Interim Report for Continued Accreditation

Prepared for

The Commission on Colleges and Universities
Northwest Association of Schools and of Colleges and Universities

April 2003
Western Washington University
Bellingham, Washington
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Part A

Recommendation 1:

"The commission stresses outcomes assessment as essential to institutional planning and evaluation of institutional effectiveness. Each institution is asked to formulate a plan which includes outcome measures that are consistent with its mission, goals, and structure...

"However, while there are numerous assessment activities that have been conducted and planned, there is no overall formal institution assessment plan. In addition, the Committee observed selected deficiencies in educational assessment at the course and educational program level. Commission Policy 2B2 requires institutions to ‘identify and publish expected learning outcomes for each of its degree and certificate programs.’

"The WWU catalog notes a strong institutional commitment to strategic planning and educational assessment. This institutional commitment to strategic planning and educational assessment warrants the immediate attention of the academic leadership to actively engage faculty in defining learning objectives and developing specific plans to assess and evaluate outcomes at the course and educational program level.”

Standard 2:

What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?

In light of the requirements of Commission Policy 2.2 - Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?

Keeping to a concise format, what are the institution’s expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?

Western Washington University's educational assessment plan has two major components. One consists of the unit plans developed within each academic college and within each department of a college. The other comprises work done by the three research offices and the Center for Instructional Innovation on issues that cut across academic units and affect major constituencies. This assessment work addresses budget and resource planning within the university's Strategic Action Plan (see Standard One), the general education component and the colleges (discussed below), the student experience (see Standard Three), faculty affairs (see Standard Four), and the library and information services (see Standard Five).

This report is organized to present these as separate domains, though it will be apparent that the assessment work involves interlocking planning, measurement and evaluation efforts across the entire campus.
I. The University assessment plan

Mission and goals of the research offices

The Office of Institutional Assessment and Testing (OIAT), in conjunction with the Office of Survey Research (OSR) and the Office of Institutional Research and Resource Planning (OIRRP), bears responsibility for gathering and analyzing data associated with institutional effectiveness and for making the results of these analyses available.

OIAT staff are available for consultation with academic departments and other offices to assist them in devising assessment plans and measures appropriate to their needs, and to provide them with data from the assessment database or Data Warehouse. The OIAT conducts surveys, produces reports and undertakes numerous special studies at the request of the administration and other agencies. The Office of Survey Research writes and conducts surveys and other research, while the OIRRP supports institutional planning as further described in Standard One.

Five essential components comprise the data acquisition, analysis, and report circulation process of the OIAT’s student and institutional assessment activities:

1. Establish and maintain databases that provide both a current and historical statistical snapshot of Western;
2. Gather and analyze information, including measures of academic, social, and professional development for students, plus abilities, values, attitudes, behaviors, beliefs, interests, and plans and perceptions of learning;
3. Evaluate information collected, including comparing assessment results with anticipated or desired goals and objectives;
4. Modify actions, plans, strategies, policies, and procedures to create program improvements;
5. Assist academic units in developing assessment plans for their programs and their student learning objectives, and in planning, gathering, and evaluating data.

For the guidelines, the university plan and related documents, please see the Institutional Assessment Web site: http://www.ac.wwu.edu/~assess/Assessment
Please indicate how satisfied you are with Western's contribution to your growth in each of the following areas.


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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>14a 14a 50a 41a 45a 41a</td>
<td>a. Writing effectively x</td>
<td>14b 14b 50b 41b 45b 41b</td>
<td>b. Speaking effectively x</td>
<td>14c 14c 50c 41c 45c 41c</td>
<td>c. Critically analyzing written information</td>
<td>d. Understanding and applying quantitative principles and methods x</td>
<td>e. Understanding and appreciating the arts x</td>
<td>14d 14d 50d 41d 45d 41d</td>
<td>f. Understanding and applying scientific principles and methods x</td>
<td>14e 14e 50e 41e 45e 41e</td>
<td>g. Recognizing your rights, responsibilities, and privileges as a citizen x</td>
<td>14f 14f 50f 41f 45f 41f</td>
<td>h. Defining and solving problems x</td>
</tr>
</tbody>
</table>
Being able to develop a satisfying meaning for life

Being ready for everyday life

Being able to deal with people from different cultures and walks of life

Being able to use leisure time well
The offices support the university Mission and Strategic Action Plan by gearing assessment work to the stated objectives for a quality undergraduate education, specifically through research on and support of the stated learning outcomes. Please see the accompanying chart showing the systematic measuring of learning outcomes that has taken place over a number of years. Western expects students to be able to:

• critically analyze and use information;
• communicate effectively both orally and in writing;
• develop quantitative, analytical, and mathematical skills appropriate to their fields; locate, evaluate and effectively use information;
• understand and appreciate creative and aesthetic expression;
• help to resolve complex social and environmental challenges;
• and commit to serving their communities as principled and responsible citizens.

Link to the governance structure

During the 1990s, assessment activities at Western were guided by an Assessment Committee comprised of members of the faculty and the Director of OIAT, reporting to the Provost, and acting with the consent and advice of the Faculty Senate and the Senate’s Academic Coordinating Commission (ACC). The importance Western places on the many linkages among teaching, learning, and assessment can be seen in the transformation, in 1999, of the Assessment Committee into the Committee on the Assessment of Teaching and Learning (CATL).

The committee includes five faculty appointed by the ACC, one student appointed by the Associated Students Board, the Director of Institutional Research, and a representative from the OIAT (ex officio). CATL reports to the ACC.

The group’s charge is to identify and recommend policies on assessment of teaching and learning, to analyze and interpret both national and Western assessment research findings and trends, to recommend policies for enhancing teaching and learning, and to communicate with faculty,

The Center for Instructional Innovation

The Center for Instructional Innovation (CII) was formed in 1998-99 as a resource for faculty who wish to explore ways to enhance classroom learning through instructional technologies, or to learn more about the relationship between pedagogies and student learning.

In the pilot phase, it was funded by Western’s President and Provost. The Microsoft Corporation gave additional support for faculty development, hardware and software, and student technical assistants. In the Center’s second year, the Microsoft resources were dedicated to a pilot project for entering freshmen, called the First-year Experience Group. The Center also provided support for faculty seeking instructional and assessment innovations in their classrooms.

Each year, a series of faculty workshops has been offered. These workshops were originally linked to Western’s work in the Carnegie Academy for the Scholarship of Teaching and Learning project, and their emphasis was on helping faculty consider ways in which teaching could be considered a
scholarly activity. A number of nationally recognized Pew Scholars and Carnegie project campus representatives came to Western to present research and case studies that demonstrated ways in which the scholarship of teaching and learning was improving their professional development in the classroom and their respective institutions.

In subsequent years, the faculty development seminars have been recast to encompass a wide variety of teaching pedagogies, such as active learning environments, assessment of student learning, and service learning as pedagogy. They have also dealt with learning theory, such as Perry’s schema of intellectual development, Schulman’s work on adult learning theory, and so forth.

What distinguishes the work of the CII is its institutional scope and practice. Due to the linkages the Center has forged across academic units, it is well positioned to develop campus-wide learning objectives and assessment strategies. Two individuals expert in assessment and instructional design staff the CII. The director has served on a variety of assessment work groups on Western’s campus, most recently the Quantitative and Symbolic Reasoning Work Group. The CII works in conjunction with the OIAT and CATL.

As a means of showcasing the work of faculty who have made significant strides in student assessment, in 1999 the CII began offering a series of electronic “Showcase” course portfolios featuring a variety of faculty across all academic colleges. This academic year, for example, three faculty members representing the Art Department, the Women Studies Program, and Woodring College of Education will be featured for incorporating service learning into their courses. Each electronic portfolio provides examples of assessment measures and strategies for making assessment a meaningful part of student development in the course. The Showcase Web site also features the state mandated learning outcomes and provides examples of the ways in which faculty at Western incorporate these learning outcomes into their courses.

Please see: http://pandora.cii.wwu.edu/cii/resources/outcomes.asp.

Student Learning Outcomes

1. Statewide Accountability Measures cooperative project. Most student learning outcomes are appropriately tied directly to the departmental majors, but Western is collaborating with five other Washington State four-year institutions to measure four student learning outcomes so basic they should apply to all students: writing; information technology literacy; quantitative reasoning; and critical thinking.

    Early in the 2001-2002 academic year, Western formally convened four work groups consisting of faculty and staff from a variety of disciplines and academic fields to focus their energies and resources on the assessment and evaluation of the four areas.

    Critical thinking. This year, the work group is surveying program chairs on the extent to which critical thinking skills are emphasized in their courses, the procedures used to evaluate those skills, and the instructional techniques used to promote critical thinking. It is also reviewing several rubric prototypes and standardized tests for possible use or for developing a new instrument. The work group will oversee administration of the Cornell Critical Thinking Test (CCTT) in spring 2003. Outcomes from this test will establish a baseline in the area of critical thinking among Western students.

    Information Technology Literacy (ITL). The work group is surveying department-level library coordinators to find the extent to which this outcome is embedded in their courses. The group has developed an interview schedule to assess ITL in the curriculum and is evaluating the usefulness of a
standard rubric. It also monitors results of alumni and undergraduate survey items specifically targeted to this domain.

**Quantitative Symbolic Reasoning (QSR).** In fall 2002 group members piloted a test they designed to measure QSR skills and knowledge. They have refined the test and plan to administer it to selected undergraduates in their first and fourth years. The group collaborated with the Mathematics Department to prepare a QSR course being taught winter and spring 2003, which counts toward completion of the mathematics requirement of the general education requirement.

**The Writing Work Group.** The group conducted a two-day workshop in June 2002 that emphasized the use of the statewide writing rubric, the assessment of writing skills, and the effective teaching of writing across the disciplines. The group is assessing the value of a rubric and is reviewing alternative approaches to assessing writing competence. Members are working on an interview schedule to use in determining the way writing is taught and assessed at the departmental level. It also monitors alumni and undergraduate survey results dealing with students’ perceptions of their writing skills and proficiencies.

2. **Learning domains software** Western will be installing and beta testing SLOE (Student Learning Objectives Encoder) software being developed by the University of Washington. The purpose of the software is to assist schools in better understanding the characteristics of the learning experiences of their students. Course content can be encoded, using institution-level learning objectives—as well as departmental learning objectives, if desired.

   When compiled for a department, program, or major, for a set of students or for graduates as a whole, this information will add considerably to assessment. While these data will form the basis of university studies, they will be available to all units on an ongoing basis for their own purposes. In time, students will also be able to use learning objectives to help fashion their educational goals.

3. **Summer 2003 research stipends** The Provost and Vice Provost for Undergraduate Education have provided $15,000 in summer support for three faculty to work closely with the OIAT and the CII to identify student learning objectives common across the humanities, social sciences and natural sciences. The faculty were selected from an open and competitive process during winter term 2003.

   With technical support, they will work on producing a compendium of common outcomes and suggested strategies for assessment, using examples from their own courses in general education and from their respective disciplines. During fall 2003, they will be the featured presenters at the Fall Leadership Retreat, which is attended by all academic deans, chairs and directors. They will also provide periodic workshops to general faculty audiences or to departments seeking information about ways to assess student learning in their courses.

**Teaching Evaluations**

Student evaluations of courses and teaching are an important element in Western’s overall assessment plan, and have a long history. Teaching evaluations are voluntary, conducted by the Testing Center at the request of individual faculty members. Currently about 1,000 courses (about half of all courses taught) are evaluated each quarter. Summary data is saved for each quarter, permitting ongoing analysis of teaching evaluations by the Office of Institutional Assessment (OIAT).

For many years, teaching evaluations have had a dual use: to provide essential feedback to instructors for the improvement of teaching and learning, and to provide evidence of teaching ability in personnel actions such as tenure or promotion applications.
In recent years, through the efforts of the Committee on Assessment, Teaching, and Learning, the CII and the Teaching and Learning Academy, Western has been emphasizing the use of teaching evaluations as a tool for improving teaching and learning. In that light, departments are being encouraged to use additional means to assess teaching ability, such as peer evaluations and course portfolios, while at the same time taking more responsibility for faculty development as teachers and providing more support incentives for the scholarship of teaching.

To support these efforts further, the OIAT will soon be updating its teaching evaluation system to permit easier faculty access for ordering evaluations and for archiving evaluation data, including (with individual faculty approval) the posting of an online database of past evaluations, searchable by department, course, and instructor.

In consultation with CATL, OIAT has also been piloting a new teaching evaluation form designed to measure the use of best practices in teaching and learning. While this form may not replace existing evaluation forms, it may form the basis for improving some forms, and for adding an optional, online mid-term evaluation to be used exclusively for mid-term feedback to instructors.

Under the current system, faculty members order evaluations for their classes using an online order form. Seven different evaluation forms are available, each tailored to provide the best feedback for a particular class format. An option exists for online evaluations for distance learning courses; this option automatically creates an online evaluation form which students then access via the Internet.

**Freshman Interest Groups**

In fall 1999, the first coordinated general education course clusters were offered to first-year students at Western. A Freshman Interest Group (FIGs) cluster consists of two large lecture courses linked through an integrative seminar that is a two-credit elective.

Based on data received from Western alumni surveys, the FIGs program sought to increase freshman retention rates, create learning communities with greater student-faculty contact, provide more cohesion between required course offerings, and increase faculty development opportunities in large lecture sections.

Assessment outcomes were crafted in keeping with the goals of the general education program. The OIAT oversees a pre- and post-survey of the seminar and administers the First-Year Initiative (FYI) benchmarking survey. This survey was developed by the Policy Center on the First Year of College and Educational Benchmarking, Inc. (EBI), which assesses the learning outcomes of first-year seminars nationally. The OIAT also conducts focus groups with FIGs students and faculty and coordinates related data from surveys and student records.

**WELS**

To meet the increasing need for more student and alumni information, the O3 group (OIAT, OIRRP and OSR) developed the Western Education Longitudinal Study (WELS), a survey cycle for selected freshman cohorts that will occur every three years, beginning in the fall of 2003.

Each of these cohorts will be tracked for six years. Through 2002, the WELS program developed its methodology and logistics; elicited in-depth input from various offices that rely on survey data, including Admissions and other offices in the Student Services area; and began the survey instrument design. The survey will be ready for administration by June 2003.
Once the first round of data collection and analysis is completed (around spring of 2004), WELS administrators will assess its effectiveness by revisiting all the offices affected by student survey data to get input and recommendations for the second WELS cycle scheduled to begin in 2006.

WELS will more efficiently serve the Western community and the organizations it provides with information, which include the state Legislature, the Higher Education Coordinating Board, the Council of Presidents, etc. Current survey methodology will be streamlined, yet the variety of surveys being administered will expand, thus increasing the range and usefulness of data being collected.

II. History of the implementation of the assessment plan

Activities of OIAT, OSR and OIRRP 1998-2003

Beginning around 1970, assessment activities at Western have included academic program reviews, end-of-program capstone assessments of students, and annual surveys of entering students, returning students, enrolled students, employers of Western’s graduates, and alumni. Until about 1988, these activities were sporadic, conducted by a number of individual offices, and not particularly coordinated.

Assessment began to expand significantly when, in 1987, the Washington State Higher Education Coordinating Board (HECB) Master Plan asserted the importance of assessment efforts to state authorities by imposing measurement and reporting requirements for a number of specific institutional outcomes, with accountability reporting officially beginning in 1988. These first mandates for accountability quickly led to research on a wide range of related topics, and have measurably improved the quality of undergraduate education at Western.

Fourteen years’ experience has given Western an extensive assessment database and sophisticated analytical expertise, in the Office of Institutional Assessment (OIAT), the Office of Survey Research (OSR), and the Office of Institutional Research and Resource Planning (OIRRP). This expertise has been applied well beyond the requirements of accountability, reporting to a wide range of assessment activities. Most notable are:

- The publication and distribution of over 60 technical reports, 30 Focus research summaries in both hardcopy and on an extensive and a comprehensive Web site with links to a multitude of student learning assessment activities occurring nationwide (see http://www.ac.wwu.edu/~assess),
- Nine Dialogue forum papers, which present scholarly discussions of teaching, learning and assessment issues in a threaded discussion format on the Internet (see http://www.ac.wwu.edu/~dialogue).
- Building a foundation for continued monitoring and assessment of retention, progress to degree, graduation rates, writing competency, information technology literacy skills, developmental of critical thinking skills, quantitative reasoning skills, employer perceptions, and student and alumni satisfaction with their educational and extracurricular experiences.
- Use of findings from the reports and publications to formulate budgets, assist departments and academic programs in their annual review of their mission, goals, student learning outcome objectives, and effectiveness of their assessment and accreditation activities.
- Since NASCU’s visit in spring 1998, Western has filed two interim reports on its progress toward a comprehensive assessment plan, the first in April, 2000 and the second in April, 2002. (These are available as Appendices.) Both reports responded to the reported deficiencies in educational assessment at the course and educational program level. NASCU’s response to the reports indicated
that it has seen progress meeting Standard 2.B: Educational Program Planning and Assessment, and
Commission Policy 2.2: Educational Assessment.

Summary of the assessment plan

In April 2000 Western developed a university-wide assessment plan that emphasized the
assessment of student learning at the department and academic program level. Its purpose is to establish
procedures and responsibilities for monitoring the quality of student learning across the campus,
including both academic and non-academic programs, and for using assessment results as the basis for
continual improvement in the quality and depth of student learning.

In its 2002 report to NASC, Western introduced a three-phase timeline for promoting and
monitoring a campus-wide plan that commits all departments and programs to addressing student learning
outcomes. The report notes that Western had successfully completed all but one of the elements in Phase
I scheduled to occur from 2000-2002. By the end of 2002-2003 academic year the remaining task—to
“Ensure that skill and knowledge goals for students in the undergraduate program are published in the
university catalog, and are reviewed and revised periodically”—will be completed.

Furthermore, Western was in the midst of completing activities and projects slated to occur in
Phase II; hence, Western has been advancing its assessment plan quickly. Please see the attached grids
showing accomplishments for each of the three phases.

Future activities highlighted in the April, 2002, report included many projects described above.
The report further noted that beginning in the 2002-2003 academic year, college deans, department chairs,
and academic program directors will be required to report considerable information on the status of their
progress in assessing student learning outcomes. Annual department and program reports now contain
the unit’s mission statement, its goals and objectives, and a summary of the findings of the unit’s
assessment of student learning outcomes plan. College-level assessment plans will change as a result of
the coming reorganization of the College of Arts and Sciences. The respective plans for the two new
colleges will be completed by 2004-05.

