societal levels.

Service-learning is at the core of the program, with students, faculty and staff actively engaged in service, including an average of 200 students in the major, 11 full time professors and instructors, and 3 staff members. Services range from coordinating food and clothing drives, assisting the elderly in daily functions, mentoring “at-risk” youth and other direct services to leading community organizing, organizational development, and national and international policy leadership.

Evidence of the program’s benefits include these findings from Human Service’s most recent exit survey:

- 89% of graduating seniors indicated that field experience was a valuable part of their learning;
- 73% of graduating seniors felt they were a valuable team member in their internship; and
- 85% of graduating seniors indicated that they believe the program helped them develop as a professional.
Rehabilitation Counseling (MA)

Total hours = 18,000 per AY

It is the mission of the Graduate Program in Rehabilitation Counseling to prepare dedicated and qualified rehabilitation counselors who will partner with individuals with disabilities to enhance their lives, including self-determination, independence, meaningful employment, and full community participation. The program strengthens communities beyond the campus through the impact of students, who work in rehabilitation counseling throughout our region, and through hours its students contribute in volunteer and internship settings, serving to help rehabilitate individuals so that they can lead independent lives and contribute to their communities through employment.

Woodring College of Education Programs

Teacher Certification

Total hours = 200,000 per AY

Principal and Superintendent Certification

Total hours = 20,000 per AY

WCE Service Learning in Courses

Total hours = 6500 per AY

The Teacher and Principal/Superintendent Certification programs of the Woodring College of Education strengthen communities beyond the campus by preparing effective teachers, principals and superintendents who serve those communities as professionals, and who volunteer in local schools as interns. Students in other WCE courses and programs strengthen communities through trained service learning contributions. These contributions include tutoring for ESL students and migrant youth.

College of Humanities and Social Sciences

Total hours = 141,386

Following research-based best-practice demonstrations of service-learning as a “high impact” practice enhances student learning and achievement (e.g. LEAP), the College of Humanities and Social Sciences (CHSS) began to ask faculty members to annually report out their service activities and those of their students. In this way CHSS has been able to both encourage service learning and to track contributions of faculty and departments. This practice, which became a model for the university, has been added to the annual report templates for all colleges.
**Theatre Department**

**Total hours = 11,416**

Western’s College of Fine and Performing Arts (CFPA), together with our art galleries and outdoor sculpture collections, strengthens numerous communities beyond the campus. This may be most obvious in the theatre productions and concert offerings CFPA provides for the Bellingham community, and in the local dance and theatre companies associated with Western. (See Student Productions.) This is also true of the student “ambassadors” who bring the arts into local schools and of the college’s wide variety of youth programs. These include the Everson Immersion Project, community *Christmas Carol* production, MOTley Tour, Summer Youth Theatre Institute, and other Theatre service learning projects (for instance, directing a play at a school, running an after-school theatre project, etc.). (See Ambassadors.)

In addition, Western is nationally renowned for its leadership in the concept of art in the daily, living environment of a community. Through its outdoor sculpture collection, the university has set standards for quality education as well as fostered an atmosphere of risk-taking and discovery. This remarkable collection is open year-round to the public, as are Western’s remarkable grounds (See Outdoor Sculpture Collection.)

**Center for Service-Learning**

Student hours = 84,168  
Faculty/Staff hours = 16,470  
**Total hours = 100,638 per year**

The Center for Service-Learning (CSL) supports meaningful partnerships between Western and community organizations through active learning and engaged teaching. At the beginning of fall quarter, 2016, the staff of CSL included 6 employees, 2 Federal Work Study students, and 4 student employees. CSL advances WWU’s mission to “…develop the potential of learners and the well-being of communities” through:

- Serving as a resource for nonprofit and other community agencies looking to partner with service-learning courses.
- Assisting faculty with course development, generating service-learning projects, leading in-class reflections, and implementing evaluations.
- Placing WWU students in community service activities through service-learning courses, the Service Leader program, and National Days of Service.
- Collaborating with service-learning coordinators from neighboring campuses in Whatcom County and southern British Columbia.
• Strengthening international education at WWU with two nationally-recognized service-learning programs in Kenya and Rwanda.

CSL programs include (but are not limited to):

• **Community Engagement Fellows**, which facilitates the development of effective, sustainable community partnerships that support faculty teaching and research. In 2016-17, we will have over 70 participants, including faculty and staff from Western, Whatcom Community College, and Northwest Indian College, as well as 6 non-profit executive directors and 4 representatives from local city and county government agencies. (See [CE Fellows Reports](#).)

• **Service Leaders**, which serves first-year, Pell grant-eligible students, and facilitates student engagement in the community while building leadership skills to increase persistence to graduation. The 2015-2016 Service Leaders were recently awarded a Washington Campus Compact Students Serving Washington Award to support a project addressing recidivism in Whatcom County.

CSL staff members participate in campus-wide initiatives including:

• Serving on the President’s Equity, Inclusion and Diversity Taskforce which recommends initiatives, policies and procedures that will increase equity and inclusion at WWU. (See [Equity, Inclusion and Diversity](#).)

• Leading the development of the “Campus and Community Engagement” chapter for WWU’s Sustainability Action Plan.

• Serving on the Sustainability Action Committee.

• Supporting efforts to assess and improve new faculty and staff orientation.

The CSL supports projects in K-12 schools, hunger and homelessness, healthy environments, community wellness, arts and culture, aging populations, and more. With assistance from the CSL and other outreach offices, WWU maintains partnerships with over 100 local and regional organizations, and connections with communities around the world.