In the 2002 report, Western recognized that its departments and academic programs are at varying
stages and levels of progress in forming their plans. To assist in gaining an overview and establishing a
benchmark, Western adopted the Levels of Implementation procedure developed by the North Central
Association of Colleges and Schools Commission on Institutions of Higher Education (NCA) and applied
it to the existing plans. This allowed categorizing the plans in terms of their stage of development.

To further assess the progress departments at Western are making toward implementing full
student learning outcomes assessment programs, a Web-based survey of department chairs and academic
program directors—developed by the Office of Institutional Assessment and Testing—was conducted
during the first two weeks of April 2002. Of the 46 chairs and program directors, 44 completed the
survey. The results were detailed in the April, 2002, report submitted to NASCU, but in summary, the
survey confirmed the impressions of Deans that most, but not all, units are quite well along with the
student learning outcomes process.
## Assessment Plan

### Phase I: 2000-02 (For academic units and the general education component)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Outcome measure</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>OIAT</td>
<td>One-time</td>
<td>Delivery of guidelines and posting on Web</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>Ongoing</td>
<td>Posting of Technical Reports and Focus Research Summaries</td>
<td>60 reports made available at: <a href="http://www.ac.wwu.edu/~assess">http://www.ac.wwu.edu/~assess</a></td>
</tr>
<tr>
<td>CII/OIAT</td>
<td>Ongoing</td>
<td>Posting of Dialogue papers</td>
<td>Nine papers written and posted at: <a href="http://www.ac.wwu.edu/~dialogue">http://www.ac.wwu.edu/~dialogue</a></td>
</tr>
<tr>
<td>CII</td>
<td>Ongoing</td>
<td>Posting of guidelines and strategies on Website</td>
<td><a href="http://pandora.cii.wwu.edu/cii/resources/outcomes/asp">http://pandora.cii.wwu.edu/cii/resources/outcomes/asp</a></td>
</tr>
<tr>
<td>TLA</td>
<td>Ongoing</td>
<td>Workshops held; numbers participating</td>
<td>Growth in participation; changes in academic areas</td>
</tr>
<tr>
<td>CII</td>
<td>Ongoing</td>
<td>Number of showcase projects; open houses</td>
<td>Three or four exemplary projects created annually</td>
</tr>
</tbody>
</table>

### Colleges

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Outcome measure</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All departments state their mission and goals</td>
<td>Annual</td>
<td>Statements are on file with each college Dean</td>
<td>Five of six colleges complete; deans evaluate progress</td>
</tr>
<tr>
<td>OIAT</td>
<td>One-time</td>
<td>Chairs and deans have copies to use as resource</td>
<td>Completed</td>
</tr>
<tr>
<td></td>
<td>One-time</td>
<td>Survey</td>
<td>Completed</td>
</tr>
<tr>
<td>ACC</td>
<td>One-time</td>
<td>New committee charge and name</td>
<td>Completed: role is expanded to include teaching, learning and assessment</td>
</tr>
<tr>
<td>OIAT/OSR</td>
<td>One-time</td>
<td>WELS created. 3-Year survey cycles will begin in 2003 (then 2006, 2009, etc.)</td>
<td>WELS administrative design completed</td>
</tr>
</tbody>
</table>
## Assessment Plan

**Phase II: 2001-02** (For academic units and the general education component)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Outcome measure</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td><strong>OIAT</strong></td>
<td></td>
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<tr>
<td>Develop and maintain an assessment Website</td>
<td>One-time</td>
<td>Site active</td>
<td>Goal now Spring, 2003</td>
</tr>
<tr>
<td>Administer survey to academic departments and programs</td>
<td>One-time</td>
<td>Survey done</td>
<td>Evaluation of progress on assessment, using NCA Levels of Implementation survey. Results to date: CAS: Level 2, Rank 4 Making Progress CBE: Level 3, Rank 9, Maturing Stages Fairhaven: Level 3, Rank 9, Maturing Stages CFPA: Level 3, Rank 7 Making Progress Huxley: Level 3, Rank 9 Maturing Stages Woodring: Level 3, Rank 9 Maturing Stages</td>
</tr>
<tr>
<td><strong>TLA</strong></td>
<td></td>
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<tr>
<td>White papers to define general student learning outcomes</td>
<td>One-time</td>
<td>Five measures defined; wide participation</td>
<td>Usefulness and applicability within programs; 120 faculty and students participate; also, Web discussion</td>
</tr>
<tr>
<td><strong>OIAT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Departments’ courses contribution to campus-wide student learning outcomes</td>
<td>One-time</td>
<td>Survey results; tallies provide baseline</td>
<td>Tally totals numbers of departments that assess each outcome and each major-specific outcome, as well as each program’s effectiveness by outcome. Also tallies the number of completed student learning outcomes plans, and the level of faculty engagement with the assessment of student learning outcomes.</td>
</tr>
<tr>
<td><strong>Colleges</strong></td>
<td>Ongoing</td>
<td>Goals in catalog, on Web</td>
<td>-</td>
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<tr>
<td>Program goals published</td>
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<tr>
<td><strong>Provost</strong></td>
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<tr>
<td>Collects and reviews assessment plan by each department and program</td>
<td>One-time &amp; Ongoing</td>
<td>Each department’s plan</td>
<td>Complete</td>
</tr>
<tr>
<td><strong>ACC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considers and implements process for General Education review (May, 2001)</td>
<td>One-time &amp; Ongoing</td>
<td>Process approved</td>
<td>Proposals generated and distributed to faculty; models proposed and analyzed in the fall, 2002</td>
</tr>
</tbody>
</table>
## Assessment Plan

### Phase III: 2002 and Ongoing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Outcome measure</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work groups convene to define basic student outcomes in collaboration with other state colleges</td>
<td>Ongoing</td>
<td>Outcomes defined</td>
<td>Writing—complete; Information &amp; Technology Literary (ITL)—drafted; Quantitative &amp; Symbolic Reasoning (QSR)—drafted; Critical Thinking (CT)—in process</td>
</tr>
<tr>
<td>Work groups define and carry out activities related to their outcomes</td>
<td>Ongoing</td>
<td>Participation; assessment of success; completed surveys; etc.</td>
<td>Activities to date: Writing: Faculty development workshops</td>
</tr>
<tr>
<td>Campus review of models for General Education</td>
<td>Ongoing</td>
<td>Participation and responses</td>
<td>Discussion; <a href="http://pandora.cii.wwu.edu/gened">http://pandora.cii.wwu.edu/gened</a></td>
</tr>
<tr>
<td>Consideration of models for General Education</td>
<td>Fall 2003 &amp; ongoing</td>
<td>Accepted model</td>
<td>Implementation</td>
</tr>
</tbody>
</table>

### OIAT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Outcome measure</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELS surveys</td>
<td>3 years</td>
<td>Completed surveys</td>
<td>Satisfaction with more longitudinal data</td>
</tr>
<tr>
<td>Evaluation of department and program assessment</td>
<td>annual</td>
<td>Annual reports by departments; will list assessment; goals published on Web; etc.</td>
<td>Levels of Implementation; numerical baselines; reviews by deans and by Provost</td>
</tr>
<tr>
<td>Focus reports</td>
<td>ongoing</td>
<td>6-10/year</td>
<td>Usefulness and applicability within departments and programs</td>
</tr>
<tr>
<td>Dialogue papers</td>
<td>ongoing</td>
<td>3-4/year as timely, crucial issues arise</td>
<td>Usefulness and applicability within departments and programs</td>
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</table>

### CII

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<th>Activity</th>
<th>Timing</th>
<th>Outcome measure</th>
<th>Evaluation</th>
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<td>Examples of innovative teaching</td>
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### ACC

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<td>Continuous program review</td>
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<td>Changes to majors, etc</td>
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III. Assessment in the colleges and departments

Each year, Western’s academic departments submit annual reports to their respective deans that include their plans for assessing their program effectiveness and student learning outcomes. Departments are also required to maintain current statements of their mission, goals and objectives.

Regular reports on programs are required by the Washington Higher Education Coordinating Board (HECB), a state agency governed by a 10-member citizen board and charged by state law with representing the "broad public interest" in higher education. The HEC Board is responsible for approving new degree programs and evaluating existing degree programs at Washington’s public four-year colleges and universities. Existing degree programs must submit reports every two years.

In addition, some Western degree programs are evaluated by external accrediting organizations.

The OIAT measures the colleges’ progress in implementing assessment plans using the Levels of Implementation template developed by the Higher Learning Commission, North Central Association. (This template can be found in Appendix A of the OIAT’s assessment report of 2002.)

The Colleges of Business and Economics, Fine and Performing Arts, Fairhaven College, Huxley College and the Woodring College of Education are at Level Three, Rank 9, Maturing Stages of Continuing Improvement. Reflecting its recent progress in this area, the College of Fine and Performing Arts is now rated at a higher level than it was one year ago.

This ranking indicates that “Student learning has become central to the culture of the College, and finding ways to improve it is ongoing.” It also means faculty and administrators show “commitment to excellent teaching and effective learning;” that “explicit statements regarding the College’s expectations for student learning are widely publicized,” and that the programs have established benchmarks “against which students’ learning outcomes are assessed.”

The College of Arts and Sciences collectively is at Level Two, Rank 4, Making Progress in Implementing Assessment Programs. This indicates that although data is being collected, not all of it is being directed toward the improvement of student learning, and that “individual units vary widely in the degree to which they use” the available data. It also indicates that faculty are increasing engaged in assessment activities and that findings about student learning are beginning to be incorporated into program reviews and self studies.

The following responses from colleges and programs vary somewhat in depth of detail; the intent is to provide fuller responses for the areas in which the NASCU 1998 evaluation made suggestions or recommendations.

College of Arts and Sciences

Each department in the College has developed a mission statement that includes goals and objectives. These statements are on file in the Dean’s office.

The Dean meets annually in the summer with each department chair to review the department’s Annual Report as well as the issues affecting the department. Since 1999, a section of the Annual Report has focused on departmental assessment plans, serving to encourage the faculty to formulate plans and to inform the administration of progress.
Excerpt from 1999: “Outcomes definition and assessment. This is an essential component. You may need to begin by describing your plan for developing formal outcomes assessment in your department. (We will be providing information and workshops on development of assessment plans.)

“Relate to goals and objectives; relate to curriculum and personnel changes; define outcomes in terms of student performance and describe how outcomes are assessed. The result should be evidence that can be communicated to others outside the department.”

Excerpt from 2000, 2001 and 2002: “Update your plan as described last year: Please describe your outcome assessment process at the current time and illustrate what evidence you can show of student outcomes (portfolios, test scores, etc.). What additional plans do you have for developing your assessment protocol?”

Of the 20 departments in the College of Arts and Sciences, five have completed assessment plans, 10 have plans in progress, and five are in the initial planning stage. The departments’ plans and descriptions of their current status are on file in the dean’s office. Changes to the curriculum dictated by assessment devices are reflected in faculty resource allocation.

External program reviews in the past five years include:

1. **Department reviews:** In 2002, The Communication Department was evaluated by Professor Betsy Wackernagel Bach, Assistant Provost and Professor Communication at the University of Montana. Plans are underway for the Journalism Department to be evaluated. The Biology Department also conducted an external review.

2. **Accreditation reviews:**
   - 1998. The Chemistry program was favorably reviewed by the American Chemical Society and will be reviewed again in 2003.
   - 2001. The Electronics Engineering Technology, Manufacturing Engineering Technology and Plastics Engineering Technology programs of the Engineering Technology Department were favorably reviewed by the Accreditation Board for Engineering and Technology.
   - 2001. The Industrial Design program of the Engineering Technology Department was favorably reviewed by the National Association of Schools of Arts and Design.
   - 2001. The Recreation program of the Physical Education, Health and Recreation Department was favorably reviewed by the National Recreation and Parks Association.
   - 2003. The Speech Language Pathology and Audiology programs of the Communication Sciences and Disorders Department will be reviewed by the American Speech-Language-Hearing Association.
   - 2003. The Mental Health Counseling and School Counseling programs of the Psychology Department were favorably reviewed by the Council for Accreditation of Counseling and Related Educational Programs.
   - 2003. The Computer Science program was reviewed by the Accreditation Board for Engineering and Technology. The department has a new chair and has reorganized and made changes subsequent to the evaluation. The department is appealing to be re-accredited and has received favorable comments following a recent site visit.
3. Higher Education Coordinating Board Existing Program Reviews:

1997. Computer Science, Foreign Languages and Literatures (now Modern and Classical Languages)
1999. Biology, Chemistry, English, Political Science, Sociology
2001. Anthropology, Geology, History, Journalism
2003. (scheduled) Engineering Technology, Liberal Studies, Mathematics, Philosophy,

College of Business and Economics

The College of Business and Economics (CBE) implemented a review process for degree, department, and learning objectives as well as learning outcomes at the course level in the fall of 1998. Overall objectives and learning outcomes for the bachelor of arts in business administration degree were those described in the standards of the college’s accrediting body, at that time called the American Assembly of Collegiate Schools of Business (AACSB). Departments reviewed mission statements and developed objectives and learning outcomes for each concentration within that major. In those departments offering majors other than the bachelor of arts in business administration, specific objectives and learning outcomes for those majors were developed.

To link degree objectives and outcomes to course objectives and outcomes in the core curriculum, an internal review team examined syllabi from all sections of all core courses to determine if AACSB, university, and college objectives and outcomes were being fully articulated. This team first developed a set of guidelines and model syllabi. The guidelines require that every CBE syllabus contain a statement of course objectives and expected learning outcomes.

Outcomes may be defined in terms of skills acquired, concepts learned or an appreciation of the significance of a topic. In addition the syllabus should provide a schedule of topics covered, a description of the assessment methods to be employed, and an indication of the extent to which AACSB perspectives are used in the course. The assessment methods must be keyed to the objectives and learning outcomes.

Review team members began evaluating core syllabi in the fall of 1999. The review team has become a permanent part of the committee structure of the college and continues to perform its function. CBE also has constituted a task force to specifically review the undergraduate core curriculum and recommend to the college any changes it deems necessary. This task force likely will become part of the permanent committee structure of the college. The assessment committee, another permanent committee within the college, reviews procedures for assessing student outcomes.

The goal is to implement a system that will allow for continuous improvement in the areas of degree objectives, course objectives, and student attainment of learning outcomes. At the undergraduate level, assessment is and will be conducted through multiple methods, including information obtained within individual sections, across sections of individual courses, and at the program level through self-assessment by students as well as through alumni surveys. At the MBA level students complete individual portfolios and complete self-assessment instruments as well as the within-course evaluation. At both levels, a capstone experience evaluates the students’ ability to integrate their coursework.

College of Fine and Performing Arts

The College of Fine and Performing Arts is following a three-phase plan to work collaboratively at the college and departmental levels to achieve effective student learning assessment.
Phase 1  The first phase consists of gathering information to gain more knowledge about successful assessment activity externally and internally. Defining strategies for student learning assessment poses a challenge for arts programs throughout North America. Educating an artist or performer requires discipline-intensive training; at the same time, the arts comprise fields for which quantitative assessment methods pose a challenge. For this reason, arts programs at Western and elsewhere continue to work toward suitable assessment models, a significant and ongoing process.

Phase 2  The second phase comprises a review of current program and department assessment in the College of Fine and Performing Arts with the intent of identifying ongoing learning outcomes assessment practices.

Three levels of achievement exist: units with published missions statements, discipline-based objectives and/or assessment strategies; units with unpublished missions statements, objectives and/or outcomes; units with functioning assessment strategies that had not been identified as such in the context of student learning outcome assessment language.

All CFPA units employ forms of assessment that are used to evaluate student learning and degree outcomes. Among the accomplishments with regard to defining objectives, goals and outcomes:

- The Department of Theatre Arts has published in the university Bulletin a clearly articulated mission statement, with specific information regarding discipline-based competencies and methods of final evaluation for majors in the department. This sets an example for the college.
- The Department of Music has published its mission statement and discipline-based competency objectives in student recruitment and other informational materials generated for public use. Significantly, these have been published as part of a strategic planning document, and they contribute to the department’s accreditation through the National Association of Schools of Music.
- The Dance Program has included in the Bulletin a description of selected competencies and methods of evaluation of those competencies. More comprehensive consideration of outcome assessment has been completed, and is being applied to program planning.
- The Department of Art has developed a mission statement and has articulated objectives as well as life-skill goals that are outcomes of an education in the arts. An outcome assessment plan has been defined for consideration. Areas within the Department of Art also have developed mission statements, goals and/or objectives that are specific to their disciplines and that are shared with students.
- Art, Dance, Music and Theatre Arts Education programs have in place assessment plans in compliance with state guidelines for K-12 education programs.

Selected student learning assessment practices among Art, Dance, Music and Theatre Arts include:

- Admission to the Music major through audition and to the Art major through portfolio review;
- Senior projects for Theatre Arts majors, senior recitals for Music majors, exhibitions for B.F.A. degrees, and senior practicum projects for Art History majors.
- An increasing number of faulty writing syllabi that inform students of course goals and expected outcomes, and some units considering exit interviews;
- Evaluating of student learning throughout the year via auditions for performances or adjudications for exhibitions as well as performance critiques and reviews;
• A second portfolio review for design majors in the Department of Art being required for admission to third-year tracks of study;

• Essay examinations, on-line discussions, progressive and rough draft assignments, in-class critiques, small focus group discussions, etc., are assessment methods utilized by each unit and recognized as indicators for outcome assessment;

• All units have core courses that provide entry to upper-division study concentrations; these employ discipline-specific projects that reveal students’ skills and depth of knowledge.

**Phase 3** The third phase of the CFPA plan leads toward identification of college-wide categories of knowledge as outcomes shared among all units. The third phase also leads to actions that will unite assessment with curricular review.

Among the goals to be achieved are completing the identification of shared outcomes, revising the mission statement, further connecting objectives from course syllabi to department curricula and to the college mission statement, increasing the correlation between outcome assessment and department and course planning, and establishing effective CFPA data-collection strategies.

One unexplored area is to direct questions to students who have not pursued professional arts careers. Many students with degrees from the CFPA go into challenging careers outside of the arts, and their success is built on skills and abilities that have been gained from studying the arts.