The CSL seeks continual input from community partners regarding the impacts of service-learning activities. Partners who were surveyed recently indicated that service-learning partnerships positively contributed to capacity-building efforts and their mission to educate future leaders about complex issues. Students provide skills and services, such as marketing, fundraising support and program enrichment, that would otherwise be cost-prohibitive. These community leaders noted additional service-learning benefits, such as providing a pipeline for recruiting long-term volunteers, receiving technology-related support, and improving community connectedness.
The importance of the Center for Service Learning on our campus and in our strategic and Core Theme Planning is reflected in our investment in the center and its programming. In this accreditation cycle, the Center has added an Assistant Director, a program manager and a program assistant. In addition, $20,000 is allocated annually to fund stipends for faculty who complete the year-long Faculty Fellows program. Finally, following assessment demonstrations that the pilot Service Leaders program increased retention among the low-income students it was designed to serve, $60,000 in annual funding was allocated to the Center for Service Learning from the Enrollment Fee.

**Programmatic Impact**

While documenting annual community service and engagement hours of our faculty, students and staff as a key indicator of both mission fulfillment and in Core Theme 3, simply adding up the hours and describing the programs does not always capture the impact of efforts to “strengthen communities beyond the campus.” Similarly, some of the ways that Western enriches communities beyond our campus are better described than quantified. Consequently, and as a supplement to the information presented above, we provide representative examples below of the impact of core theme programs and services designed to “strengthen communities beyond the campus.” Indeed, we have intentionally worked to foster community engagement activities that move beyond short-term, paternalistic conceptions of service and impact toward activities characterized by long-term relationships, sustained impacts, and community partnerships that are more substantially collaborative. To these ends, it is part of the mission of our Center for Service Learning’s Faculty Fellows program, which trains and supports faculty in incorporating service learning into their classes, to support faculty in engaging in service learning in ways that transcend the scheduling of service hours or opportunities and foster community partnerships and engagement activities that “nurture engaged citizens, serve the public, and improve our region and the planet.” (See Community Fellows.)

This movement from simplistic conceptions of service to deeper, more sustained and impactful practices is illustrated by the “Ways to Engage” diagram used in the CSL Faculty Fellows program. (See Ways to Engage below.)
In keeping with our goal of moving beyond the documentation of isolated service hours to more sustaining, impactful and collaborative conceptions of what it means to “strengthen communities beyond the campus,” the examples provided above include both total service hours documented and the impact and purpose of the service. However, in many instances, Western strengthens communities beyond our campus in ways that are better described than quantified.

**Science, Mathematics, and Technology Education**

The faculty and staff of the Science, Mathematics, and Technology Education (SMATE) Department have been involved in numerous projects designed to improve undergraduate STEM education at Western and to strengthen communities beyond the campus, especially at Whatcom Community College, Skagit Valley College, and K-12 schools in our region. Table 15 presents a brief overview of these projects, and is followed by more detailed descriptions of the impacts from several projects.
Table 15: SMATE Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Description</th>
<th>Funding Source</th>
<th>Total Project Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unifying Science for Students (USS)</td>
<td>Examines how WWU students’ understanding of energy interactions transfers across science courses.</td>
<td>NSF</td>
<td>$250,000</td>
</tr>
<tr>
<td>Research Experience for Undergraduates</td>
<td>Engages under-represented students in hazards science research at CWU.</td>
<td>NSF</td>
<td>$300,000</td>
</tr>
<tr>
<td>Pacific Northwest National Resource Center on Canada</td>
<td>Evaluate the courses and activities of the Pacific Northwest National Resource Center on Canada.</td>
<td>US DOE</td>
<td>$913,698</td>
</tr>
<tr>
<td>Learning About Signals through Tinkering and Game-Playing</td>
<td>Studies WWU and Naval University students in tinkering and game-playing curriculum.</td>
<td>Office of Naval Research</td>
<td>$148,715</td>
</tr>
<tr>
<td>Change at the CORE</td>
<td>Professional development for STEM faculty at WWU, WCC, and SVC.</td>
<td>NSF</td>
<td>$2 million</td>
</tr>
<tr>
<td>Model of Research-based Education (MORE) for Teachers</td>
<td>Study of how WWU prepares elementary teachers to teach science, plus professional development for local elementary teachers.</td>
<td>NSF</td>
<td>$2.95 million</td>
</tr>
<tr>
<td>Middle School Math Partnership (M2P)</td>
<td>Professional development for local middle school math teachers.</td>
<td>Washington State OSPI</td>
<td>$982,851</td>
</tr>
<tr>
<td>21st Century Schools' use of the Smarter Balanced Interim Assessments</td>
<td>State evaluation of how schools’ use the Smarter Balanced interim assessments in math and reading/writing.</td>
<td>WA Student Achievement Council</td>
<td>$14,904</td>
</tr>
<tr>
<td>Aligning Teachers’ Professional Learning Continuum</td>
<td>Professional development for WWU student teachers and their classroom mentors.</td>
<td>American Federation of Teachers</td>
<td>$148,050</td>
</tr>
<tr>
<td>Every Day Every Child</td>
<td>Studies local elementary math and science specialist models and their impacts on student learning.</td>
<td>NSF</td>
<td>$449,957</td>
</tr>
</tbody>
</table>

These projects above are vigorously studied for their effectiveness in achieving their stated goals. Below are survey data highlights from three of these projects: C-Core, MORE, and M2P
Change at the Core (C-Core)

We described the impact of our C-Core faculty development initiative relative to our student success initiatives in our previous section on Core Theme 2. However, a key component of C-Core not described there is its impact upon science education and achievement at Community and Technical Colleges in our region. As part of C-Core, two dozen faculty from community and technical colleges have joined with Western faculty to transform STEM education in their institutions.

To help capture the impact of this faculty development on science education in our region, external evaluators administered a Social Network Analysis (SNA) survey in spring, 2014, and spring, 2015, to look at interactions between C-Core disciplinary faculty within and across institutions. The sociograms created for each year indicate increased collaboration over time for faculty within institutions and across institutions. The density of the sociogram in spring, 2014, was 0.011, while the density in spring, 2015, was 0.035, indicating a threefold increase in collaboration. This finding suggests that project efforts have been successful in fostering collaboration among participants and laying the groundwork for continued collaboration in the future. It also suggests that Cohort 2 participants need more time and opportunities to build these collaborative relationships, which is likely to occur as they progress through the program.