Successful outcomes will empower students to expand cultural communication and to respond creatively and constructively to challenges in today’s world and in the future. Such outcomes can be proposed by asking how studies in the arts contribute to abilities that are reinforced in other campus programs. These may include, for example, critical thinking or problem-solving abilities.

An equally important question is: What abilities or types of knowledge can be uniquely gained from, or are more effectively learned through, an education in the arts? With these two questions answered, defining outcome assessment strategies can follow.

**Fairhaven College**

Fairhaven College has significantly revised its writing component, the core of a continuous process by which students and faculty assess student learning. Rather than being centered on a one-time summative evaluation of student competence, the writing component is now a developmental and mentoring process that takes place over a student’s entire academic career.

A new emphasis is on a developmental writing portfolio process reflective of the student’s interests and writing skills over time, with a goal for these to be electronic in the future. A second emphasis is the inclusion of the student’s academic advisor in the writing development process, thus ensuring a stronger link between writing and other areas of the student’s degree program.

**Huxley College**

Huxley College’s assessment methods include surveying its alumni every three years. A new set of responses is coming out, based on graduate students who were surveyed during summer 2002.

The recent major survey of undergraduates showed a need for more international, interdisciplinary and hands-on application in the curriculum, and the college has responded with changes. The survey collected 507 usable responses from undergraduate alumni who were interviewed for approximately 20 minutes by telephone.
Graduates also reported they had noticed some overlap in material in the core courses, which aim to examine environmental issues from multiple perspectives, tying in social sciences and humanities.

The college reconfigured the core, moving away from the required courses toward a cohort experience, in which students work as a group on a case study of Bellingham Bay. Begun in winter 2002, the core requires approaching the project from multiple angles, including social, economic and historical factors. It also requires students to apply learning to real, current problems, with results made available to agencies such as the city planning department.

The college requires internships for undergraduates, which also reflects survey findings that alumni valued these experiences highly. Both the students and their employers evaluate the internship experiences.

When alumni were asked their most important advice for current Huxley students regarding their education, the top responses were to do internships or volunteer work, and to get applied, real-world, hands-on experience.

Among other findings, 85% of graduates who made a serious effort reported gaining a first fulltime job closely related to their studies. Overall, 63% of grads worked in a job at least moderately related to their studies.

On what they were seeking when choosing Huxley, the focus on the environment proved to be key, plus “the vast majority of graduates were looking for a broadly integrated interdisciplinary approach.”

Results also showed that as students they “wanted a heavily applied hands-on emphasis as opposed to theoretical issues.” These two qualities also show up as strong predictors of satisfaction with their education.

When answering what was “the single best thing about experience at Huxley, “Faculty and general emotional climate” came in first, followed by “diverse, broad or flexible curriculum, high quality training, and hands-on, applied labs.”

The survey of graduate students involved a smaller number (68 completed surveys), but showed similar high levels of satisfaction with their jobs and the education they received. Though many came from outside the immediate area, most stayed and now work within the state. They recommended that the college provide more assistance with employment opportunities and more education in human factors, such as communication, management, political and organizational factors.

Other college assessment measures include the Futures Committee, which issued its report several years ago. The group identified trends in environmental professions in this country as well as internationally, and examined similar educational programs. The report provided external verification for the review of the curriculum and pointed to an increased need for interdisciplinary programs and environmental economics training.

The college requires a capstone course for all students.

It also is starting an external advisory board for more formal input. The group will include representatives of industry, government and possibly non-governmental organizations.
Woodring College of Education

All Woodring College of Education programs have established clear definitions of programmatic outcomes. These outcomes are posted on the College’s Web site through links to programs and to the NCATE accreditation Web site.

Since the last accreditation visit, Woodring College of Education has established a process for ongoing program review to insure continuous examination of the curriculum for elementary and secondary education programs, including the subjects taught by the College of Arts and Sciences. These ongoing program reviews are completed collaboratively by faculty in Woodring and in the College of Arts and Sciences.

The reviews include:

- gap analyses to insure coherence between course offerings and program outcomes;
- designation of where specific program outcomes are addressed in courses and other learning experiences;
- identification of assessments used to assess candidate performance relative to the program outcomes;
- description of how assessment results are shared with candidates and across colleges;
- description of program improvements made on the basis of assessment results.

The program reviews are approved by the Teacher Education and Academic Departments Commission and the Professional Education Advisory Board. Example program review documents are included in Appendix 3.

Articulation of programs

Educator preparation at Western Washington University is a shared endeavor between Woodring and departments in the other colleges, primarily in the College of Arts and Sciences. To insure the articulation of programs across colleges, we have established the Teacher Education and Academic Departments Commission comprised of representatives from education and arts and sciences departments. The Commission meets at least once each quarter to approve program reviews and to check policies for student advising and admission.

Program adjustments reflecting assessment information

The program review process for Woodring College of Education includes a section in which the program must describe improvements and changes made on the basis of assessment information.

Examples of significant changes in programs made as the result of assessment information include: the expansion of school-based field experiences in the elementary and secondary education programs; integration of diversity issues and multicultural education into secondary education curriculum; development of a new evaluation system for assessing candidate performance during the elementary, secondary, and special education program student teaching internships; addition of new writing requirements for the human services program; and development of a portfolio assessment process for the Master of Education in Educational Administration.

Oversight for all off-campus programs

Since the last accreditation visit, the University Extended Education and Summer Programs (EESP) unit was established. All Woodring College of Education off-campus and extended programs are administered through EESP.
**Graduate Program**

Assessment activities for the graduate programs include both internal and external program reviews.

The Graduate Council, a sub-committee of the Academic Coordination Commission (ACC), reviews each graduate program every five years. The reviews follow the guidelines established by the national organization of graduate schools, the Council of Graduate Schools.

Each review begins with a self-study that allows the program to examine the structure, processes, curricula, and progress made since the last review. The Graduate Council’s review includes interviewing faculty, students, alumni, and the dean of the appropriate college.

The findings are reported in a document submitted to the Graduate Council and the ACC. Recommendations of the Graduate Council resulting from the reviews have resulted in significant improvements in a number of graduate programs. The Graduate Council has, on occasion, recommended moratoria on admission to programs that needed restructuring.

National professional organizations also periodically evaluate and accredit a number of graduate programs. These include: The National Council for the Accreditation of Teacher Education, the International Association to Advance Collegiate Schools of Business, the American Speech-Language-Hearing Association’s Council on Academic Accreditation in Audiology and Speech-Language Pathology, and the Council for the Accreditation of Counseling and Related Educational Programs. Western’s programs meet the national standards and are accredited by these organizations.

**Extended Education and Summer Programs (EESP)**

University Extended Programs (UEP) and Woodring College of Education Extension services united as Extended Education and Summer Programs (EESP) in August, 2001. Administrative roles and functions were restructured during the first twelve months, resulting in a unified fiscal structure and units focused on marketing and needs assessment, curricular review and program development, among others.

EESP directors are currently working on individual unit assessment plans that will be consolidated into an overall EESP department plan. The target for completing the plan is June 2003. The office prepares annual reports for the Provost and biennial reports for the HEC Board.

The mission has been defined: “Extended Education and Summer Programs (EESP) links the University to a broad-based community, from youth to senior citizens, by providing high quality, client-centered educational opportunities.” The mission is stated in publications and on the EESP Web site: ExtendedEd.wwu.edu

Unit directors will identify critical elements to assess unit goals and results including: student evaluation of courses, college/department review of course syllabi and faculty, customer satisfaction data, tracking sources of client referrals, publicity effectiveness, and database/report creation and generation to support unit efforts.

Additional information about EESP is available in Appendix 4, which includes the organization chart, the Summary of EESP Learning Opportunities, the EESP Annual Report 2002, Strategic Action Guidelines – Five Year Progress Report, December 2002, and a sample EESP Newsletter.
Summary

Assessment efforts at Western Washington University have developed at the departmental and college levels, and considerable progress has been made toward disciplinary and professional program curricular reviews that focus on student learning outcomes.

An institutional educational assessment plan is in place that addresses assessment in the general education component, and expertise and support are provided across the campus for development of assessment practices and instruments. The mission and goals of the assessment-related offices flow directly from the university’s Mission, and their activities directly support the university’s Strategic Action Guidelines.

Many academic units at Western have integrated assessment findings into reviews and changes within their programs. The effectiveness of the institutional guidelines and plan can be seen in the way they provide structure for the assessment plans currently being developed by several academic units.
Recommendation 2:

“We applaud the considerable effort of the University to update the campus master plan to reflect the dynamic challenges of projected enrollment and program growth. The productive and cooperative working relationship with the City of Bellingham and other entities is recognized as well. Nonetheless, in the face of projected acute space shortages, the University must proceed with the completion and adoption of this plan at the earliest feasible date so that it can serve as an official guide to establishing capital construction priorities and achieving WWU’s strategic planning goals.”

Response: Master Plan Update

Western Washington University and the City of Bellingham completed and adopted the Western Washington University Institutional Master Plan (IMP) in the fall of 2001.

This plan was developed during a two-year public planning process that included an advisory committee made up of University, City of Bellingham, Whatcom Transportation Authority, and neighborhood representatives.

The IMP provides a framework for the future development of the campus to accommodate the projected growth to 12,500 full time equivalent (FTE) students, without compromising the character of campus or of the adjacent neighborhoods. The IMP establishes a range of building development that can be accommodated on campus to meet the projected enrollment and a land use plan that places a priority on the academic core of the campus.

The IMP’s Overarching Principles and Themes include:

- Optimize use of land while maintaining character
- Maximize alternative transportation while accommodating parking
- Optimize transitions, blending, and buffering to sustain adjacent neighborhoods
- Optimize communications between Western, the city and adjacent neighborhood associations

Recommendation 3:

“The Faculty Senate decision to conduct substantive reviews of faculty every fifth year must be reviewed in relation to the Commission on Colleges standard that requires reviews be done every third year. It is recommended that the faculty senate [sic] adjust the policy to be consistent with Commission Policy on faculty evaluations.”

Response: In response to the recommendation, the Faculty Senate revised its policy to conform to the Commission’s three-year standard. However, in the interim, the Commission changed its policy to five years. Therefore, the Faculty Senate has re-adopted a policy of five-year reviews to be consistent with Commission Policy on faculty evaluations.
Standard 1 - Institutional mission and goals, planning and effectiveness

The three main components of Western's mission remain unchanged since the last full-scale evaluation. These are a quality educational experience, diversity of students, faculty and staff, and service to the community.

The self-study conducted for NASCU's evaluation visit in 1998, however, was based on the mission and goals statement of 1992. The current Strategic Action Plan was adopted by the Board of Trustees in December 1997, coinciding with the end of the self-study period for re-accreditation. This plan spells out more specific objectives for diversity and community service than did the earlier plan.

During the last five years, Western has used its 1997 Mission and Strategic Action Plan as the framework for planning, setting institutional priorities, admissions, hiring, guiding examination of the general education component, conducting research and assessment activities and making budget requests. This time period has seen much more work on outcomes assessment.

Plans achieved and plans for the future

The campus master plan has been approved; please see Standard 8 for fuller discussion of renovations, new buildings, and related projects.

A plan to restructure the College of Arts and Sciences has been approved by the Board of Trustees. The college will be divided into two colleges, one comprising departments of natural sciences and technology, and the other social sciences and humanities.

The Extended Education area has been restructured. In August 2001, two units, the former University Extended Programs and Woodring Extension Services, were merged to form Extended Education and Summer Programs. With this merger, the university has a unified structure for fiscal responsibility and oversight for all extension programs.

Plans in some areas are being adversely affected by state budget constrictions. Immediate investment in the form of catch-up support in basic instruction, technology, library resources, student services and facilities maintenance is already required if Western is to continue on its present path of academic excellence. The six-year plan to improve faculty salaries and portions of the capital plan have been impacted by insufficient state appropriations for 2002-03 and may be further impacted in the ensuing biennium 2003-05. Please see Standard 7 for a fuller discussion.

Articulating and evaluating institutional expectations

The Strategic Action Plan states specific objectives and goals that members of the university are working to achieve. Each area of the university states its progress toward those goals in its annual report to the president. The President then evaluates that progress and presents the university’s level of achievement on each objective to the Board of Trustees. Please see the attached document “Strategic Action Principles and Strategies,” which shows the President’s evaluations for January 2003.

The evaluation process

The President asks Vice Presidents and Colleges to provide written annual plans; the college deans and division heads ask their units to provide written plans as well. Each year the plans are reviewed, and at the end of the year, the Vice Presidents and Colleges are asked to provide evidence of achieving the goals and objectives stated in the Strategic Plan and in their own unit plans. The evidence
is based on documented measures, and the status of progress toward the goals is assessed. The President prepares a summary of the annual reports for the Board of Trustees.

The Strategic Action Guidelines are readily available in the President's area of the university's Worldwide Web site and are published for the public and Trustees at the Board meetings.

The variety and range of documented evidence the university collects is exemplified by the list compiled for the Performance Assessment by the Office of Financial Management requested in October 2002, available as an Appendix. This is a current list of performance measures and substantiating documentation that are available on either the University's Web site or on paper, or both.

The documents address the state's performance assessment questions on: criteria the institution uses to determine program effectiveness, its performance metrics, data collection and analysis; evidence of acting on data to improve program effectiveness; examples of innovative or best practices; quality assurance; commissioned external studies for improving quality or operations; definition of customers and steps to increase customer satisfaction; an internal control officer and regular internal audits and risk assessment; and how the institution optimizes revenues, monitors expenditures, and operates in accordance with relevant statutes and regulations. The summary report lists, in general terms, the actions or documents that respond to each of the questions.

Evaluation processes for assessing student learning outcomes and program effectiveness are spelled out in the university’s Assessment Plan (see Part A of this report), in department unit plans, and in the standards published by associations that accredit programs in the university.

The evaluation processes for faculty are spelled out in the Faculty Handbook and detailed in college and departmental unit plans. (Please see Standard 4 for fuller discussion.)

The planning processes

Planning processes are widely known and frequently published. Primary groups engaged in planning draw members from the major constituent groups on campus to include faculty, students, classified staff and administrators. All college, department and divisional planning processes are utilized in the development of the University's biennial operating and capital budget request and the subsequent allocation of appropriations following the legislature's passage of those budgets.

Groups engaged in planning include the Staff Employees Council, the Exempt Professional Staff Organization, the Associated Students, the President’s Council, the Provost’s Council, and the Faculty Senate and its committees, notably the Academic Coordinating Commission and the University Planning Council.

Groups that bring together faculty, staff, students and administrators in their memberships are: the University Planning Council, the University Advisory Council, and the University Operating and Capital Budget Advisory Committees.

The Board of Trustees includes a student member, and the president of the Faculty Senate and of the Associated Students have regular access to the Board through their ability to place items on the agendas and to make presentations at meetings.

Large-scale planning processes such as restructuring the College of Arts and Sciences and reviewing the general-education component have proceeded with published timelines. A variety of formats for discussion and information have been provided, including Web sites with general information, related institutional research reports, public forums, threaded discussions and e-mail responses.
Proposals are taken to the Faculty Senate and the planning committees for advice, with the president reserving the right to make final recommendations to the Board of Trustees. The Faculty Senate has taken polls and surveys of opinion, and in the case of dissenting viewpoints, Senate presidents have presented the faculty's views to the Trustees at both special and regular meetings.

**Teaching, research and service**

The goals in the Strategic Action Guidelines for active learning styles, innovative methods, and assessment of outcomes are addressed by the Teaching and Learning Academy programs and the Center for Instructional Innovation (described in Part A). The goals for general education and co-curricular student life are assessed through regular surveys of students and alumni.

Goals and evaluation methods for teaching and research are also stated in the Faculty Handbook and in college and departmental unit plans, which are updated annually. Goals for support of research and teaching innovation are measured by assessing levels of institutional support for faculty research and by levels of external grant funding.

Specific objectives for community service are listed in the Strategic Action Guidelines, with measurements lying in the areas of publications, campus performances, speeches, gallery exhibits, and other activities that enrich the community. Other measurements include alumni relations and levels of financial support, hours of student in-service and volunteer work in the community, and faculty service to their professions and community, documented in annual reports according the departmental unit plans.

**Use of planning and evaluation in resource allocation and improvements**

When the university prepares its biennial budget requests for submission to the governor and state Legislature, it ties all proposals for expansion -- decision packages -- directly to the goals and objectives stated in the Strategic Action Plan. The specific components of the University's operating budget request are developed within the planning processes of the colleges and divisions of the University. After review by the appropriate dean and/or vice president, the proposals are presented to the University Operating Budget Advisory Committee. After hearing the presentations, the committee recommends the content and priority of request items through the Provost, committee chair, to the President. The President then prepares her recommendations to the Board of Trustees.

In preparing the biennial budget request, all participants are guided by the Board’s Mission and Strategic Action Plan calling for quality, diversity and community service, by the state of Washington’s Higher Education Coordinating Board’s 2000 Master Plan. Additionally, the operating budget proposal is aligned with Western’s 10-year Capital Plan and the University’s biennial Capital Budget Request. Together, these companion budget requests represent a coordinated expression of Western’s highest priorities, thoughtfully identified, advanced through the University’s shared governance system and approved by Western’s Board of Trustees.

Similarly, once the legislature has appropriated biennial funding to the University, the Operating Budget Advisory Committee hears presentations from the Vice Presidents and Deans on their planning priorities in light of the appropriation level, legislative provisos, and priorities established by the university and mission and strategic plan. The Committee then recommends allocation priorities to the President, who then makes annual allocation recommendations to the Board of Trustees. In preparation for making request and allocation decisions, the Board of Trustees hold annual retreats with the President and President's Council to discuss planning strategies and priorities.
Assessment data has been used to shape changes in instructional programs and services, as described in Part A, Assessment Plan, and in Standards 23, 4 and 5.

Integration of evaluation and planning processes; use of resources; effectiveness

Planning at Western becomes centralized in the budget request and allocation processes and when the university updates its strategic plan. Otherwise, planning takes place within each division and each college, each of which has its own planning processes.

The offices of Survey Research (OSR), Institutional Assessment and Testing (OIAT), and Institutional Research and Resource Planning (OIRRP) all report to the university Provost. This represents some reorganization, as the OIRRP had been within the University Office of Planning and Budgeting.

The OIRRP is task-oriented, examining questions that arise with the development of planning scenarios. The research provides evidence for anticipating results and budget costs for various academic and program proposals. For example, the office did an analysis of course enrollment patterns likely to develop under each of the options proposed as part of the general education reform. The findings anticipate the impact on classroom space, time and scheduling of changed distributions in course enrollments.

The office also analyzed space needs of the departments moving to the new Communications Building based on parameters such as number of majors, sizes of classes, and need for instructional labs. Another report examined square footage of classroom space by numbers of students and how it affects time to degree.

The Office of Institutional Assessment and Testing conducts and analyzes surveys, supervises the Testing Center, prepares assessment reports, researches assessment efforts, advises on educational program and student learning outcomes assessment and develops and writes the university’s assessment plan.

The University Office of Planning and Budgeting produces revenue and expenditure trend analysis and projections as part of its ongoing work. It is responsible for preparing biennial operating budget requests and for the resulting annual allocations. It implements the budget, producing the annual operating budget and the fees book.

The office also creates comparisons of faculty salaries to other, peer institutions, using the Higher Education Coordinating Board's list of 239 peer comprehensive universities. It is currently researching a listing of 24 public comprehensive Institutions as a smaller peer group to be used for benchmarking and analysis on many aspects of university operations.

Evidence of institutional effectiveness communicated to the public

Western makes the information it gathers available to the public in numerous ways. Public documents are created for state legislative packages, accountability measures, and reports for the Higher Education Coordinating Board. Results of accreditation reviews are printed in the catalog; mission and goals statements are available on the university’s Web site and are distributed at Board of Trustees meetings.
meetings. The annual President’s Report is printed and widely disseminated, as is the annual report of the Western Foundation.

The university maintains a highly active Public Information Office that distributes news in electronic and print format and regularly publishes newsletters for alumni as well as students and their families. The Student Affairs and EESP areas distribute publications with recruiting, application and admissions information. The offices involved with instruction and assessment on campus all regularly publish research reports and discussion papers.
Standard 2 -- Educational Program and its Effectiveness

Note: Responses to the final three questions in this standard, relating to student learning outcomes and assessment, appear in Part A, Response to NASCU’s Recommendation 1. Responses in this section vary in depth of detail provided in order to better address the comments and suggestions NASCU made in its 1998 evaluation report.

Organization of this standard:
A. General Education
B. The Colleges and Programs
C. Graduate Programs
D. Extended Education and Summer Programs

In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degree/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?

A. General Education

Creation of the Vice Provost position

The Office of the Vice Provost for Undergraduate Education was formed in July 2001 with a rationale centering on the need to coordinate and facilitate campus resources for teaching and learning. The position is charged with actualizing Western’s vision of being a provider of high quality undergraduate education.

The office has launched a complete, assessment-focused review of Western’s general education program. The Vice Provost works closely with the colleges, the academic departments, the shared governance committees, the Associated Student Body, and groups working on developing assessment strategies and tools.

It also has initiated several special projects. The Teaching-Learning Academy and the First-Year Interest Group program have contributed to a number of curricular initiatives. They also form a network of support for faculty from all colleges to consider ways in which their teaching can be enhanced and their student learning assessed in more meaningful ways. (A third initiative, the Center for Instructional Innovation, is discussed in Part A.)

The Teaching - Learning Academy

The Teaching - Learning Academy (TLA) grew out of Western’s participation in the Carnegie Academy for the Scholarship of Teaching and Learning. From its beginning in fall 1998, numbers grew over two years to nearly 100 faculty and 50 students participating in Parts I and II of the Campus Conversation. Western completed the program and was awarded the first American Association of Higher Education/Carnegie Foundation “Going Public” Grant.

To sustain this campus dialogue, the Teaching -Learning Academy was created in 2000 and funded by the Provost. It provides a venue where students and faculty can gather and reflect on teaching and learning, and it has supported the general education reform by forming dialogue groups organized around the learning outcomes that had been previously identified by the Quality Undergraduate Experience (QUE) Task Force.
These groups focus on: critical thinking/broad base of knowledge; diversity/community; communication competencies; creative expression; and preparation for major or professional degree. Approximately 80 faculty, 10 administrators/student affairs professionals, and 25 students contributed to these dialogue groups, which met frequently throughout the fall of 2001. Its Web site disseminated the ideas generated and sought feedback and comments from the broader campus community. It is located at: http://www.ac.wwu.edu/~dialogue

First-year Interest Groups

The idea for the First-year Interest Group (FIGs) program came from a task force of faculty and student-support professionals. The First-Year Experience Task Force was formed in 1997, partly as a response to state-mandated accountability measures that sought to increase freshman retention and time to degree. The first cohort of FIG students enrolled in fall 1999.

In the unique curricular structure at Western, students enroll in two general education courses and a two-credit seminar that links the two and provides a format by which the faculty involved can work more directly with students in a more interdisciplinary context.

In the four years since its inception, more than 800 freshmen have elected to enroll in the seminars, and ongoing assessment efforts have demonstrated increased fall-to-fall student retention. Program assessment highlights improved satisfaction with general education requirements and increased faculty-student contact, as well as slightly higher GPAs for students enrolled in FIGs. Faculty involved in the program are provided opportunities for professional development, which also benefits the non-FIG students in their general education classes. About 4,000 students taking these courses have been impacted by their professors’ access to technical support, summer workshops, and series on professional development and best classroom practices.

General Education Review

A component of Western’s assessment plan, written by the Office for Institutional Assessment and Testing (OIAT) in April 2000, called for more work with the learning objectives of the general education program. No major review of general education had been conducted at Western since the mid-1970s. That fact, coupled with data from surveys of current students and alumni showing dissatisfaction with some aspects of offerings, made it essential for the campus to launch a systematic and scholarly review.

In May 2001, The Academic Coordinating Commission (ACC), a standing committee of the Faculty Senate, called for the formation of a task force to explore alternative curricular models; the General Education Task Force was charged by the ACC the following fall. Since that time, the 15-member group, consisting of faculty, administrators, and students, has worked to identify and articulate the purposes of general education. It has developed two models as potential ways to better address the general education offerings.

Western now is poised to adopt one of these curricular models, or a combination of the two with refinements as suggested by the campus community. The final set of recommendations was scheduled to be forwarded in March to the ACC, which can accept, modify or reject them.

The most salient aspects of the proposed models are the ways in which students will be required to take courses within a distribution across academic areas (similar to the current distribution model at Western), and the attention to competencies embedded in courses offered as free-standing options. Both models incorporate plans to assess student learning objectives. At the present time, 10 distinct competencies are suggested. (Please see Appendix 5, which includes General Education Task Force Report, Models and Synopsis of activities.)
Over a four-month period, the task force participated in 24 department, staff and student meetings to discuss the proposals; also, a variety of forums, study groups and Web discussions resulted in a dozen written proposals. Notes from all meetings are summarized in a report, “General Education Discussion Summary,” and are located along with all written proposals, at http://pandora.cii.wwu.edu/gened/

Ongoing campus dialogue about the proposed models has further identified competencies in the areas of media literacy and visual analysis. Some departments have suggested that integrated strands or clusters of courses could be offered that would provide students with environmental literacy and opportunities for creative expression. The final curricular model will probably entail a somewhat smaller, more cohesive, and better articulated set of general education purposes and learning objectives.

B. The Colleges and Programs

College of Arts and Sciences

1998 The B.S. in Biology was modified to add new emphasis in evolution.

1999 All affected departments revised their majors and minors to meet new Washington standards for teaching endorsement. The School Health—Supporting Teacher Endorsement minor was canceled because Washington state discontinued the supplementary teaching endorsement for school health for secondary teacher education majors.

Anthropology revised its majors and minors to be in line with the department’s learning outcomes assessment plan.

Physical Education, Health and Recreation dropped its B.A. in Physical Education and replaced it with the B.S. in Physical Education to reflect the science-based curriculum.

2000 Modern and Classical Languages created a new B.A. Double Language Major (French, German, Spanish) to enable students to obtain endorsement in two languages. The B.S. in Sociology was revised to include options parallel to the B.A, and the B.S. in Electronics Engineering Technology was discontinued at Seattle.

2001 The new Certificate in Internet Studies began, affiliated with the Computer Science Department.

2002 New majors include a B.A. in East Asian Studies, which has been approved by the Higher Education Coordinating Board, as well as a B.A. in Linguistics, and a B.A. in Biological Psychology, which have been approved at the college level.

College of Business and Economics


The Economics Education or Secondary Education combined major was discontinued in 1999-2000.

The title of the major Manufacturing and Supply Chain Management was changed in 2001-2002, and the title of the concentration Production/Operation Management was changed in 2001-2002.
College of Fine and Performing Arts

The 1998 accreditation review brought forward concerns about the numbers of majors in the Department of Art; space needs for Art, the Department of Theatre Arts, and the Dance Program; and budget constraints for the CFPA departments/programs. It also noted that departments have an opportunity to review their programs as faculty members retire and opportunities for new hires arise. The CFPA has taken these matters into consideration to accomplish the following changes.

Numbers of majors

The Department of Art instituted a portfolio review for admission to the department and has reduced the number of majors from 500 to 337, currently. This better ensures program quality and timely completion of the degree. The Department of Music continues to require auditions for admittance to the major, and the number of majors remains consistent.

Theatre Arts and the Dance program have grown; the future size of the Dance Program is being discussed in the college and with the university at this time.

Space needs

The Fine Arts Building was remodeled to provide adequate faculty offices and a small computer laboratory. Storage space was remodeled for student laboratory use and more efficient storage of media equipment. A Performing Arts Center remodel resulted in sorely needed faculty offices. This remodel was made possible through the Theatre Arts department receiving Student Technology Fee funding for a film-editing computer lab and by moving its Performing Arts Center lab to Miller Hall for campus-wide use. The Armory costume shop continues to be inadequate, and the Dance Program lacks permanent studio space. The university administration is working with the CFPA to solve these space problems. As is consistent throughout the university, each department in the CFPA is in need of additional classroom/laboratory space.

Faculty turnover and program review

Art, Music and Theatre Arts are now conducting faculty searches, which has allowed review and some redefining of the emphasis of each position.

All units in the CFPA have reviewed and revised their programs to improve the quality of the education they provide. All departments and the dance program have revised their programs to meet the new State Board of Education requirements.

The Department of Music has redesigned the music theory sequence to provide better access for students and to provide a stronger core curriculum. Theatre Arts undertook a more comprehensive revision as a means to meet their student learning goals and eliminate redundancies in the curriculum. Art has focused on new faculty hires in the studio and art history areas to support their emphasis on contemporary directions in the fields. Art also introduced professional practice classes into the major and has revised the B.F.A. degree to better prepare students of this five-year professional degree program for their careers and application to graduate programs. The Dance Program has instituted a core of classes to better serve the dance minor as well as endorsements for K-12 teachers.

Student enrichment

Because an education in the arts implies professional skills and community outreach, changes include developing more venues for students to be active outside of the classroom.
The Department of Art has established a student-run art gallery (Gallery B) to provide exhibition space for student works and hands-on experience in museum/gallery curatorship, policy and operations. The art history program has established student internships with local agencies, including the Whatcom Museum of History and Art, the Lynden Pioneer Museum, and the Museum of Northwest Art. The Department of Theatre Arts has established the student-run Student Theatre Productions, which provides opportunities for students independently to practice professional skills. The Dance Program has a similar program called Dance Works. Music responds to frequent requests for student performers at university and community events. Dance, Music and Theatre Arts students perform in over 150 events each year as part of their educational programs.

International programs

The CFPA also integrates opportunities for students to study abroad into the curriculum. An agreement has been formed with the University of Pretoria, South Africa, for both faculty and student exchange. The Department of Art has a well-established summer program for study in Italy and has introduced a summer study abroad opportunity for students majoring in or interested in design. This program follows participation of design majors in design conferences in Central Europe. The Department of Music is introducing a summer program for choral music students to study and tour in Central Europe.

Faculty in all departments actively perform, exhibit, present papers and conduct research in North and South America, from Western to Eastern Europe, in Asia, the South Pacific and Africa. Their international experiences are brought into the classrooms to students who, as performers and presenters, necessarily participate in a global expansion of communication among the arts.

Degree changes: The B.M. in Jazz Studies was discontinued in 2001.

Fairhaven College

Fairhaven faculty members have engaged in a number of activities focused on strengthening the quantitative analysis aspects of undergraduate education. Instructors teaching the required core 206 and 306 courses that focus on science have consciously moved to incorporate more quantitative analysis into their courses. The quantitative analysis focus in these courses is upon the process of data gathering and discussions of how data is used in sciences. Introductory exercises support this goal.

A new statistics course has been added to the curriculum. This class has been endorsed by Huxley College of the Environment and enrolls students from both Fairhaven and Huxley.

Data gathering and quantitative analysis have been introduced into other Fairhaven courses. Examples of this are:

- Frequency analysis and spectrum analysis in an on-going government-funded bird song research project.
- A statistical research methods focus in new courses on cross-cultural psychology.
- The use of independent study process to involve students in the organization and analysis of data in a cross-cultural study of depression in women.
- The discussion and inclusion of quantitative analysis principles and strategies in new courses on political economy.

Fairhaven will soon be revising the core curriculum, and the role of quantitative analysis and/or a mathematical reasoning will be one primary focus of the review process. A faculty member used a
summer grant from Fairhaven College in 2001 to explore how this might be done, and this faculty member’s report and recommendations will guide review.

**International program**

Another change brings a greater intercultural focus into the life of the college. An anonymous donor has established a program to fund undergraduate student experience and research outside the United States. The program currently funds grants for three students at $15,000 apiece to go abroad for 10 months. The students may not enroll in a formal academic program or work with an agency tied to interests in the United States, and would forfeit the grant if they returned before the time period expired.

They also are required to return to Fairhaven for one year after completion of their intercultural experience so they can incorporate the benefits of the experience back into the life of the college. The first three grant recipients have been selected for the 2003-04 year. They will use the next several months working with a faculty mentor to prepare for their experiences in Kenya, Ghana and Madagascar.

**Faculty policies**

Fairhaven College has revised its by-laws since the last accreditation visit. Voting privileges for part-time faculty are not yet resolved on a permanent basis. Temporarily, at the beginning of each year, the tenure-track faculty vote to invite non-tenure track faculty with appointments of .5 FTE or greater to participate in college governance for that year.

The faculty roles in the evaluation, advising and mentoring processes have been clarified.

**Diversity**

Fairhaven College has a much more diverse faculty and student body than the university overall, and the meanings and dimensions of diversity often become a focus of curriculum. Diversity in age groups and in backgrounds exists; students of color are 26 or 27% of the population.

The college has been successful in regaining a better balance between transfer and native students, as the number of transfer students has increased during the past five years. This reflects a similar initiative university-wide.

**Huxley College of the Environment**

The college’s name has been changed to Huxley College of the Environment, and it now consists of two departments rather than centers: the Department of Environmental Sciences and the Department of Environmental Studies: Policy, Planning, Education and Geography. The philosophy of Huxley College is to teach people to make a difference—not just to abstractly discuss making a difference in classes, but to act within the community.

In 2002, it discontinued a program at Peninsula College because the HEC Board ended the funding. The program provided retraining for workers displaced in the timber and fishing industries. Huxley has begun a new joint Master of Education degree with North Cascades Institute.

The college has increased its number of Memoranda of Understanding, adding more international connections.

Huxley maintains a linkage to Northwest Indian College, and a Huxley faculty member directs the Shannon Point Marine Facility’s Minorities in Marine Science program. Huxley’s out-of-state enrollment, especially in the graduate program, is high compared to Western’s overall student population.
**Woodring College of Education**

Due to new state requirements for teacher certification, all candidates must pass the West-B (a basic skills test in reading, writing, and mathematics) and the Washington Pedagogy Assessment to qualify for graduation and institutional recommendation for state teaching certification. These changes are reflected in Woodring’s requirements.

Since the last accreditation visit, the University Extended Education and Summer Programs (EESP) unit was established. All Woodring College of Education off-campus and extended programs are administered through EESP.

Woodring College of Education, with support of EESP, developed a process for making decisions regarding off-campus program offerings. Through this process, careful analysis of market need and resource support is completed to insure adequate resources for the program. Through this process, Woodring College of Education and EESP adjusted program offerings; elementary education programs in East King County and Port Angeles will be discontinued upon completion of the current cohort groups.

**Clear definitions of programmatic outcomes**

All Woodring College of Education programs have established clear definitions of programmatic outcomes. These outcomes are posted on the Woodring College of Education Web site located at: [http://www.wce.wwu.edu](http://www.wce.wwu.edu) and through links to programs and to the NCATE accreditation Web site. (Examples are provided in the appendix.)

**Program reviews**

Since the last accreditation visit, Woodring College of Education has established a process for ongoing program review to insure continuous examination of the curriculum for elementary and secondary education programs, including the subjects taught by the College of Arts and Sciences. These ongoing program reviews are completed collaboratively by faculty in Woodring College of Education and the College of Arts and Sciences. The reviews include:

- gap analyses to insure coherence between course offerings and program outcomes;
- designation of where specific program outcomes are addressed in courses and other learning experiences;
- identification of assessments used to assess candidate performance relative to the program outcomes;
- description of how assessment results are shared with candidates and across colleges;
- description of program improvements made on the basis of assessment results.

The program reviews are approved by the Teacher Education and Academic Departments Commission and the Professional Education Advisory Board. Example program review documents are included in Appendix 2.

**Articulation of programs across colleges**

Educator preparation at Western is a shared endeavor between Woodring and academic departments in the College of Arts and Sciences and several other colleges. To insure the articulation of...
programs across colleges, we have established the Teacher Education and Academic Commission, comprised of representatives from education and these other departments. The Commission meets at least once each quarter to approve program reviews and to check policies for student advising and admission.

Assessment-based evaluation

The program review process for Woodring includes a section in which the program must describe program improvements and changes made on the basis of assessment information. Examples of significant changes in programs made as the result of assessment information include:

- the expansion of school-based field experiences in the elementary and secondary education programs;
- integration of diversity issues and multicultural education into secondary education curriculum;
- development of a new evaluation system for assessing candidate performance during the elementary, secondary, and special education program student teaching internships;
- addition of new writing requirements for the human services program;
- development of a portfolio assessment process for the Master of Education in Educational Administration.

Faculty review

During 2001-02, the college unit plan for tenure and promotion and for annual evaluation of faculty was revised. The revised unit plan defines the process to be used for post-tenure review and the review of non-tenured faculty. Since the last accreditation review, processes for the recruitment of non-tenure full-time and part-time faculty were developed and implemented. These processes are consistent with the processes used for the recruitment of tenure-track faculty.