Model of Research-based Education (MORE) for Teachers

Elementary classroom teachers' initial mentoring conversations with Western elementary science practicum students focused on classroom management, predominantly from a consulting stance, where the classroom teacher did most of the talking. As a result of both participating in MORE’s mentoring professional development (PD), as well as practicing mentoring strategies with Western elementary science practicum students placed in their classrooms, subsequent mentoring conversations focused on student learning from a coaching stance, one that engages the novice teachers’ thinking and ideas.

As a result of this improved mentoring by classroom teachers, Western elementary science practicum students who were mentored (n=73) showed statistically greater gains (p=.019) in their understanding of effective science instruction than their non-mentored peers (n=177), based on a two-level Hierarchical Linear Model (HLM), with pre/post survey scores at level 1 and individual PST level factors at level 2 (GPA and mentee status). Furthermore, local elementary classroom teachers who received the mentoring PD showed statistically significant increases in their understanding of effective science instruction.
Middle School Math Partnership (M2P)

Participating teachers completed a survey in the summer, 2015, and again at the end of the 2016 school year. This survey prompted teachers to report how often they used various instructional strategies in their middle school math classrooms that embody cognitive learning theory about how people learn. Responses from the 39 teachers who completed the survey illustrated many statistically significant changes to their mathematics instruction. The percent of teachers sharing success criteria at least once a week increased from 54% to 72%, and teachers who provided formative feedback to move student thinking forward went from 62% to 80%. Teachers who asked students to construct viable arguments, as well as critique the reasoning of other students increased from 49% to 74%. A focus on research-based instructional practices also helped teachers significantly reduce their emphasis on students’ test taking skills, which fell from 60% to 44%. One teacher summarized the overall shift in instructional practices and student engagement by saying, “We have had good discussions between students. I wouldn’t just take a student answer and move on or expound on it, but would ask the students: please comment whether you agree or disagree and why. Students seemed to want to be more involved in discussions of this nature”.

M2P teachers participated in formal professional development (PD) at Western and worked with their peers in professional learning communities (PLCs). The PD helped teachers develop their understanding of effective instructional practices in mathematics, and developed their mathematical content knowledge. In 2015, the PD focused on rational numbers and the average teacher score from pre-test to post-test increased from 51% to 76% correct. In 2016, the PD focused on the concept of equivalence, and teachers’ score increased from 47% to 72% correct. The gains in both of these years in teachers’ content knowledge was statistically significant based on two-tailed paired t-tests (p<.05). Additionally, teachers used school-based PLC time to developed a shared vision, learn about research-based instructional practices, and apply them to their teaching. As one teacher noted, “We had a clear and focused direction which allowed us to use our time together better and helped build relationships among staff that don’t get to see each other during the regular school day. These conversations helped us to apply the ideas we were learning to our specific students with support from colleagues.” In this way, M2P, like all the SMATE programs described above, strengthens communities beyond the campus by fostering science literacy and improving the school achievement of students.
Standard 5: Mission Fulfillment, Sustainability, and Adaptation

Eligibility Requirement

Eligibility Requirement #24 (Scale and Sustainability)

Western continuously assesses its operational scale via evaluation of its enrollments, human and financial resources, and institutional infrastructure to ensure resources are sufficient to fulfill its mission and achieve its core themes in the present and foreseeable future. Evidence documenting this assertion was particularly visible during this accreditation cycle as the recession in Washington State generated some of the nation’s most dramatic reductions in state support of higher education. Between 2008 and 2011, state allocations to Western declined by almost 50%, challenging the university to sustain the integrity of its core academic programs and services during a period of tumultuous fiscal change. Fortunately, Western’s human and financial resources enabled us to sustain our high graduation rates, and other indicators of our performance, over this period. Our governance processes, in particular, permitted strategic and effective, campus-wide planning efforts that enabled us to weather this period with a minimum of staff reductions and only a modest use of our reserves. In recognition of this effort, our Year-3 peer evaluators commended our “excellent integrated, university-wide response to the recent severe reductions in state budget allocations,” noting how our existing mission, goals and core themes guided us in our “team-oriented approach” to the crisis.

5.A Mission Fulfillment

5.A.1 = The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2 = Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Data collection related to Mission and Core Theme Fulfillment is intentional and transparent. In selecting our indicators of achievement, we sought metrics that were assessable and meaningful. In many instances, our indicators are collected annually and continuously available via Factbook and our Office of Survey Research Publications. In other instances, indicators of achievement are derived from benchmarked exams and surveys, such as the NSSE and the CLA, or in nationally published instruments, such as the Survey of Earned Doctorates (SED). To permit regular and systematic assessment of
our accomplishments, relative to these indicators of Mission and Core Theme achievement, and to use those results to make determinations of quality and to inform further improvements, we published complete Mission and Core Theme Fulfillment Reports twice in this accreditation cycle: in fall, 2015, as a “status report” on Mission and Core Theme Fulfillment, and in fall, 2016, as part of our self-study activities. In each instance the results were analyzed in draft form and discussed by the Accreditation and Assessment Advisory Committee (AAAC). To assist with interpretation of the Core Theme Indicators of achievements, the AAAC provided interpretive statements concerning our performance relative to each objective. These “annotations” served to simplify assessment of our accomplishments and to inform further improvements. They are included in the measures of Core Theme Fulfillment (below) as our “Institutional Statements.” Because the Mission Fulfillment results are reported relative to the targets we set in 2011, no annotations were deemed necessary for interpretation of those results. These reports and annotations were distributed to the campus community and stakeholders via Western Today and discussed in our core decision-making bodies, including UPRC, the Faculty Senate, and the Board of Trustees.