Woodring has taken steps to incorporate full-time, non-tenure track faculty into the mainstream of the university community. These steps include travel allocations for all non-tenure track faculty and the designation of a non-tenure track faculty member as one of Woodring’s representatives to the university Faculty Senate. In addition, we have developed the college Web site and list-serves to insure that non-tenure track faculty in off-campus programs receive information and are systematically included in college decision-making.

The revised unit plan’s review process covers human services faculty and is consistent with the traditional institutional review mechanisms for faculty. Since the last accreditation review, Woodring has taken steps to clearly define the nature of the appointments of human services faculty and their responsibilities relative to teaching, scholarship, and service. All human services faculty are evaluated annually to insure they are held to the standards for faculty in the discipline and the department. Moreover, Woodring has implemented policies that insure the professional development of human services faculty, including travel allocations and a mentoring program for new faculty.

Changes in programs

Canadian-American Studies

The major has been divided into two tracks, one of which has a significant French language requirement, and the other of which includes French as an option. Students now have a choice when majoring between a French concentration or an "area" concentration.
Over the past five years, course offerings by various Canadian-American-affiliated faculty have changed, which means students have a greater variety of courses from which to build their major or minor requirements.

Honors Program
The university Honors Program has changed its freshman sequence to provide a more integrated focus including non-Western cultures, and the Honors Board is currently reviewing the general education component of the program with the likelihood of proposing more changes in the future.

The freshman sequence, which offered a general introduction to Western and non-Western cultures over three quarters, was changed in the 2003-04 academic year to focus on Western culture for the first two quarters, followed by a quarter on contemporary non-Western cultures.

This change resulted from a process of student evaluation, in which the director asked a group of seniors to reflect on their experience and identify what they had liked, not liked, and would recommend changing. The director circulated the proposed change to the student body and received a largely favorable response. The curricular changes then went to the ACC and were approved for next year.

The program is also growing; it has been given permission to increase from 50 to 100 students in the coming year.

International Studies
The Center for International Studies and Programs is headed by an interim special assistant to the Provost. The Center includes the Asia University America Program, International Programs and Exchanges, Intensive English Program, and the China Teaching Program.

Only two of these, International Programs and Exchanges and the China Teaching Program, receive state funding, and in both cases state support is partial, with the remaining support coming from self-sustaining funds. International Programs and Exchanges participants are Western students who pay tuition and fees and therefore fall under state funding formulas. A significant portion of the China Teaching Program participants are also Western students, and all participants pay tuition and fees for on-campus training. The other programs are self-supporting and rely primarily on fees. The Center for international Studies and Programs itself is supported through overhead allocations from the self-supporting programs.

The International Programs and Exchanges office maintains contact with academic programs and faculty through the International Programs Advisory Committee, which is composed of Western faculty, administrative and student representatives and chaired by a Western faculty member. There is currently no advisory committee for the Center as a whole. This group reports to the Faculty Senate's Academic Coordinating Commission.

The Center for International Studies and Programs offices had been reporting to a Vice Provost through 2000, and in 2001 they were placed temporarily under the Dean of the Graduate School and Vice Provost for Faculty Research while an evaluation was done.

An outside consultant strongly recommended in May 2001 that the university give increased attention and support to international programs in its mission and goals statements and to set up an advisory committee for international studies and programs. The consultant's report recommended the establishment of a coordinated, integrated structure with permanent administrative support.
With the reorganization of extended programs, Teaching English to Speakers of Other Languages (TESOL) was moved to the Woodring College of Education.

Science, Math and Technology Education (SMATE)

The program is considering changes in the curriculum at both the elementary and secondary teaching levels, based on reviews of current course content and of trends in the field nationally. A new director has been in place for a year, and two new faculty have been hired, one in biology and one in chemistry. (The articulation with Woodring College is described in that college’s section.)

An additional capstone course for the elementary program is being developed in collaboration with four local community colleges. This will allow teaching common content, a benefit for students transferring to Western to complete their bachelor’s degrees.

C. Graduate Programs

At the graduate level, if programs are offered, what significant changes have been made and why have they been made?

What changes have been made in graduate non-degree or credential programs? Please provide the rationale for the changes.

Graduate degree programs: significant changes since 1998:

M.A. in Rehabilitation Counseling: This is a new degree program that prepares professionals in the field of Rehabilitation Counseling. The program began accepting applications in the Fall of 1999.

Accelerated Master’s Degree in Mathematics: This new program enables select undergraduates to complete the B.S and the M.S in Mathematics in five years. Unique in the state, it may help to attract high-achieving freshmen to Western. This program started Fall 1999.

Accelerated Master’s Degree in Computer Science: This new program enables select undergraduates to complete the B.S and the M.S in Computer Science in five years. Like the Accelerated degree in Mathematics, it may attract talented freshmen to Western. This program started Fall 2001.

Re-structuring of the Master of Science in Computer Science Degree Program: A revision and re-structuring of the M.S. in Computer Science has been completed and implemented. The new structure is at the cutting edge of Computer Science education, allowing for collaborative teamwork on research projects, and is expected to increase enrollment significantly. The restructured program started in academic year 2001-2002.

Re-structuring the Master of Business Administration Degree Program: A complete revision and re-structuring of the MBA has been completed and has increased enrollment significantly. The new program has three tracks: Full-time, Evening, and Fast Track. The programs started in the academic year 2000-2001.

A New Track for Environmental Education: The new residency track in Natural Sciences/Science Education (Environmental Studies) is offered through the Huxley College of the Environment. This track involves a one-year residency internship at the North Cascade Institute and is designed for environmental educators who would be employed in settings other than public schools. This track started in academic year 2001-2002.

Master in Teaching is a new program for practicing secondary school teachers. The program accepted its first cohort in academic year 2001-2002. This has been retitled to a Master of Education degree beginning 2003. Through the program, candidates with a baccalaureate degree complete
pedagogy, content-pedagogy, and subject matter courses required for initial teacher certification and a master’s degree. The program was created to attract qualified second-career candidates to the teaching profession in specific shortage areas of science, mathematics, foreign language, and the arts.

Name Change: Master of Arts – Communication Sciences and Disorders is the new name for the former M.A.- Speech Pathology and Audiology. The name change was effective academic year 2000-2001.

Moratoria on Admission: A moratorium on admission to the Master of Education- Art program was the result of low demand and insufficient resources. The moratorium began in academic year 2001-2002. A moratorium on admission to the Master of Arts – Sociology program was the result of low demand and insufficient resources. The moratorium began in academic year 1999-2000.

Graduate Non-degree Programs: Significant Changes since 1998

A New Graduate Certificate Program: Graduate Certificate Program in Vocational Rehabilitation Counseling was created to meet the new requirement by the state for certification of counselors. The first group of students was enrolled in the program in Fall 2001.

D. Extended Education and Summer Programs (EESP)

*What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?*

Extended Education and Summer Programs was created in August 2001 from the merger of two former Western departments, University Extended Programs and Woodring Extension Services. EESP is self-sustaining and does not offer or support any state-funded programs. Institutional fiscal responsibility and oversight for all extension programs was completed with the merger.

EESP oversees an annual budget of approximately $10 million in self-sustaining funds. Prior to the merger, tuition rates were not equivalent across the former organizations, but they were revised in fall 2002 to bring them into alignment.

The following list highlights changes that have occurred since the merger of the two former organizations.

**EESP Major changes**

1. Merger of the former University Extended Programs and Woodring Extension Services units into Extended Education and Summer Programs in August 2001.
2. Formation of a new administrative structure with five distinct units that include three revenue generating and two support groups with 25 permanent staff.
3. Restructure of the fiscal accounting system to support the new administrative structure and to align revenue and expenses through the EESP Fiscal Committee. Distribution of discretionary funds to departments and colleges offering extension programs is planned.
4. Creation of this mission statement that accurately represents EESP’s relationship to the University’s mission and strategic plan: *Extended Education and Summer Programs (EESP) links the University to a broad-based community, from youth to senior citizens, by providing high quality, client-centered educational opportunities.*
5. Effective with the merger, Western’s office of International Programs is no longer under the auspices of EESP.
6. Summer Session was initially merged under University Extended Programs in 2000 and is now coordinated and administered through EESP.
7. Center for Public Service Development and Training (CPSDT) closed in 1999 due to loss of grant funding.

New programs:

**B.A.E.:** Elementary Education/Residency Teaching Certificate – Oak Harbor, fall 2002; Elementary Education/Residency Teaching Certificate – Pt. Angeles, fall 2002;

**Post-baccalaureate:** Residency Teaching Certificate (K-8) – East King County, fall 2002; Residency Teaching Certificate (K-8) – Oak Harbor, fall 2002; Residency Teaching Certificate (K-8) – Pt Angeles, fall 2002; Professional Certificate – Everett, fall 2002; Residency Teaching Certificate (5-12) – Transition to Teaching partnership grant, Mount Vernon, summer 2002

**M.Ed.:** Elementary Education Literacy Concentration – Everett, winter 2002

Redistribution of funds

EESP’s Fiscal Committee and the Interim Executive Director support providing discretionary money to academic departments and colleges that partner with EESP to offer extension programs or courses. Redistribution of funds to these units is currently done with net revenues generated through SPAN courses, Summer Session, and extension degree/preparation programs. Redistribution is based on agreements and Memorandum of Understandings with colleges and academic departments.

Facilities

EESP has worked diligently over the past 18 months to standardize and renew site contracts with community college partners and to relocate some off-campus programs to community college campuses or other low-cost facilities. A flat-rate fee based on student FTE has been negotiated and contracts have been developed for classroom and office space, and student support services. Some additional services provided by community colleges such as telephone service, mail, and copy/duplicating are paid for separately.

Bremerton programs have relocated to the University Quad complex at Olympic Community College where classroom and office space is offered at no cost to EESP. Two Seattle programs have relocated to North Seattle Community College with the hope of moving the final two programs from Marshall High School to the campus once capital improvements are completed. The completion of the North Snohomish, Island and Skagit Counties (NSIS) consortium facility has allowed us to expand course offerings in Everett at little or no cost.

EESP staff moved to newly constructed offices located at 405 32nd Street in Bellingham in early fall 2001 along with two additional university departments. It is in close proximity to additional university administrative services offices. Lease costs are borne by the university.

Equitable student services

Progress has been made with student services staff to decrease the perception of two types of students – regular and extension -- by revising and adopting policies and procedures that are aligned with university guidelines where possible. Access to university resources has improved for extension students through cooperative efforts with library, academic technology and other student services staff.
**Administrative units**

The following five distinct units were created in the merger:

- **Continuing and Independent Learning (CIL)** supports and offers individual credit generating courses. These offerings include print-based, correspondence study courses; space available for non-matriculated (SPAN) students into university courses; and in-service professional development courses.

- **Degree Programs and Summer Session** administers extension degree preparation programs in Bellingham and at eight off-campus sites, and Western’s Summer Session. Over 1,000 students were enrolled in extension degree and preparation programs in fall 2002, and over 3,000 students attended Summer Session 2002.

- **Institutes and Conferences** serves the public’s non-credit needs. Offerings include academic enrichment youth programs, Elderhostel events, conferences, and certificate programs and workshops.

- **Faculty Services, Administrative/Fiscal Support** oversees extension faculty contracts, payroll and benefits, and interfaces with Western’s Human Resources Department regarding employment issues. All extension hiring paperwork and processes are handled through this unit.

- **Marketing, Assessment and Development** manages and supports all EESP publicity and marketing activities, needs assessments, and cost-benefit analyses. EESP reports for the University are also generated through this unit.


**Website Resources – www. ExtendedEd.wwu.edu**

Resources Tab

- Organization Chart
- Summary of EESP Learning Opportunities

Intranet (X-Source)

- Resource site for all EESP staff, administrators, and faculty
- EESP policies and procedures
- EESP Forms
- EESP Reports – Student enrollment and demographics by quarter
- Key links to other WWU departments
- EESP Newsletter to WWU faculty, administrators and staff
- EESP Committee Meeting Minutes
Standard Three - Students

What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.

Organizational Leadership

The Student Affairs division provides leadership and strategic planning to strengthen its initiatives in support of institutional and division goals. During winter 2003, the division began a strategic re-alignment process to maximize its efficiency and effectiveness.

Key organizational changes have been made:

- A new position of Assistant Vice President for Academic Support Services was created to strengthen academic support initiatives.
- A new position of Dean of Students was created, combining the former Student Life Director position with additional responsibilities. The position’s goals are to strengthen the connection with students, strengthen student judicial programs, and improve management of student crisis situations.
- The position of Director of Academic Advising services was increased from half- to full-time to provide leadership on improving academic advising for undeclared students.
- Resources were added to technical systems support personnel to meet student expectations of on-line services and to improve the overall quality of service.

Fund-raising initiatives

Over the past five years, the division has initiated fund-raising efforts:

- Prevention and Wellness Services gained a total of $2,142,269 in grant funding for programs such as alcohol and drug prevention and violence prevention and response.
- The AS Child Development Center secured federal grant funding for low-income subsidies and a fund-development position. It also received a state grant for facility improvement.
- The Parent Fund Drives have continued to grow; they provide support for increased career planning programming, the first-year experience and student leadership development.
- The Athletic Department formed a community advisory board to assist in fund-raising efforts for scholarships.
- The division negotiated the Cold Beverage contract, with profits targeted to student programs.

Focus on the first-year experience

An on-going strategic goal of the division is to increase the quality of the first-year experience for students. Initiatives have been started in the following areas:

- Improved advising for undeclared students A study group was established that reviewed existing programs and assessment data and developed recommendations for further action. Also, a campus-wide advisers group and corresponding listserv have been organized to strengthen the knowledge and expertise of academic advisers across campus. Advising guides have been written to provide consistent academic departmental information, and plans are in place to assign undeclared new students to professional advisers beginning summer 2003.

- Retention Programs: An Academic Success Seminar was created that targets freshmen on academic warning and focuses on academic success strategies such as time management, study skills, and motivation. Also new is the Washington State Achiever Scholar mentoring program for highly motivated low-income high school students.
**Improved Orientation Programs:** A weekly newsletter has been started for new students, and the “First Six Weeks” programs focus on an orientation/transition theme each week.

**Programs for targeted first year students:** The Scholars Academy was established in 2002 for highly motivated first-year students to help them make connections with outstanding faculty, other high-achieving students and the Western community. The annual out-of-state student dinner is provided during fall orientation for students and family members.

(The Freshman Interest Group program is described in Standard 2.)

**Diversity Initiatives**

The commitment to increasing and supporting diversity remains a priority. The Admissions Office has increased outreach efforts to build connections with diverse communities, high schools, community colleges, and individuals.

Several departments have adopted new programs to support diversity, including: Financial Aid liaison with Student Life to provide direct assistance and coordination of support; assignment of a financial aid counselor liaison with Northwest Indian College; establishment of the Residence Life Diversity Committee to plan training opportunities for staff and to coordinate the annual diversity poster contest; and establishment of the award-winning Ally Building Network to build tolerance, reduce prejudice and enhance community for all students.

The Multicultural Support Programs and Retention (Student Life) continues to build support programs for underrepresented and multicultural students. The total headcount of students of color has increased over the past five years, and retention of students of color has increased over the last three years.

Activities include:

- NWIC/WWU Recruitment and Retention Task Force to review and implement a retention program for incoming NWIC transfer students;
- Student Input Team to gather concerns and suggestions from students regarding their first year experience;
- The First Alert program, to provide academic intervention for “at-risk” students, including personal outreach, advising and monitoring of academic progress.

Since 1997, the number of students with disabilities requesting services and accommodations has increased to 3.7% of the overall student population. During the 2001-02 academic year, Disabled Resource Services recorded over 33,000 pages of text on tape and proctored nearly 3,400 exams across 42 academic disciplines. In 1998 a fund was established to support accommodations and services, ensuring effective delivery.

**Enrollment Management**

The Board of Trustees’ strategic plan has provided the framework for enrollment management and planning. (See Appendix 7) The five goals are to increase enrollment in these areas:

1) Academically talented freshmen with opportunity admits;
2) Academically prepared transfers;
3) Diverse students;
4) Non-resident students;
5) Class standing balance.
The Admissions Office plays a key role in ensuring institutional progress toward these goals and has initiated a series of outreach programs including:

- Several on-campus programs to help acquaint students with the university and connect them with appropriate academic departments for advising;
- Multiple publications designed to help students become familiar with major requirements, transferable credits, and campus-wide academic and social programs;
- The Admissions Website, where among other options, students can conduct individual credit evaluations and review current and former student testimonials;
- Development of articulated agreements with state community colleges and initial steps in clarifying transfer course equivalencies.

Overall admissions data and history of enrollments by ethnicity and class standing are attached.

Selected Student Service Programs

Student Records Western has implemented a new student software system (SCT Banner) that enables the university to better track the progress of students and improve retention. A number of Web products allow students to conduct much of their business -- registration, access to grades/transcripts, financial accounts, and schedule and course information -- online. Hard-copy student records also have been scanned and loaded into a document imaging system with easier access and a secure back-up.

Admissions processes have been streamlined, making it possible to accept applications online. Western is now able to make financial aid awards in March, rather than in April, making it one of the first four-year public institutions in the state to notify freshmen of awards.

Pro-active student response team Cooperation and coordination have been strengthened between Student Life Counseling, the Student Health Center, Disabled Resources for Students, University Residences, University Police, and other university offices. The team is pro-active in responding to students experiencing significant difficulty, and in maintaining safety during campus unrest and campus emergencies.

The new positions of Dean of Students and the Counseling Center Coordinator of Consultation, Outreach and Crisis Services have brought new expertise and leadership to the team.

Student Financial Resources continues to respond to increased needs for financial support among students. In 2001-02, $68.7 million was disbursed in aid to 8,221 students. In 1999 the office began offering federal Parent Loans through the Federal Direct Loan program, as well as through the established Federal Family Educational Loan program. In that year, the policy changed to monitor aid recipients for satisfactory academic progress quarterly, rather than annually.

In 2000 the office was given a Federal Quality Assurance Program Special Act Award by the U.S. Department of Education for developing a partnership with high school guidance counselors and training them on the most commonly misreported FAFSA items. Also in 2000, Western’s official cohort default rate for the Federal Direct/Family Education Loan programs for fiscal year 2000 was 1.8%, the lowest among the four-year, Washington State public institutions.