**Sustaining Indicators of Mission Fulfillment**

1. Target: 85-90% of seniors continue to rate their entire educational experience as good or excellent (NSSE).

   Percentage of NSSE participants rating their overall experience as “Excellent” or “Good”

   ![](image)

2. Target: more than 50% of graduating seniors continue to report that they collaborated with a professor on a research or creative activity outside of course or program requirements (OSR Senior Exit Survey).

   Percentage of graduating seniors reporting they had collaborated with a professor on a research or creative activity outside of course or program requirements.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WWU</td>
<td>58.3%</td>
<td>59.2%</td>
<td>55.9%</td>
<td>55.7%</td>
<td>54.4%</td>
<td>53.1%</td>
</tr>
</tbody>
</table>

3. Target: graduation rates for students of color remain at least 10% better than the mean rate of our IPEDS comparison group (cohort year).

   6-year graduation rates for students of color: WWU v. IPEDS comparison groups (based on cohort year and including all students, whether full- or part-time enrollment status)

<table>
<thead>
<tr>
<th>Cohort Year:</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWU</td>
<td>67.3%</td>
<td>58.3%</td>
<td>60.1%</td>
<td>63.7%</td>
<td>65.0%</td>
<td>68.1%</td>
</tr>
<tr>
<td>IPEDS comparison group</td>
<td>38.8%</td>
<td>40.0%</td>
<td>37.1%</td>
<td>37.9%</td>
<td>Not yet available</td>
<td>Not yet available</td>
</tr>
<tr>
<td>BOT comparison group</td>
<td>55.7%</td>
<td>56.8%</td>
<td>55.6%</td>
<td>58.0%</td>
<td>Not yet available</td>
<td>Not yet available</td>
</tr>
</tbody>
</table>
4. **Target: the four-year graduation rate is 40% or better.**

4-year graduation rates (based on cohort year)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>WWU Grad Rate</th>
<th>IPEDS Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>38.8%</td>
<td>Not yet available*</td>
</tr>
<tr>
<td>2011</td>
<td>37.7%</td>
<td>&quot;</td>
</tr>
<tr>
<td>2010</td>
<td>39.6%</td>
<td>&quot;</td>
</tr>
<tr>
<td>2009</td>
<td>39.8%</td>
<td>&quot;</td>
</tr>
<tr>
<td>2008</td>
<td>39.6%</td>
<td>23.5%</td>
</tr>
<tr>
<td>2007</td>
<td>37.5%</td>
<td>22.8%</td>
</tr>
<tr>
<td>2006</td>
<td>35.1%</td>
<td>22.2%</td>
</tr>
</tbody>
</table>
**ASPIRATIONAL INDICATORS OF MISSION FULFILLMENT**

1. **Target:** document 1,000,000 annual hours of community service and engagement among faculty, students and staff.

Many of Western’s departments, programs and units document the hours of community service their students, faculty, staff and administrators lend to communities beyond the campus. For our Year 7 report, we collected these unit-level reports, and added up the hours. By using the actual hours reported and extrapolating from those hours a reasonable, and conservative, estimate of the unreported hours, we are proud to note that Western students, faculty, staff and administrators provide the community beyond our campus with a 1,000,000 hours of annual service, including volunteering, service learning, internships, etc.

2. **Target:** increase state-defined “high-demand” graduates to 830 a year. “High-demand” = Kinesiology, Special Education, and STEM fields (Science, Technology, Engineering, and Mathematics).

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of high demand degrees awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>1098</td>
</tr>
<tr>
<td>2015</td>
<td>1050</td>
</tr>
<tr>
<td>2014</td>
<td>1018</td>
</tr>
<tr>
<td>2013</td>
<td>960</td>
</tr>
<tr>
<td>2012</td>
<td>827</td>
</tr>
<tr>
<td>2011</td>
<td>792</td>
</tr>
<tr>
<td>2010</td>
<td>732</td>
</tr>
</tbody>
</table>
**Aspirational Indicators of Mission Fulfillment (continued)**

Targets:

3. Increase the six-year graduation rate to 71%.
4. Increase the graduation rate for low-income (Pell Grant eligible) students to 65%.
5. Increase the student of color graduation rate to 66%.

6-Yr graduation rates: overall, SOC, PELL (cohorts of full-time enrollment status students only)

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Overall</th>
<th>PELL Eligible</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>69.5%</td>
<td>65.4%</td>
<td>68.0%</td>
</tr>
<tr>
<td>2009</td>
<td>71.2%</td>
<td>65.5%</td>
<td>65.1%</td>
</tr>
<tr>
<td>2008</td>
<td>71.6%</td>
<td>64.2%</td>
<td>64.1%</td>
</tr>
<tr>
<td>2007</td>
<td>69.3%</td>
<td>64.9%</td>
<td>60.4%</td>
</tr>
<tr>
<td>2006</td>
<td>67.3%</td>
<td>59.4%</td>
<td>58.3%</td>
</tr>
<tr>
<td>2005</td>
<td>72.9%</td>
<td>67.2%</td>
<td>67.2%</td>
</tr>
</tbody>
</table>

6. Target: increase total Baccalaureate degrees to 3,245 per year.

Total number of degrees awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>3,480</td>
</tr>
<tr>
<td>2015</td>
<td>3,345</td>
</tr>
<tr>
<td>2014</td>
<td>3,350</td>
</tr>
<tr>
<td>2013</td>
<td>3,505</td>
</tr>
<tr>
<td>2012</td>
<td>3,353</td>
</tr>
<tr>
<td>2011</td>
<td>3,127</td>
</tr>
<tr>
<td>2010</td>
<td>3,192</td>
</tr>
</tbody>
</table>
Measures of Core Theme Fulfillment

Core Theme 1: Serve the State of Washington by Expanding Student Access

Objective 1a: Sustain total enrollment at 2010 levels, while also sustaining total enrollment of academically-talented students, and expanding the percentage of students from underrepresented groups.