Student Health and Well-being The Counseling Center group program has expanded to provide both extended services and focus on specific issues (e.g. self-esteem, body image, math confidence, stress management, grief and loss). The Counseling Center now sees over 1,000 students each year. Expansion of psychiatric consultation time and an improved consultative relationship between Health Services and the Counseling Center have improved mental health services. A part-time nutritionist has been added to consult with students who have diabetes or eating disorders.

Prevention and Wellness Services has continued to build a comprehensive program in support of healthy student lifestyles. New initiatives include: CASAS (sexual assault crisis intervention and case
management services); Men’s Violence Prevention Program (violence prevention program focusing on the role of men as allies); Wellness Outreach Center (student-centered health resource office that provides information, resources, and support for healthy choices and quick stress-reduction strategies); and the Self-Care Center (rapid assessment service where students can get answers to their health questions, free HIV testing, and sexual health consultations).

**Departmental Academic Advising.** In 1999 Western adopted a new departmental advising model to provide consistent information to students on major requirements and resources. Each department has an advising Web site and provides advising and career exploration experiences. Recommendations have been submitted for continued development of academic departmental advising.

**Judicial Affairs.** New university Judicial Officer and University Residences Judicial Officer positions have strengthened and brought consistency to Western’s student disciplinary process. An improved Student Rights and Responsibility Code will be in effect Fall, 2003.

**Bookstore.** In 2000 the A.S. Cooperative Bookstore’s administrative authority was reaffirmed as delegated to Western’s President. This was done with the understanding that the A.S. would continue its active partnership in development of general policy and operational guidelines with net operating proceeds dedicated to student programs. On-line textbook ordering was added in 1999-2000, allowing students to link directly from the on-line registration process. A store logo and marketing themes were developed to secure an identity for the Bookstore as a “student store,” where net proceeds support student programs. These efforts assisted in retaining sufficient market share to continue to provide a cost-effective service to the campus in an environment of growing on-line and off-campus textbook providers.

**Facilities**

The renovated and remodeled Viking Union offers significantly improved space, including a community welcoming space in main lobby; a classroom; expanded food service offerings and seating; better space for the Outdoor Center, KUGS-FM Radio and the art gallery; and multiple lounge spaces. New programs located in the Viking Union include New Student Programs/ Family Outreach, the Residence Hall Association and the Wellness Outreach Center.

The Bookstore expanded its retail space and was redesigned to enhance customer service and to maximize retail floor space on the main level.

The new Health Center clinical space in the Campus Services Facility allows providers to work out of three exam rooms simultaneously and has significantly improved patient flow. The facility also has a medical self-care center.

Campus Recreation operations will be relocated to a new 93,000 square-foot Student Recreation Building when it is finished in June 2003.

A number of student services offices located in Old Main, including Student Life, Counseling Center, Admissions, Student Financial Resources and the Tutorial Center have been remodeled or relocated to improve delivery of services.

Improvements to University Dining Services include Miller Hall’s Coffeeshop renovation; Carver Fast Break/Sub Connection renovation; Viking Commons dining center renovation; and the Fairhaven Dining Commons renovation.

Facilities planned for student services include the Tutorial Center, Academic Advising Center, and Student Financial Resources. Continuing needs include a Registrar Office remodel, locker room renovation to meet gender equity requirements, Carver Gym renovation for Athletics, and increased space for Admissions.
**Technology**

Significant improvement has been made in Web-based services to provide daily, 24-hour information and services for students. Career Services offers online options including career assessments, listings for internships and career positions; individualized notification of job listings; posting of student resumes for employers; and monitoring of placement files.

University Residences installed CAT-5 or DSL Internet connectivity in all residence halls. The Bookstore web site provides basic information about store products and services, access to on-line textbook ordering, on-line faculty text adoption, and E-commerce for sportswear sales. Academic advising, tutorial, financial resources, new student programs and academic success web sites were improved in order to provide information essential to students’ academic engagement.

**Assessment**

Student Affairs integrates research and assessment data into its planning and decision-making processes. Please see the accompanying chart showing the research that was conducted and applied as part of creating the changes described in the preceding sections.

**Graduate Students**

There have been no changes in graduate admissions or grading.

The Master/Post-Master enrollment reported in Western’s 1997 accreditation report was 626 FTE. Enrollment in Fall of 2002 is 760 FTE students. This growth, however, was not sufficient to bring graduate enrollment to the goal of 10% of total enrollment identified in the Strategic Action Guidelines.

To attract qualified students, the Graduate School shares the cost of advertising and recruiting with graduate programs. The Graduate School also initiated a number of support programs:

- Support for Graduate Student Research, which includes The Fund for Enhancing Graduate Student Research, and the J. Allan Ross Endowment for supporting presentation of papers at professional conferences.
- Financial Support, which includes the Work-Study Research Assistantships, Tuition Waivers for Signature Graduate Programs, and the Graduate Tuition Fee Waiver Scholarship.
- Assistantships. The number of Teaching Assistantships has increased from 97 in 1998 to 157.5 in Fall of 2002, an increase of 62%. Graduate Teaching Assistants receive full tuition waiver and a stipend. In 1996/97 the stipend was $7,131 for all departments. The Stipends are now differentiated by department; the minimum is $8,763, or 23% higher than in 1996/7.

For academic year 2002/03 the stipends are as follows:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Stipend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>$9,972</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$11,190</td>
</tr>
<tr>
<td>Computer Science</td>
<td>$9,225</td>
</tr>
<tr>
<td>Mathematics</td>
<td>$9,852</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>$9,438</td>
</tr>
<tr>
<td>All Other Departments</td>
<td>$8,763</td>
</tr>
</tbody>
</table>
• Support for Graduate Students has increased by 66% and is shown in the following table.

**Support for Graduate Students**

<table>
<thead>
<tr>
<th></th>
<th>FY 1996</th>
<th>FY 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Tuition Waiver Scholarships</td>
<td>$20,000</td>
<td>$60,000</td>
</tr>
<tr>
<td>Conference Presentation Travel Awards</td>
<td></td>
<td>$2,100</td>
</tr>
<tr>
<td>Graduate Student Research Fund</td>
<td></td>
<td>$20,000</td>
</tr>
<tr>
<td>Diversity Recruitment</td>
<td>$9,000</td>
<td>$9,000</td>
</tr>
<tr>
<td>Teaching Assistants Stipends</td>
<td>$940,400</td>
<td>$1,502,800</td>
</tr>
<tr>
<td>Tuition Waivers for Graduate Assistants</td>
<td>$710,270</td>
<td>$1,029,100</td>
</tr>
<tr>
<td>Medical Insurance for Graduate Assistants</td>
<td>$48,000</td>
<td>$74,900</td>
</tr>
<tr>
<td>Work-Study Research Assistants</td>
<td></td>
<td>$125,700</td>
</tr>
<tr>
<td>Graduate Recruitment Scholarships</td>
<td></td>
<td>$50,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,727,670</td>
<td>$2,873,600</td>
</tr>
</tbody>
</table>

• **Diversity**: Enrollment in Fall of 2002, 760 students included 304 (45%) male and 456 (55%) female. The ethnic distribution for Fall 2002 was as follows:

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-resident Aliens</td>
<td>26</td>
<td>28</td>
<td>54</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>5</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>9</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>Black/African American</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>White</td>
<td>229</td>
<td>370</td>
<td>599</td>
</tr>
<tr>
<td>Other or Unknown</td>
<td>29</td>
<td>21</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>304</td>
<td>456</td>
<td>760</td>
</tr>
</tbody>
</table>

• **Graduate Student Accomplishments**: During the academic year 2001-2002 scholarship by graduate students, published as single authors or co-authors appear in the following table.

**PUBLICATIONS AND CONFERENCE PRESENTATIONS**  
**BY GRADUATE STUDENTS, 2001/2002**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Published Books</td>
<td>2</td>
</tr>
<tr>
<td>Papers presented at Professional Conferences</td>
<td>99</td>
</tr>
<tr>
<td>Paper Published in Refereed Journals</td>
<td>56</td>
</tr>
<tr>
<td>Published Abstracts</td>
<td>21</td>
</tr>
<tr>
<td>Exhibits</td>
<td>8</td>
</tr>
<tr>
<td>Performances</td>
<td>96</td>
</tr>
</tbody>
</table>
# Standard 3 – Student Affairs Assessment Summary

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Outcome Measure</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment Planning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions Statistics</td>
<td>Quarterly</td>
<td>Applications, admits, enrollee information by admissions status, ethnicity, residency, etc.</td>
<td>Used to monitor congruence with BOT/University Enrollment Planning Strategic Goals (See Appendix A for sample)</td>
</tr>
<tr>
<td>Non-enrolling Survey</td>
<td>Annually</td>
<td>Information from students on reasons for enrolling elsewhere.</td>
<td>Used for enrollment planning and development of outreach</td>
</tr>
<tr>
<td>Survey of freshmen and transfer students – with interviews of students at risk</td>
<td>Winter 1999</td>
<td>Information from students on advising needs, access to courses, etc.</td>
<td>Provided base information for working groups on improving the first-year experience</td>
</tr>
<tr>
<td>Alumni survey</td>
<td>Every two years</td>
<td>Completed surveys</td>
<td>Comparison data on constant variable for classes of 1989 – 2001. Used for division &amp; departmental strategic planning</td>
</tr>
<tr>
<td>Retention data on freshmen programs including Access, FIGs, Academic Success Seminar</td>
<td>Annually</td>
<td>Freshman – Sophomore Retention</td>
<td></td>
</tr>
<tr>
<td>Retention data on students of color</td>
<td>Annually</td>
<td>Freshman – Sophomore Retention</td>
<td>Assessment of effectiveness of targeted retention programs</td>
</tr>
<tr>
<td><strong>Focused Departmental Assessment Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Analysis of Survey Responses relating to Advising in the Winter 1999 Survey of Fall Quarter Freshmen and Transfers</td>
<td>Winter 2001</td>
<td>New student needs assessment and perceptions of academic advising at WWU</td>
<td>Informed work of Advising Study Group and guided recommendations for next steps</td>
</tr>
<tr>
<td>Student Recreation Center Feasibility Study conducted by external company Brailsford and Dunlavey,</td>
<td>Winter 2000</td>
<td>Student recreation needs and desires, cost feasibility, usage estimation.</td>
<td>Design and functionality of Recreation Center was based directly on student input. Funding for construction and operation was based on student input.</td>
</tr>
<tr>
<td>Motivating Campus Change Alcohol and Other Drug Assessment (developed by WWU and UW professionals).</td>
<td>1998,1999, 2000 and 2002</td>
<td>Overall alcohol and other drug utilization patterns, consequences of use, and perceptions of Western students</td>
<td>Between 1998 and 1999, students reported a 20% reduction in heavy, frequent drinking. Between 1999 and 2003 reduction has demonstrated a remarkable stability giving evidence to the culture of safety and moderation that characterizes WWU students.</td>
</tr>
<tr>
<td>Career Services Center Employment Survey of all WWU graduates.</td>
<td>Annually</td>
<td>Information on internship experience, graduate/professional school admission and career employment. And feedback on Career Services Center services and programs.</td>
<td>Provides information to WWU on alumni experiences. Used by academic departments to improve program and curriculum offerings. Used to refine/modify services and programs of the Career Services Center.</td>
</tr>
<tr>
<td>Assessed the impact of participating in four Financial Aid Federal Quality Assurance Program experiments.</td>
<td>On-going</td>
<td>Disbursing Federal Direct loans on or near the first day of school to first-time, first-year borrowers. Fully funding students who were about to graduate and wished to borrow more than they would otherwise have received, rather</td>
<td>Determined that the advantages associated with providing regulatory relief to specific groups of students outweighed the disadvantages Increased the sophistication of review edits and identifying and</td>
</tr>
</tbody>
</table>


than prorating the loan according to general Federal guidelines. Providing information to student borrowers about their loan rights and responsibilities through means other than entrance interviews. Making single disbursements to students who would otherwise have been required to have half of their loan disbursements delayed to the midpoint of the quarter. resolving reporting discrepancies

<table>
<thead>
<tr>
<th>Survey Description</th>
<th>Year</th>
<th>Description</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Association of College Stores (NACS) Student and Faculty Surveys</td>
<td>1998-99</td>
<td>Bookstore needs and perceptions of services.</td>
<td>Identification of priorities of faculty and staff utilized in development of new services and improvement of on-going customer service.</td>
</tr>
<tr>
<td>National College Health Assessment—a national survey</td>
<td>Every two years</td>
<td>The overall health risk and health protective factors of Western</td>
<td>Comparison with national data and to assess effectiveness of prevention and wellness programs</td>
</tr>
<tr>
<td>Counseling Center Client Satisfaction Survey</td>
<td>Annually</td>
<td>Client Satisfaction with services.</td>
<td>Information used to improve client services.</td>
</tr>
<tr>
<td>University Residences Quality of Life Survey</td>
<td>Annually</td>
<td>Students perception of quality of living in university residences (facilities, dining, educational programs, student involvement)</td>
<td>Extensive review of results by management team leads to targeted changes and improvements in overall on-campus living experience.</td>
</tr>
<tr>
<td>New Student Program Family Weekend Participant Survey</td>
<td>Annually</td>
<td>Family member satisfaction with programs and services</td>
<td>Used to improve family weekend programs.</td>
</tr>
<tr>
<td>Health Center Clinic Satisfaction Survey</td>
<td>Annually</td>
<td>Client satisfaction with services.</td>
<td>Information used to improve client services.</td>
</tr>
<tr>
<td>Accreditation or Consultant Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NCAA Self Study – Intercollegiate Athletics</td>
<td>1998 and the every 5 years</td>
<td>Recruiting and coaching practices, coach to athlete ratios, academic performance, financial aid compliance, etc.</td>
<td>Gained full membership in NCAA after initial self study. The athletic department is currently in the initial stages of the next self-study.</td>
</tr>
<tr>
<td>Prevention and Wellness Services Standards of Practice for Health Promotion in Higher Education Self Study</td>
<td>2000</td>
<td>Scope, quality and accountability of health promotion services</td>
<td>Information used to verify quality of programs and to identify areas to build further.</td>
</tr>
<tr>
<td>Financial Aid consultant study</td>
<td>2001</td>
<td>Administrative processes and office organization</td>
<td>Provided positive evaluation and recommendations for improved financial aid processing and organizational structure that have been reviewed and implemented as appropriate.</td>
</tr>
<tr>
<td>Clinical Laboratory Improvement Amendments (CLIA) survey conducted by Washington State Department of Health</td>
<td>Biannually</td>
<td>Compliance of health clinic with Dept. of Health regulations</td>
<td>Positive evaluation with minor recommendations for improvement.</td>
</tr>
</tbody>
</table>

Connie Copeland  
Office of the Vice President for Student Affairs/Academic Support Services  2/21/03
STANDARD 4 – FACULTY

What significant changes have been made in policies affecting faculty?

Termination for Cause
The Faculty Senate, working collaboratively with the administration and with the Board of Trustees, proposed changes in the university’s policy on termination for cause. These changes were approved by the Faculty Senate in a meeting in May 2000 and endorsed unanimously by the Board of Trustees in June 2000.

Grievance Policy
The Faculty Senate is currently considering a proposal that would change the university’s policy and procedures on faculty grievances. A sub-committee of the Senate has met with a sub-committee of the Board of Trustees to discuss outstanding issues.

Ombudsman
At the initiation of the Provost, the Faculty Senate has established an ad hoc committee to review whether it would be advisable to create the position of ombudsman to assist faculty in resolving any difficulties they have within the university.

Have the characteristics of the faculty changed?

The overall characteristics of the faculty at Western have changed modestly in the past five years. In line with the university’s strategic action guidelines, the numbers of female and minority faculty have increased. As the accompanying charts show, the number of female faculty at Western continues to increase, moving from 31.5% of full-time faculty in 1998 to 35.5% in fall 2002.

Both the percentage and actual number of minority faculty members employed full-time have increased. The faculty who identify themselves as Asian American, American Indian, Black American, or Spanish American, by faculty rank are:

<table>
<thead>
<tr>
<th>Full-time minority faculty</th>
<th>1998</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Associate</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Assistant</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Lecturer</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Associate</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Assistant</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Instructor</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Lecturer</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

In addition, 6 were employed part-time in 1998 and 11 part-time in 2002, mainly as Lecturers.

Total: 36 51

As of Dec. 26, 2002, the full-time faculty numbered 455; white Caucasians, totaling 401, make up 88.1% of the total, compared to 91.7% five years earlier. All of the four categories other than white Caucasian increased as percentages, with Asian Americans presently at 5.3%, American Indians 1.3%, Black Americans 2.2%, Spanish Americans 2.4% of the total faculty.
A headcount of all faculty, full-time and part-time, totals 644 for fall 2002, of which 573 are white Caucasian, 9 are undetermined, and 62, or 9.6% of the total, are minorities.

Lecturer is the only rank in which women outnumber men, and those numbers have grown. As of fall 2002, 15.5% of the women faculty employed full-time at Western are lecturers, a doubling of the percentage from five years ago. In fall 1998, 11 women were full-time lecturers; this year, 25 are.

In tenure and tenure-track status, a difference between genders is also apparent. Of the full-time male faculty, 71% are tenured, and 78% of the rest are in tenure-track positions. For women employed full-time, by contrast, 57% are tenured and 64% of the rest are in tenure-track positions. These percentages vary slightly from five years ago.

Underlying these different profiles is no change in the number of faculty positions in the three professor ranks, which has remained constant at 409. The growth, 22 additional full-time positions, is entirely represented by Lecturers:

### Full-time faculty by rank

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>157</td>
<td>158</td>
</tr>
<tr>
<td>Associate</td>
<td>141</td>
<td>149</td>
</tr>
<tr>
<td>Assistant</td>
<td>111</td>
<td>102</td>
</tr>
<tr>
<td>Subtotal</td>
<td>409</td>
<td>409</td>
</tr>
<tr>
<td>Instructor</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Lecturer</td>
<td>20</td>
<td>42</td>
</tr>
<tr>
<td>Total:</td>
<td>433</td>
<td>455</td>
</tr>
</tbody>
</table>

The profile of the part-time faculty shows fewer people in the three higher ranks, and larger cohorts of lecturers:

### Part-time faculty by rank and gender:

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Associate</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Assistant</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Instructor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lecturer</td>
<td>52</td>
<td>82</td>
</tr>
<tr>
<td>Subtotal</td>
<td>71</td>
<td>95</td>
</tr>
</tbody>
</table>
As for age, the large clustering of faculty nearing retirement age that concerned Western some years ago has evened out. Now, those aged 60-61 are 5.4% of the total faculty, while those aged 50-59 are the largest group, at 27%. The next largest group is those aged 40-49, at 21.7%; followed by those 30-39, who represent 18.8% of the total.