Institutional Statement

We are proud to have sustained enrollment and to have diversified our campus during a period in which the total number of high school graduates in our state dropped. While overall the campus is more diverse than ever before, this year’s decline in the enrollment of new students of color, and of new low-income students, requires investigation and underscores the importance of continued development and assessment of diversity and inclusion efforts campus-wide.

Findings for Objective 1a
Indicator 1a.4: Students of Color (SOC) Enrollment

Students of Color (SOC) as a % of Fall 1st-year Student Enrollment

Students of Color (SOC) as a % of Overall Enrollment

Indicator 1a.5: PELL Grant-Eligible Student Enrollment

PELL Grant Recipients as a % of Fall 1st-year Student Enrollment

PELL Grant Recipients as a % of Overall Enrollment

Objective 1b: Students successfully negotiate the academic and personal opportunities and challenges of their first year.

Institutional Statement

The drop in first-year student retention warrants continued university-wide improvement efforts—particularly for our low-income students.
Findings

**Indicator 1b.1:**
Fall 1st-year Students Retained to Fall of 2nd Year

**Indicator 1b.2 and 3:**
Fall 1st-year Students Retained to Fall of 2nd Year: SOC & PELL

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**Objective 1c:** Students progress toward graduation in a timely manner.

**Institutional Statement**

Western’s professional training schools include certificate programs in education, accounting, and other fields, which require five years of instruction. These lengthen our average time to degree in ways that are not true for universities in which programs, such as teacher certification, are only offered at the post-baccalaureate. However, intentional efforts in many departments have recently lowered time-to-degree; the practices that have led to these improvements should be shared so that continued improvement can be achieved.

**Findings**

**Indicator 1c.1:**
Time-to-degree (in years): 1st-Years

**Indicator 1c.2:**
Time-to-degree (in years): Transfers
Core Theme 2: Foster Student Success

Objective 2a: Students are able to acquire, construct, and apply complex knowledge and theories.

Institutional Statement

The ability to acquire, construct and apply complex knowledge and theory is a hallmark of a liberal arts and sciences education and has long been central to our institutional improvement efforts. We recommend continued efforts to provide students with opportunities for higher order thinking. In particular, the University should continue to expand opportunities for students to engage in research and in other forms of scholarly and creative activity.
Findings

Objective 2a, Indicator 1

NSSE Survey Question (Seniors Only): “To what extent (2011)/how much (2014) has your experience at (WWU) contributed to your knowledge, skills, and personal development in the following areas?” (Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much. Averaged.)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively.</td>
<td>3.16</td>
<td>3.11</td>
<td>3.06</td>
<td>3.08</td>
</tr>
<tr>
<td>Speaking clearly and effectively.</td>
<td>2.97</td>
<td>3.07</td>
<td>2.97</td>
<td>2.96</td>
</tr>
<tr>
<td>Thinking critically and analytically.</td>
<td>3.49</td>
<td>3.38</td>
<td>3.45</td>
<td>3.30</td>
</tr>
<tr>
<td>Working effectively with others.</td>
<td>3.29</td>
<td>3.27</td>
<td>3.10</td>
<td>3.05</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds.</td>
<td>2.63</td>
<td>2.64</td>
<td>2.77</td>
<td>2.85</td>
</tr>
<tr>
<td>Solving complex real-world problems.</td>
<td>2.83</td>
<td>2.88</td>
<td>2.85</td>
<td>2.82</td>
</tr>
</tbody>
</table>

Objective 2a, Indicator 2

WELS Exit Survey(s) of Recent Graduates: “Rate you satisfaction with WWU’s contribution to the development of the following skills.” (“Somewhat” or “Very” satisfied.)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>76%</td>
<td>80%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>74%</td>
<td>77%</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>Critically evaluate information</td>
<td>85%</td>
<td>85%</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>Work or learn independently</td>
<td>82%</td>
<td>83%</td>
<td>84%</td>
<td>86%</td>
</tr>
<tr>
<td>Work cooperatively in a group</td>
<td>79%</td>
<td>78%</td>
<td>81%</td>
<td>80%</td>
</tr>
<tr>
<td>Appreciation of the arts</td>
<td>50%</td>
<td>49%</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
<td>Apply scientific principles and methods</td>
<td>62%</td>
<td>63%</td>
<td>68%</td>
<td>67%</td>
</tr>
<tr>
<td>Apply quantitative principles and methods</td>
<td>63%</td>
<td>65%</td>
<td>71%</td>
<td>70%</td>
</tr>
<tr>
<td>Awareness of cultural and social differences among people</td>
<td>74%</td>
<td>74%</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>Use library resources for research</td>
<td>67%</td>
<td>64%</td>
<td>63%</td>
<td>61%</td>
</tr>
<tr>
<td>Work effectively with appropriate technology in your field</td>
<td>74%</td>
<td>72%</td>
<td>77%</td>
<td>77%</td>
</tr>
</tbody>
</table>
Objective 2a, Indicator 3

CHSS Annual Report: Collaborative Faculty-Student Scholarship and Productivity • Number of Students Co-authoring:

<table>
<thead>
<tr>
<th></th>
<th>Refereed Journal Articles</th>
<th>Book Chapters</th>
<th>Conference Papers</th>
<th>Posters or Exhibits</th>
<th>Abstracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>64</td>
<td>8</td>
<td>20</td>
<td>79</td>
<td>3</td>
</tr>
<tr>
<td>2014-15</td>
<td>60</td>
<td>7</td>
<td>46</td>
<td>95</td>
<td>19</td>
</tr>
<tr>
<td>2013-14</td>
<td>68</td>
<td>5</td>
<td>41</td>
<td>101</td>
<td>23</td>
</tr>
<tr>
<td>2012-13</td>
<td>71</td>
<td>3</td>
<td>85</td>
<td>105</td>
<td>25</td>
</tr>
<tr>
<td>2011-12</td>
<td>45</td>
<td>9</td>
<td>40</td>
<td>113</td>
<td>16</td>
</tr>
<tr>
<td>2010-11</td>
<td>42</td>
<td>1</td>
<td>76</td>
<td>57</td>
<td>-</td>
</tr>
</tbody>
</table>

Starting in 2013-14, many more colleges began including in their annual reports the numbers for faculty-student collaboration. For this Year 7 self-study, we included these findings as a supplement to the College of Humanities & Social Sciences annual report. The numbers below include CHSS numbers, plus the numbers for more (not yet all) of the colleges the colleges.

College Annual Reports: Collaborative Faculty-Student Scholarship and Productivity • Number of Students Co-authoring:

<table>
<thead>
<tr>
<th></th>
<th>Refereed Journal Articles</th>
<th>Book Chapters</th>
<th>Conference Papers</th>
<th>Posters or Exhibits</th>
<th>Abstracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>151</td>
<td>9</td>
<td>155</td>
<td>216</td>
<td>14</td>
</tr>
<tr>
<td>2014-15</td>
<td>97</td>
<td>9</td>
<td>109</td>
<td>247</td>
<td>45</td>
</tr>
<tr>
<td>2013-14</td>
<td>186</td>
<td>13</td>
<td>134</td>
<td>351</td>
<td>40</td>
</tr>
</tbody>
</table>
Objective 2a, Indicator 4

WELS Exit Survey(s) of Recent Graduates: “How satisfied are you with each of the following aspects of your upper division/major experiences?” (“Satisfied” or “Very satisfied.”)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course availability</td>
<td>65%</td>
<td>63%</td>
<td>63%</td>
<td>64%</td>
</tr>
<tr>
<td>Variety of courses offered</td>
<td>66%</td>
<td>67%</td>
<td>69%</td>
<td>68%</td>
</tr>
<tr>
<td>Knowledge and expertise of faculty</td>
<td>91%</td>
<td>90%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>83%</td>
<td>85%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>Level of academic challenge</td>
<td>84%</td>
<td>84%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Department internships &amp; service learning opportunities</td>
<td>42%</td>
<td>48%</td>
<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>Relevance of course to future career plans</td>
<td>69%</td>
<td>68%</td>
<td>67%</td>
<td>68%</td>
</tr>
<tr>
<td>Effectiveness of your major advisor</td>
<td>60%</td>
<td>60%</td>
<td>57%</td>
<td>58%</td>
</tr>
</tbody>
</table>

*Question was changed in 2016 to “Was the level of academic challenge in your major too low, just right, or too high?” The number presented here is for “just right”.

Objective 2b: Students are adequately prepared to succeed in their chosen fields.

Institutional Statement

Data from the federal College Scorecard and surveys of recent graduates by our Career Services Center suggest that the job placement rates of Western graduates remain strong. Western alumni are well represented at Microsoft, Amazon, and other selected employers, and the University’s high rates of job placement in teaching warrant particular recognition. In addition, Western’s high ranking in the Survey of Earned Doctorates (SED) is an important indicator of educational quality as only students well prepared as undergraduates can be expected to graduate with a competitive research Ph.D. (See College Scorecard and Career Services Survey.)

However, the University should continue to strengthen its career and advising services, and should develop more direct measures to evaluate how adequately prepared our students are to succeed in their chosen fields.
Findings

Objective 2b, Indicators 1 & 2

WELS Alumni Survey: How well did your WWU education prepare you for…” (Percentage reporting “well” or “very well.”)

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>…the job market</td>
<td>59%</td>
<td>55%</td>
</tr>
<tr>
<td>…graduate or professional school</td>
<td>87%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Objective 2b, Indicator 3

NSSE Survey Question (Seniors Only): “To what extent (2011)/how much (2014) has your experience at ‘WWU’ contributed to your development in acquiring job or work-related knowledge and skills?” (Scale averaged: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much.)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WWU</td>
<td>Public Masters</td>
</tr>
<tr>
<td>Acquiring job or work-related knowledge and skills.*</td>
<td>3.08</td>
<td>3.13</td>
</tr>
</tbody>
</table>

*Not statistically significant in 2011 or 2014.

Objective 2b, Indicator 4

WELS Exit Survey(s) of Recent Graduates: Number reporting they have accepted an offer of admission or are considering offers of admission from graduate schools.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>128</td>
<td>101</td>
<td>108</td>
<td>134</td>
<td>130</td>
<td>113</td>
</tr>
</tbody>
</table>
Objective 2b, Indicator 5

Career Services Center Annual Report: Employment Status of Recent Graduates

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Bachelor’s Graduates</th>
<th>Master’s Graduates</th>
<th>Teaching Certificate Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employed</td>
<td>Continuing Education</td>
<td>Employed</td>
</tr>
<tr>
<td>2014-15</td>
<td>83%</td>
<td>12%</td>
<td>87%</td>
</tr>
<tr>
<td>2013-14</td>
<td>83%</td>
<td>11%</td>
<td>93%</td>
</tr>
<tr>
<td>2012-13</td>
<td>82%</td>
<td>11%</td>
<td>84%</td>
</tr>
<tr>
<td>2011-12</td>
<td>80%</td>
<td>12%</td>
<td>85%</td>
</tr>
<tr>
<td>2010-11</td>
<td>75%</td>
<td>14%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Objective 2b, Indicator 6


<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Masters</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>9th</td>
<td>180th</td>
</tr>
<tr>
<td>2012</td>
<td>13th</td>
<td>248th</td>
</tr>
<tr>
<td>2011</td>
<td>13th</td>
<td>247th</td>
</tr>
<tr>
<td>2009</td>
<td>19th</td>
<td>248th</td>
</tr>
</tbody>
</table>

Objective 2c: Students apply their classroom learning to co-curricular, employment, and residential experiences.