How have faculty salaries and other benefits been improved?

The need to improve faculty salaries has been the single highest priority for the administration since the last review. In 1999, the administration launched an ambitious salary plan for faculty, designed to increase the general levels of faculty salaries to the 75th percentile among public comprehensives. This goal was in line with the Higher Education Coordinating Board’s expressed intent in its 1989 Master Plan.

The success of the plan rests on two components: that sufficient state funding will be available for salary increases and that the university will have the flexibility to allocate local (tuition) revenue into faculty salaries. Both conditions were satisfied in the 1999-2001 biennium and at the outset of the 2001-2003 biennium. Worsening state economic conditions in 2002 led to the abandonment by the state of the previously budgeted salary increase for 2002-2003. The 1% salary increase for faculty and exempt staff in 2002-2003 was drawn entirely from local revenue.

Nonetheless, starting at the 43rd percentile, the university had progressed to the 54th percentile among Master’s-granting institutions by 2001. Salaries have increased each of the past five years, with an average increase for all ranks over the prior year, beginning in 1998 of: 3.0%, 5.3%, 7.0%, 5.3%, and finally, for 2002, 1.5%.

The university has also increased the amount of support available for faculty research. (See accompanying charts)

Salary equity

At the request of the Provost, the Office of Institutional Research conducted a study of faculty salary equity in 2000. The impetus for this request was the apparent gap in salaries between full-time male and female faculty. This study, using a regression model, demonstrated that a significant proportion of the differences in salaries were a reflection of variations in length of time since highest degree, length of time at Western, academic discipline and rank (i.e. factors not related to gender). The model also revealed a number of departments that were significantly below the expected levels of salary at some ranks. These equity issues are now being addressed.
through adjustments for individual and departmental salaries that lie well outside the campus average ranges.

The pay and working conditions of part-time faculty are a subject of concern to the Faculty Senate. The University planning Council, a standing committee of the Senate, has conducted a focus group meeting with part-time and temporary faculty and is currently designing a survey of this group to determine what issues may need to be addressed.

**Recruitment and retention**

A second concern was not only with the overall level of salaries, but with Western’s ability to recruit new faculty and retain existing personnel. The legislature allocated the equivalent of a 1% salary increase in the 1999-2001 biennium, designated for retention, and this funding was allocated to faculty and exempt staff on the basis of merit during the 1999-2000 academic year.

The University designated an additional 0.5% from local funds as an internally generated recruitment and retention fund in 2001-2002. These funds have been used for three purposes:

1. to enhance salary offers to newly recruited faculty;
2. to (partially) match offers to current faculty being recruited by other universities; and
3. to provide medium-term salary incentives, in the form of guaranteed annual increases over, typically, a two or three-year period for highly-marketable faculty to remain at Western.

The Faculty Senate is working on a revision of the handbook section dealing with opportunity appointments, especially as applied to retention and increasing retention.

**Benefits**

The university does not have direct control over the costs of benefits. The state of Washington determines the type of benefits available and the costs to faculty and staff. There is clear concern among faculty and staff at the shifting of costs from the state to the university’s employees that has taken place over the past five years.

*How does the institution conduct a substantive performance evaluation of all faculty?*

The university has retained, with one exception, the same policies and procedures for the evaluation of faculty that were in existence at the time of the previous accreditation visit. These are found in the Section V of the *Faculty Handbook*. The only change is found in our response to Recommendation 3. At the time of the last decennial visit, the university was conducting five-year post-tenure reviews. The Faculty Senate converted to the NASCU-preferred cycle of every three years and, with the subsequent change in NASCU policy, has now reverted to the earlier five year cycle for evaluation of tenured faculty members.

Probationary faculty are reviewed by all tenured members of their department (or other unit), the department chair and the appropriate dean on an annual basis. The results of that evaluation are summarized by the chair in a letter sent to the dean, with copies to the faculty member and the Provost/Vice President for Academic Affairs. In units not organized into departments, the dean prepares the evaluation and forwards the review to the Provost/Vice President for Academic Affairs, with a copy to the faculty member. Limited term faculty are evaluated annually in a manner prescribed by the department and the dean.
The Faculty Senate has approved a change in the policy covering how probationary faculty may be evaluated in their first year of employment that adds the option of having only the chair conduct the evaluation. The change is scheduled to be considered by the Board of Trustees in April.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Outcome</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty climate survey</td>
<td>Spring, 1999</td>
<td>Survey results from 207 full-time faculty</td>
<td>Results disseminated among faculty and administrators, committees and work groups; study on subtle gender discrimination requested and funded by Provost.</td>
</tr>
<tr>
<td>UPC survey of faculty on restructuring colleges</td>
<td>Fall, 2001</td>
<td>Opinions on options</td>
<td>Faculty viewpoints on restructuring options made available.</td>
</tr>
<tr>
<td>Survey of senior women faculty</td>
<td>Spring, 2002</td>
<td>Survey results from 54 tenured, senior women faculty</td>
<td>Results disseminated among faculty and administrators, committees and work groups.</td>
</tr>
<tr>
<td>Faculty surveys on salary parity, climate and discrimination issues</td>
<td>Aug., 2002</td>
<td>Data on all 3 aspects</td>
<td>Results presented by Provost during Fall 02 deans/chairs meeting; ombudsman may be assigned for faculty.</td>
</tr>
<tr>
<td>UPC survey of part-time and limited term faculty</td>
<td>Winter, 2003</td>
<td>Data on appointments, duties, terms and additional workload</td>
<td>Results will be used to formulate recommendations to the Faculty Senate.</td>
</tr>
</tbody>
</table>
Bureau for Faculty Research
University support for faculty scholarship increased by 26% from $1,575,750 in Fiscal Year 1998 to $1,984,016 in FY 2003 (the Professional Improvement Leave included data are for 2001/02). This support is shown in the following table.

Support for Faculty Scholarship

<table>
<thead>
<tr>
<th>Program</th>
<th>1996-97</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Improvement Leaves: 51 quarters for 1996/7 and 59 quarters for 2001/02</td>
<td>$956,250</td>
<td>$1,062,266</td>
</tr>
<tr>
<td>Summer Research and Teaching Awards</td>
<td>172,000</td>
<td>178,000</td>
</tr>
<tr>
<td>Research Equipment matching funds</td>
<td>87,500</td>
<td>94,500</td>
</tr>
<tr>
<td>Project Development awards</td>
<td>80,000</td>
<td>70,000</td>
</tr>
<tr>
<td>Indirect costs distributed to colleges to support faculty</td>
<td>65,000</td>
<td>82,250</td>
</tr>
<tr>
<td>Travel to conferences</td>
<td>60,000</td>
<td>102,000</td>
</tr>
<tr>
<td>New faculty start-up equipment</td>
<td>45,000</td>
<td>250,000</td>
</tr>
<tr>
<td>Faculty development and enhancement of teaching</td>
<td>40,000</td>
<td>35,000</td>
</tr>
<tr>
<td>Supplemental research equipment matching</td>
<td>30,000</td>
<td>75,000</td>
</tr>
<tr>
<td>Small and seed-grants to faculty members</td>
<td>25,000</td>
<td>25,000</td>
</tr>
<tr>
<td>Miscellaneous support to faculty</td>
<td>15,000</td>
<td>10,000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,575,750</td>
<td>$1,984,016</td>
</tr>
</tbody>
</table>

External Support for Faculty Scholarship:
Funding by external agencies for faculty scholarship, research and artistic creations has grow by 41.8%, from $7.3 million in FY 1996 to $10.5 million in FY 2002. This growth is shown in the following table.

Sponsored Scholarship, Research and Artistic Creation

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number</th>
<th>Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>77</td>
<td>$7,300,222</td>
</tr>
<tr>
<td>1997</td>
<td>74</td>
<td>$4,547,358</td>
</tr>
<tr>
<td>1998</td>
<td>92</td>
<td>$8,154,827</td>
</tr>
<tr>
<td>1999</td>
<td>80</td>
<td>$5,834,529</td>
</tr>
<tr>
<td>2000</td>
<td>79</td>
<td>$6,025,994</td>
</tr>
<tr>
<td>2001</td>
<td>100</td>
<td>$8,423,875</td>
</tr>
<tr>
<td>2002</td>
<td>112</td>
<td>$10,348,081</td>
</tr>
</tbody>
</table>
Faculty Scholarly Productivity:

For the years 1995 to 2000 (the last year for which data are available) the faculty members’ scholarly and artistic productivity appear in the following table:

FACULTY SCHOLARLY AND ARTISTIC PRODUCTIVITY

ACADEMIC YEARS 1995/2000

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Faculty FTE</th>
<th>Books</th>
<th>Journal Article</th>
<th>Book Chapter</th>
<th>Edited Volume</th>
<th>Conference Papers</th>
<th>Exhibit</th>
<th>Recording</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>95/96</td>
<td>422</td>
<td>53</td>
<td>236</td>
<td>29</td>
<td>14</td>
<td>451</td>
<td>17</td>
<td>3</td>
<td>68</td>
</tr>
<tr>
<td>96/97</td>
<td>443</td>
<td>58</td>
<td>330</td>
<td>51</td>
<td>19</td>
<td>373</td>
<td>67</td>
<td>8</td>
<td>202</td>
</tr>
<tr>
<td>97/98</td>
<td>443.5</td>
<td>34</td>
<td>336</td>
<td>46</td>
<td>34</td>
<td>285</td>
<td>115</td>
<td>9</td>
<td>744</td>
</tr>
<tr>
<td>98/99</td>
<td>447.8</td>
<td>44</td>
<td>423</td>
<td>97</td>
<td>61</td>
<td>445</td>
<td>108</td>
<td>21</td>
<td>553</td>
</tr>
<tr>
<td>99/</td>
<td>463.5</td>
<td>53</td>
<td>386</td>
<td>136</td>
<td>44</td>
<td>594</td>
<td>127</td>
<td>124</td>
<td>449</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>446.3</td>
<td>242</td>
<td>1,711</td>
<td>359</td>
<td>172</td>
<td>2,148</td>
<td>434</td>
<td>165</td>
<td>2,016</td>
</tr>
</tbody>
</table>
Standard 5 - Library and Information Resources

How have the library, learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

Wilson Library

Wilson Library is currently re-examining its mission and aspects of its strategic plan with the goal of replacing a rigid strategic plan with strategic directions for the future, thus implying movement and responsiveness. A major strategic direction is the maximization of the use of technology in developing library services.

Librarians are involved in information literacy initiatives on campus and in developing programs for acting on the state mandate for Information Technology Literacy. In conjunction with this, a variety of methods for teaching and assessment have been examined. Librarians developed and are expanding the use of an online tutorial that would make it possible for all students at the university to be exposed to concepts and practices of information literacy, even if they have not taken a library class.

The highly successful “wireless computing and laptop loan" project, a partnership between Academic Technology and User Services (ATUS) and the Libraries funded by Student Technology Fees, is now in its second phase. Use statistics are still increasing dramatically.

Through this project, students can virtually access most functions of a computer lab, including library and Worldwide Web resources; This approach provides much needed computing resources without taking up classroom space.

Full remote access to electronic databases is now available at all hours, seven days a week, for all users, with the exception of those contracts that don’t allow such access.

Among other accomplishments in the five-year period since the last NASC evaluation visit, the problem of "library collection independent of the University library" cited in the report is being addressed in a variety of ways. A list of all such collections and information about them has been compiled. The move of the mathematics and physics journals back into the library has been partly accomplished. The databases purchased by the College of Business and Economics are now available via links from the library’s web page. Purchasing of materials is being coordinated, and ways of including collections in the library’s online catalog are being explored. The robust and highly acclaimed document delivery system by the library is of great utility in advancing the idea of centrally managed information resources.

Major accomplishments since 1998

- The Cascade consortium formed by the six four-year universities in Washington about the time of the last full accreditation has become a very successful resource-sharing cooperative. This year Cascade is joining forces with the libraries in Oregon to form Cascade Orbis Alliance, which will double the resources available to the 27 participating libraries.
- The interlibrary loan program has been greatly strengthened by Cascade and certain developments in technology. Faculty can now request and receive materials from our library collection as well as through interlibrary loan without leaving their offices.
• The librarians assigned to work with departments on campus have been addressing a variety of issues. Currently they are examining with the faculty the library's journal subscription list for the purpose of identifying a group of journals most essential to the mission of the university, journals that need to be readily available on campus, either physically or electronically.

The University Librarian has conducted information sessions for the Provost's Council, The Board of Trustees, the college deans, and the department heads, and plans to do so for the Faculty Senate. The Senate Library Committee was fully involved in this project, examining in great detail the problem of continuous price inflation of journals in the current economic environment of the university and the state. The library in cooperation with the Senate Library Committee is also examining the fund allocation process and the libraries' Collection Development Policies. The library is also pursuing an aggressive fund raising strategy for an Endowment for the Collection to alleviate some of the pressure on its acquisitions budget.

The library is now the provider of services to off campus programs. Filling a new position of Distance Education Librarian is currently in process.

The renovation of Haggard Hall was highly successful. The Sky Bridge is a "magnet" that is directly responsible for the increase in the use of the building at the time when many libraries elsewhere are experiencing decreases in this statistic. Unfortunately, however, the Wilson renovation is now even farther behind. A plan was initiated this year for a series of annual minor capital projects that will solve the space problems in the building. What would remain for the state funded renovation is the costly upgrade of the infrastructure and air handling system. Various other funding opportunities are also being explored, including alternative funding.

Academic Technology and User Services

The campus has continued its emphasis on systematic and continuous planning directed toward improvements in academic technology. The Academic Technology and User Services department (ATUS) and the Vice Provost for Information and Telecommunications have continued to meet at least bi-weekly with the Academic Technology Committee of the Faculty Senate, ensuring faculty review of key issues that affect academic programs.

In addition, two surveys have been conducted within the last two years by campus institutional research groups to gauge faculty needs and opinions about the use of technology in the curriculum. Student perceptions about the use of technology in the curriculum have also been measured both through a formal institutional survey and through a comprehensive survey conducted by a College of Business and Economics (CBE) survey class.

All of the above surveys indicated high utilization and generally high satisfaction with current campus technology services. Information from these surveys was used by ATUS and other campus technology support groups to identify areas where either faculty or students required enhanced services, such as training in the integration of technology into the classroom.

Western’s success in meeting student and faculty technology needs has been externally validated by both the 2000 and 2001 Yahoo! Most Wired University surveys. In the 2001 Yahoo survey, Western Washington University rose from 86th the year before to the 59th “most wired” campus in the U.S. Among comprehensive institutions (those with master’s programs) Western’s technology support services ranked seventh in the U.S. Our campus was one of only three
institutions in the country receiving an A+ rating for its innovative implementation of student technology resources.

Particular attention has been paid to NASCU’s recommendation that “ATUS should generally review the issue of the number of labs to be supported on a continuing basis in terms of upgrade costs, maintenance needs, and user support.” ATUS responded by including a comprehensive series of questions about student use of labs in the above-mentioned CBE survey of student technology use. This survey indicated extremely high utilization of campus computer labs by students and great interest in further expansion of the number of computer lab seats available.

In addition, ATUS has conducted two field surveys of utilization levels in student computer levels across campus – culminating in development of a new “LabView” program that displays up-to-the-minute information for students on current computer lab seat availability.

Planning for the new Communications Building (currently under construction) and for the Academic Instruction Building (still in planning phases) included a comprehensive ATUS study of the need for both departmental and college-wide computer labs.

This study used comprehensive research information on academic program growth prepared by the Office of Institutional Research and Resource Planning (OIRRP) and resulted in a plan to add at least 400 computer lab seats to campus by the time Western’s enrollment reaches 12,500 FTE. Interim planning in cooperation with colleges has resulted in the addition of more than 100 computer lab seats over the last two years, through utilization of renovated space and re-used computers.

Finally, a plan is being prepared as this document is written to address ongoing lab equipment replacement costs.
Standard Six - Governance and Administration

Explain significant changes in the governing board, leadership, and management of the institution.

Board of Trustees
In fall 1998, a student member was added to the Board of Trustees, bringing the number of Trustees to eight. The student is nominated by a student-led committee, is appointed by the Governor and confirmed by the state Senate, and serves a one-year term. The student does not participate in personnel matters, but otherwise is a full voting member.

There have been no other changes in the governing board structure or rules of operation.

Changes in the colleges
Since 1998, several significant changes have been made in the leadership and management of the institution.

In December, 2002, the Board of Trustees approved the formation of two new colleges from the existing College of Arts and Sciences. This results in a new College of Humanities and Social Sciences and a College of Sciences and Technology. The goal is to strengthen the university's ability to achieve its central mission of teaching and scholarship as Western responds to the more complex environment of higher education in this century. The change was undertaken to position the university more effectively, to enhance the management of the units, to address better the needs of departments and their faculty, and to enhance the ability of each dean to be an effective advocate with internal and external constituencies. The colleges will be established effective September 1, 2003. Searches for the two deans have been initiated with integral involvement of faculty.

The process followed in considering the collegiate restructuring was precisely in conformance with the Faculty Handbook. From the initial discussions of a report by external consultants in 2001 to the presentations by faculty to the Board of Trustees in November 2002 there was ample opportunity for input and the original plan was changed in response to input by faculty, staff and students. There was, however, significant disagreement over the final proposal and a majority of faculty inside the existing college was opposed to the split. The various proposals and a description of the process are appended.

A number of new deans have been appointed since the NASC evaluation visit in 1998. Dr. Stephanie Salzman began as dean of Woodring College of Education in August, 2002; Interim Dean Ron Riggins was appointed Dean of Fairhaven College in May, 2002; a new director of Libraries, Béla Foltin, was appointed in July 2001, the dean of the College of Arts and Sciences retired and Interim Dean Ronald Kleinknecht was appointed in January 2000; the Dean of Fine and Performing Arts resigned in the summer of 2002 and Interim Dean Linda Smeins began a two-year term in August 2002.