Institutional Statement

We are encouraged that the percentage of our students who participate in practica, internships and other field experiences has increased. Authentic, high-impact experiential learning activities of this sort increase student engagement and achievement and should continue to be expanded so that even more of our students can benefit from them.
Findings

**Objective 2c, Indicator 1**

NSSE Survey Question (Seniors Only): “Will you have done a practicum, internship, field experience, co-op experience, or clinical assignment before you graduate from (WWU)?”

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WWU</td>
<td>Public Masters</td>
</tr>
<tr>
<td>Will have done*</td>
<td>43% (n=369)</td>
<td>47% (n=43,912)</td>
</tr>
</tbody>
</table>

**Objective 2c, Indicator 2**

CampusLab Survey: Impact of participation in the Peer Health Educator Program on acquiring and transferring skills for future career academic and personal success.
Core Theme 3: Strengthen Communities Beyond the Campus

Objective 3a: Students develop respect for and integrate diverse perspectives of others.

Institutional Statement

These indicators affirm the importance of Western’s current diversity and inclusion efforts, indicating that they should remain a high university priority.

Findings

![Objective 3a, Indicator 1: Western Students Participating in Study Abroad Programs](chart1)

![Objective 3a, Indicator 2: Exchange and International Students Attending Western](chart2)

Objective 3a, Indicators 3 & 4

NSSE Survey Question (Seniors Only): “To what extent has your experience at (WWU) contributed to your knowledge, skills, and personal development in the following areas?” (Scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much. Averaged.)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding people of other racial and ethnic backgrounds.*</td>
<td>2.63</td>
<td>2.70</td>
<td>2.77</td>
<td>2.85</td>
</tr>
<tr>
<td>Working effectively with others.**</td>
<td>3.29</td>
<td>3.21</td>
<td>3.10</td>
<td>3.05</td>
</tr>
</tbody>
</table>
Objective 3b: Students contribute to positive change as citizens in diverse communities.

Institutional Statement

We are proud of the success of Western faculty, students and staff in community engagement efforts that strengthen communities beyond the campus.

Objective 3b, Indicators 1 & 2

Center for Service-Learning: Student Participants Headcount and Hours of Service

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours</th>
<th>Headcount</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>84,168</td>
<td>4182</td>
<td>CSL Annual Report</td>
</tr>
<tr>
<td>2014-15</td>
<td>82,701</td>
<td>4367</td>
<td>CSL Annual Report</td>
</tr>
<tr>
<td>2013-14</td>
<td>77,136</td>
<td>3576</td>
<td>CSL Annual Report</td>
</tr>
<tr>
<td>2012-13</td>
<td>72,644</td>
<td>3939</td>
<td>CSL 2012-13 course files</td>
</tr>
<tr>
<td>2011-12</td>
<td>63,636</td>
<td>2990</td>
<td>CSL Annual Report info graphic</td>
</tr>
<tr>
<td>2010-11</td>
<td>70,959</td>
<td>3355</td>
<td>CSL 2011 Stats document</td>
</tr>
</tbody>
</table>

Objective 3b, Indicator 3

Peace Corps Annual Rankings for Medium-sized Institutions

<table>
<thead>
<tr>
<th>Year</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>1st</td>
</tr>
<tr>
<td>2014</td>
<td>1st</td>
</tr>
<tr>
<td>2013</td>
<td>1st</td>
</tr>
<tr>
<td>2012</td>
<td>2nd</td>
</tr>
<tr>
<td>2011</td>
<td>3rd</td>
</tr>
<tr>
<td>2010</td>
<td>6th</td>
</tr>
</tbody>
</table>

Objective 3b, Indicator 4

Annual Rankings for Fulbright Scholarships
- Master’s-granting, public or private

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>5</td>
<td>5th</td>
</tr>
<tr>
<td>2014-15</td>
<td>2</td>
<td>7th</td>
</tr>
<tr>
<td>2013-14</td>
<td>6</td>
<td>3rd</td>
</tr>
<tr>
<td>2012-13</td>
<td>1</td>
<td>7th</td>
</tr>
<tr>
<td>2011-12</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2010-11</td>
<td>3</td>
<td>3rd</td>
</tr>
</tbody>
</table>
Findings

Objective 3c: The Western community contributes to positive change in communities beyond the campus.

Institutional Statement

We are proud of the success of Western faculty, students and staff in community engagement efforts that strengthen communities beyond the campus.

Findings

Indicator 3.c, Indicator 1:
Total service-learning and community engagement hours served

More than ever, Western’s departments, programs and units document the hours of community service their students, faculty, staff and administrators lend to communities beyond the campus. And while this process of reporting out the extent of Western’s commitment to service in calculable figures is not yet robust, it is moving in that direction. For this indicator, we collected these unit-level reports, and added up the hours. A sampling of these reports (and the hours reported) includes: Human Resources Staff Survey (63,545); Rehabilitation Counseling (18,000); Center for Service-Learning (100,638); and Compass 2 Campus (33,000).

We are proud to note that using the actual hours reported and extrapolating from those hours a reasonable, and conservative, estimate of the unreported hours, that Western students, faculty, staff and administrators provide the community beyond our campus with 1,000,000 hours of annual service. These hours manifest in volunteering, service learning, internships (especially with the numerous local non-profits), and other forms of community service.

Objective 3c, Indicator 2

Headcount of Non-credit Participation through Extended Education (All Programs Headcount)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>11,818</td>
</tr>
<tr>
<td>2014-15</td>
<td>8,288</td>
</tr>
<tr>
<td>2013-14</td>
<td>3,723</td>
</tr>
<tr>
<td>2012-13</td>
<td>3,414</td>
</tr>
<tr>
<td>2011-12</td>
<td>3,395</td>
</tr>
<tr>
<td>2010-11</td>
<td>3,348</td>
</tr>
</tbody>
</table>
5.B Adaptation and Sustainability

5.B.1 = Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Every two years each division of the University, and each college, completes a SCOT analysis and a strategic plan focused on measures and activities to fulfill the institutional mission and strategic plan. The SCOT analyses include assessment of “strengths, challenges, opportunities and threats” faced by each division and college. Combined with robust discussion of our Mission and Core Theme Fulfillment reports, and the data-informed resource allocation discussions within UPRC, these SCOT analyses and strategic plans constitute thorough and comprehensive evaluation of the adequacy of current resources and capacity, and the institution’s ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals and outcomes of its programs and services. (See SCOT and Strategic Plans.)

5.B.2 = The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

As noted in the representative examples of programs and services related to each of our core themes, our data analysis and assessment practices inform improvement initiatives at the institutional level, the division level, the college level, and the program level.

Institutionally, achievement of mission and core theme objectives is transparently published and widely discussed through the Mission and Core Theme Fulfillment Reports published by the AAAC. Because these discussions address resource allocations and assessment results related to institutional capacity and mission and core theme fulfillment, they occasion documentation and evaluation of our cycles of planning practices. In addition, divisions and colleges publish annual SCOT analyses and strategic plans, and all academic and student service departments submit annual assessment and improvement reports linked to each departmental website and published at our SLO site.

The Office of Survey Research (OSR), the Office of Institutional Research (IR), Budget Office, Career Services Center, and other offices also publish data and information in a continuous manner. Real-time, operational data is updated daily on our Factbook and Student Success Collaborative platform. These data sources provide comprehensive and robust assessment of the application of institutional capacity and evaluation of our
performance results to ensure the adequacy, alignment, and effectiveness of programs and services implemented to help fulfill our mission, strategic objectives and core themes.

Finally, evaluation of our planning cycles, practices, assessment results, resource allocations and institutional capacity occurs as part of our bi-annual state operating requests, decision packages and emergent need proposals. These practices and processes are transparently documented through the websites of the Budget Office and the UPRC. (See Budget Office and UPRC.)

The role and function of the AAAC in overseeing institutional assessment activities also facilitates effective cycles of planning. The AAAC creates 7-year cycles of assessment activities, provides annual updates and reminders of annual responsibilities, and plans and provides workshops and other forms of assessment support informed by its reviews and evaluations of the assessment and improvement reports departments submit.

As noted previously, we have been assisted in these efforts by good fortune in that our current analysis of mission and core theme fulfillment is occurring exactly as we are undertaking institutional strategic planning. Consequently, our current cycle of planning is usefully informed by this self-study, and institutional discussion of our performance results, relative to our indicators of mission and core theme fulfillment. As demonstrated by the interpretive annotations provided by the AAAC, this has sharpened our understanding of our accomplishments and our identification of areas in need of further improvement.

5.B.3 = The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

As noted in the evidence provided above, with regard to 5.B.1, each division and college regularly conducts a SCOT analysis to describe its “strengths, challenges, opportunities and threats.” Essential to this process is an active monitoring of both internal and external environments and assessment of strategic positions and future plans and goals. These processes occur through “bottom-up” processes informed by wide discussion and multiple opportunities for stakeholders to participate. Within the colleges, for instance, emerging patterns, trends and expectations relative to our internal and external environments are discussed at department meetings and reported out through faculty governance committees, which inform and review the SCOT analyses completed by
each college. Faculty in each college are then invited to review and respond to the draft analyses and plans before they are submitted to the Provost.

Institutional monitoring of internal and external environments also occurs through our membership in the Council of Presidents, which collects, generates and distributes research and data concerning patterns, trends and expectations pertaining to state support, demographic changes, national trends and expectations of our governor and legislature. (See COP Research & Data.).
Conclusion

Over the 7-year period of this accreditation cycle, Western effectively advanced its mission and sustained its reputation as a premier, high quality, comprehensive master’s granting institution. We are especially pleased to have met or exceeded all but one of our threshold “targets” for mission fulfillment, and to have made improvements relative to nearly all of our indicators of core theme achievement. In many instances, our performance improved over this period; for example, this year marked our highest graduation rate for students of color, our greatest number of “high-demand” degrees, and our largest total number of graduates ever.

We are also proud to have sustained enrollment and to have successfully diversified our campus during a period in which the total number of high school graduates in our state dropped. However, while the campus is more diverse than ever, recent incidents of intolerance, together with this year’s decline in the enrollment of new students of color and of new low-income students, underscore the importance of continued development and assessment of diversity and inclusion efforts campus-wide.

Western Washington University is well positioned to build on its past success to increase its impact in the state of Washington and beyond, and to become one of the best public post-secondary institutions in providing high-quality education to a diverse student body. Western’s brand of high-quality education and high-impact learning experiences is well respected. Its graduates are well sought out in employment and graduate education and its faculty are committed to the success of students and to the future of the university.

Our Year-7 accreditation self-study process has provided the campus with insights and findings relative to a broad range of goals and objectives pertaining to mission and core theme fulfillment. In this way, the self-study has become a useful platform for our current strategic planning efforts. While valuable as a comprehensive self-assessment of the University’s many components and divisions, the self-study process has also led us to a singular and focused conclusion: the University community of faculty, staff and the administration must work together to sustain our current high level of performance while continuing to diversify our student body so that the many benefits of a Western education can be shared with a more representative cohort of our state’s students.

To these ends, we leave this accreditation cycle with renewed commitment to serve the State of Washington by expanding student access to our majors and programs, by fostering student success, and by strengthening communities beyond our campus.
Contributors

Please note that this list is an historical record of all participants during the current seven-year accreditation cycle begun in 2010. Some on this list have moved to different campus positions, some have moved to off-campus positions, and some have retired.

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