Changes in the Provost’s Office
Since the 1998 accreditation review, Provost Andrew Bodman, former senior Vice Provost at the University of Vermont, was appointed in 1999. Two positions have been created in the Provost’s Office: Vice Provost for Undergraduate Education and Vice Provost for Faculty Affairs. The appointment of a Vice Provost for Faculty Affairs has been deferred in order to support positions needed in the two new colleges.
The Vice Provost for Undergraduate Education assists the Provost with undergraduate cross-curricular initiatives such as the University Writing Program, the Freshman Interest Group project, Service Learning Center, Liberal Arts Options, the Center for Instructional Innovation, and many other campus programs/projects that feature teaching and learning. This Vice Provost also serves as primary liaison between faculty governance and the Provost’s Office.

The Office of Institutional Research and Resource Planning (OIRRP) was moved into the Provost’s Office from the Office of Budget Planning and Analysis. The OIRRP makes information widely available to the campus community, works to increase the scope and validity of institutional research, and provides reports of Western's goals and performance as part of our accountability reporting to students, the state and the public.

Extended Programs

University Extended Programs (UEP) and Woodring College of Education Extension Services united as Extended Education and Summer Programs (EESP) in August 2001. The new administrative structure clearly defines administrative roles and functions, which were restructured during the first twelve months. The change enabled the university to coordinate or combine duplicated functions and to create a new unit for marketing, assessment and development, for which neither unit had effective formal procedures under the prior structure.

External Affairs and Advancement

The President reorganized the functions of the External Affairs and Development offices in order to respond to community needs and to strengthen Western’s relationships in the community and with other constituents as the university plans for a fund-raising campaign. Prior to the appointment of a new Vice President for External Affairs in 1999, the Development and Foundation functions were shifted out of External Affairs into the President’s Office. At that time, the Vice President for External Affairs supervised Alumni Affairs and Public Information, and took on additional responsibility for publications and an enlarged role in community relations. In January 2002, to strengthen the role of alumni in development efforts, Alumni Affairs was combined with Development and placed under a newly created Vice President for Advancement. The Executive Director for Development was promoted to fill that role.

Faculty Senate

In addition to the policies mentioned under Standard 4 Faculty, the Faculty Senate has been working on a revision of the handbook pertaining to opportunity appointments, especially as they relate to efforts to increase retention of faculty.

The Senate recently approved a change in performance evaluation for probationary faculty, which will go to the Board of Trustees in April. The change would allow the department chair to do the evaluation of probationary faculty in their first year as an option to the current practice of requiring all tenured faculty to take part in the process.

The Senate has also conducted discussions on the faculty’s role in shared governance of the university, as it is defined in the Board of Trustees procedures; concern has intensified over this issue since the last accreditation report.

Student Governance and Involvement

The student governance structure continues to evolve with the strengthening of the Student Senate, and the University Services Council meets to consider initiatives. The Associated Students has experienced a significant increase in student clubs. In 2000 a new student leadership development course was started. Residence Life continues to emphasize student involvement in staff training and has instituted hall Floor Teams to emphasize peer leadership opportunities;
student Fall Leadership Retreats; and the “Knowledgeable Neighbors” program to support and train informal “natural helpers.”

**Exempt and classified staff**

Classified and exempt positions have increased by 58.1 FTE over the past five years. The proportion represented by each category has shifted, with exempt staff increasing from 27.7 percent of total staff in 1997-98, to 34.4 percent this year.

The staff FTE are the actual numbers reported to the Office of Financial Management via Western’s payroll system; they have been calculated on a 12-month equivalent basis. The exempt category includes academic administrators and academic librarians. The increase in the exempt category reflects some conversions from classified staff positions, especially in technology fields.

<table>
<thead>
<tr>
<th>FTE</th>
<th>Exempt</th>
<th>Classified</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-98</td>
<td>172.1</td>
<td>450.4</td>
<td>622.5</td>
</tr>
<tr>
<td>1998-99</td>
<td>180.5</td>
<td>433.7</td>
<td>614.2</td>
</tr>
<tr>
<td>1999-00</td>
<td>196.4</td>
<td>433.6</td>
<td>630.0</td>
</tr>
<tr>
<td>2000-01</td>
<td>222.0</td>
<td>438.0</td>
<td>660.0</td>
</tr>
<tr>
<td>2001-02</td>
<td>233.9</td>
<td>446.7</td>
<td>680.6</td>
</tr>
</tbody>
</table>

Net increase of exempt: 61.8 FTE;
Net decrease of classified staff: 3.7 FTE
Standard Seven - Finance

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

Financial planning, mission, and goals

As the end of the 2001-03 biennium approaches, Western continues to carefully evaluate and amend program plans to respond to the significant budget revenue shortfalls occurring within the state. Both the 2003-2005 operating and capital budget requests and the 2003-2013 10-year capital plan, formulated in accordance with Western’s strategic plan and planning guidelines, are pending before state policy makers.

Western’s 1997 Accreditation Self-Study Report reported on capital and operating budget submissions for the 1997-99 biennium, as well as the university’s 10-year capital plan 1997-2007. In the interim, the 1999-01, 2001-03 and 2003-05 biennial budget requests were formulated and presented to the Governor and Legislature.

Faculty recruitment and retention

In 1999-2001, the state responded favorably to Western’s increasing difficulties in competitive recruiting and provided faculty recruitment and retention funds. The university requested a continuation of this strategy in its 2001-03 and 2003-05 budgets. Unfortunately, as a part of balancing the state budget during this time of declining revenues, the state did not continue the funding for this program. Western remains committed to recruiting and retaining strong faculty, and so has reallocated expenditure budgets to designate additional local funds for faculty recruitment and retention.

Faculty and staff compensation

Due to the state’s authority for setting salaries for Western’s classified staff and the state’s approval of a supplemental budget reduction during 2002, the classified staff did not receive a salary increase in 2002-03.

While the 2002-03 budget reduction also resulted in a zero increase for faculty and exempt staff, Western realigned resources to continue addressing its six-year plan for faculty salary improvement. Local funds provided a 1% increase for faculty and exempt staff in the second year of the current biennium. (See details in Standard 4.) Western has adjusted its 2003-2005 budget request and notified state policy-makers that acceleration in plan increases is required to put Western faculty back on track to parity.

Impact of reductions in state funding

While Western continues to allocate and reallocate resources carefully to pursue strategic priorities, an unfortunate result of the continued erosion in state appropriations has been to gradually shift the financial burden to students and their families in the form of higher than normal tuition increases. In 2002-03, a 14% resident undergraduate tuition fee increase was implemented, and growth in tuition funding per student has increased 62% from 1991 to 2003.

Western’s expenditure plans have continued to emphasize policies and programs that enhance recruitment, retention and development of promising students, faculty, administrators and staff. In 1991-92, the state provided 77% of Western’s state operating budget revenue; in 2002-03 the state’s share declined to 63%. It is anticipated that the state’s share of support will
decline even further in the 2003-2005 biennium and that a corresponding increase in tuition will be one result.

**Funding per student compared to peers**

Western has traditionally been funded at the lower rate per FTE than other institutions in the state. A recent analysis by state legislative staff confirms how Western compares on a per FTE funding basis with its peers using IPEDS data. A peer list of more than 270 comprehensive institutions nationwide was analyzed using 1999-00 data. In this analysis, Western had a total funding shortfall (combined state General Fund and tuition operating revenue support) of $1,188 per student FTE compared to its peers. The analysis also demonstrated that other Washington state comprehensives are comparably better funded on a per FTE student basis, though they remain under funded when compared to peers. For example, Central Washington University had a shortfall of $320 per FTE and Eastern Washington University a shortfall of $328.

These data confirm that Western has historically done more with less funding per student, a testament to the strength of Western’s faculty and programs. In sum, Western continues to be the most efficient baccalaureate institution in the state in terms of lowest cost per student and most efficient use of resources. Western has continued to request that total funding be improved to the average of the other comprehensive institutions of the state, and some progress has been made. Western appears to have more or less “held its own” with respect to its share of the higher education funding pie in the state of Washington. Among the six state institutions, while Western’s state funding has declined with the general decline in funding for all state campuses, the decline for Western over time has been relatively smaller.

**Managing enrollment**

With the declines in state funding, Western has more actively managed its actual enrollment levels to keep them closer to targets established by the legislature, since these over-enrollments are not funded by the state. This became increasingly important with state-appropriated funding per FTE student declining 19% (adjusted for inflation) from 1991 to 2003. Over the past two years, the high of 365 FTE students overenrolled in 2000-01 has been reduced to the current fiscal year over enrollment level estimated at 246 FTE students.

**Improvements in departmental financial systems and in financial reporting**

SCT’s Banner Student Accounts Receivable was implemented in September 1999. This system complements the existing Banner systems on campus, established in a step-wise fashion over the past 10 years (accounting and purchasing - 1991, human resources - 1997, position control – 1997, student and financial aid - 1999, alumni 2002). An administrative effort has been underway to ensure successful implementation of all Banner systems. Department focus groups continue to meet monthly with Business and Financial Affairs staff to address departmental concerns and recommendations. Business and Financial Affairs works to incorporate these suggestions, and has sought to modify reports and forms to assist members of the campus wide community. Departments are now able to download Banner financial data to their files if they work in a format other than Banner. Business and Financial Affairs reports has received very few -- if any -- requests to reconcile a department shadow system with the central accounting system.

A campus-wide budget working group formed in 2002 meets monthly to discuss and streamline campus budget processes. Technical issues related to university financial systems are regularly discussed and addressed at these meetings.

New accounting and administrative procedures were established in this interim to implement the new Governmental Accounting Standards. The university’s financial statements
for the year ending June 30, 2002, incorporate these substantive changes as required under GASB statement numbers 34 and 35.

New technologies have made it possible to provide students and staff with Web access to student bills, 1098T, and other financial information; and have made it possible for Western to accept new addresses and other student data via the Web. Western is currently establishing an electronic process for students to make payments through the Web, an effort that will improve collections and cash flow. Western has also implemented Web technology for departments to order from Central Stores through the use of third-party vendors. This process has resulted in reduced inventory while improving service to the campus. Procurement cards have been established for department use; on-line electronic forms have been created that allow forms to be routed and “signed” electronically. The use of on-line forms has facilitated the off-campus move by Accounting Services and Purchasing, a move that dovetails with campus space planning goals.

Financial management
The majority of the university’s financial functions continue to be organized under the Vice President for Business and Financial Affairs. To facilitate more effective coordination of resource planning and administration (budget administration and institutional research functions), it was determined in 1998 that university-level operating budget administration and a new Office of Institutional Research and Resource Planning should report directly to the President. The combined office worked closely with colleges, divisions and offices from 1998 to 2002 to identify program and enrollment space requirements as well as resource allocations necessary during a period of vigorous enrollment growth. This new organizational structure proved responsive to executive and Board of Trustee needs, as discussed in Standard One.

Capital budgeting and capacity issues
Efforts in capital budgeting continue with a primary aim to preserve Western’s unique residential environment of natural beauty and architectural excellence for teaching and learning. Please see Standard 8 for a summary of ongoing and planned projects.

Campus-wide planning to accommodate enrollments until new construction is completed continue. Efforts have included revising academic schedules, moving non-academic offices off campus (e.g., purchasing, computer services, and human resources), renovating spaces for classroom and faculty offices, and expanding the use of leased off-campus facilities for non-academic services.

Indebtedness
In concert with fiscal planning and the opportunity presented by historically low interest rates, in February 1998 Western issued $17,225,000 of revenue bonds for Western’s Housing and Dining System. This issuance was an advance refunding and was prompted by the sole purpose of taking advantage of lower interest rates for existing debt.

In December 1999, new revenue bonds of $14,300,000 were issued for Western’s Housing and Dining System. This issuance financed the renovation of the Viking Union, the student union building. Students initiated the renovation, and are paying for it through student fees.

In February 2002, new revenue bonds of $29,390,000 were issued to finance construction of a recreation center for student use, including a swimming pool, gymnasiums, weight and fitness spaces, climbing room, and multipurpose rooms. Students initiated this project and will pay through a newly established student recreation fee to be levied beginning in the 2003-2005
biennium. Construction began in March 2002; the new facility is scheduled to open fall quarter 2003.

Western is currently preparing for an April 2003 revenue bond issuance for the Housing and Dining System. This will provide approximately $16 million for renovating Birnam Wood Apartments and Highland Hall, and will refinance the remaining 1991 and 1992 revenue bonds with a lower rate of interest.

**Adequacy of financial resources**
Western has exercised prudent and timely fiscal management in the face of the continuing crisis in state funding and reductions in appropriations. In FY 2001-02, in anticipation of budget reductions for FY 2002-03, Western initiated a "soft" freeze on hiring and began requiring vice presidential approval for all out-of-state travel and all equipment purchases over $1,000. This prudent spending allowed Western to fund the 1% faculty salary increase in 2002-03 mentioned earlier. In anticipation of further operating budget reductions 2003-05, the Vice Presidents were advised in November 2002 to continue monitoring for approval all significant equipment purchases, all professional services contracts, all out-of-state travel and all new hires. Local fund reserves have been carefully monitored to ensure that rainy-day funds will be available for emergencies, unanticipated fixed-cost increases, and the further reduction, if any, of Western’s ongoing operating budget by the state. As a result, Western is adequately positioned to weather the continuing downturn in the economy through 2003-2005.

A new Vice President of University Advancement was appointed at the end of 2002. This office combines Western’s Development and Alumni offices. The appointment in large part is a positive response to the continuing decline in state funding, as University Advancement will pursue private funding with a new commitment and vigor.

**Plans for the future**
Adjusted for inflation, per-student state support at Western has dropped nearly 10% in the past decade, although demand for access to higher education and the cost of delivering top-notch instruction have risen dramatically. To offset the drop in state support, tuition has risen by more than 104 percent in the past decade, making higher education less affordable for Washington’s lower-and middle-income students and families; and, yet, demand to enroll at Western continues to grow.

Western’s enrollment growth in the 1990s and continuing into the new millennium has exceeded all expectations with a 30% increase in FTE student enrollments from 1991 to 2003 (8,731 FTE students in 1991 and 11,372 FTE students in 2003). Western, physically the smallest of the Washington public baccalaureates but with the third-largest enrollment, grew faster than any other campus and is now especially challenged for space. Western continues to serve more than 250 students above state-funded levels. Completion of our new Communications Building in 2004 will add 1,400 classroom seats and will help relieve current space constraints. With the lowest current cost per student and highest use of existing instruction space, Western has consistently been the most efficient baccalaureate in the state of Washington. In response to budget reductions, for the past two years, entering freshman enrollment was intentionally held at about the same level and Western’s overall enrollment growth was reduced from 150 FTE to 120 FTE students per year.

Prudent management of enrollment growth and protection of core education programs will continue at Western. We will work closely with policymakers – the governor and the
legislature – to develop a long-term plan to continue supporting a high-quality higher education system in the state of Washington.
Standard Eight - Physical Facilities

What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

The university has used the Institutional Master Plan to guide the planning and placement of projects in its 10-year capital plan. Recent projects in support of the Master Plan include:

**Haggard Hall Renovation**

Haggard Hall, which was constructed in 1958 as Western’s science building, was renovated in 1998. The upper two levels of this approximately 105,000 gross square feet building were renovated into additional library space. This added new offices for faculty and library staff, student study areas, new reference and circulation stations, and increased stack space for 32,000 lineal feet of shelving. Included were new library computer stations and data outlets at all study areas and a bridge connection to Wilson Library.

The first floor was renovated as computer lab space for the computer science and foreign language departments and as general university computer labs with approximately 230 stations. The first floor was designed as a 24-hour accessible space that includes a student study lounge with data outlets for students to access the university system. The project also upgraded four existing classrooms with new seating and instructional media systems.

**Administrative Services Buildings**

To free up core academic space in the heart of campus, the university purchased a new 30,000 gross square feet office building located near campus. The Telecommunications office, Purchasing Department, Accounts Payable Department, and Administrative Computer Center were moved from their campus locations to the new building. The area vacated by these offices was used to expand academic office space and to develop additional classrooms. The university also leased space in a second adjacent office building. The university’s office of Extended Education and Summer Programs moved there from another leased facility, and the Human Resources Department moved there from Old Main, which freed more space for academic uses.

**Viking Union Addition**

The Viking Student Union facility was renovated in 2001 and includes approximately 30,000 gross square feet of new space. The renovation tied the two-building student union together as a more cohesive facility with improved accessibility. The renovation upgraded food service facilities, lounge spaces, conference rooms, offices and the Student Bookstore. The project included the construction of a new 79 seat mediated classroom.

**Integrated Signal Distribution**

The university completed its Integrated Signal Distribution system (ISDS) project in 2001. This system provided a new telecommunications backbone to campus, serving the needs of voice, data, TV, building systems, and alarms signals. The project brought upgraded telecommunications outlets to virtually all faculty and staff offices, classrooms, and residence halls. Since completion of the ISDS project, the university has also begun installing wireless communications to expand data accessibility to university members.

**Campus Services Facility**

The Campus Services Facility was completed in the summer of 2002. This new approximately 25,000 gross square feet facility houses the Student Health Center on the second
level and Public Safety (University Police, Parking and Transportation, and University Lockshop) on the first level. The building is located on the southern edge of campus, where it can serve visitors and both resident and non-resident members of the campus community. The spaces in the core campus vacated by these programs are identified in the IMP as temporary structures scheduled for demolition to make way for new programs.

**Campus Infrastructure Development**

The first phase of the Campus Infrastructure Development project is complete. This project added utility infrastructure in the south campus area for the proposed expansion of campus facilities. Upgraded utility capacities (electricity, steam, water, sanitary sewer, storm water, and telecom raceway) were based on the proposed facilities growth identified in the IMP. A major portion of the project included revision of the southern circulation routes to the campus, emphasizing pedestrian, bicycle, and transit access as well as improved safety.

**Student Recreation Center**

A new 96,000 gross square feet Student Recreation Center is under construction, scheduled for completion in the summer of 2003. This student-fee funded project will add a three-court gym, multipurpose gym, climbing wall, recreational pool, aerobic rooms, fitness and weight equipment, and offices for Campus Recreation.

**Communications Facility**

Construction of Western’s new Communications Facility began in the summer of 2002. This new 130,000 gross square feet facility will house the departments of Communications, Computer Science, Journalism and Physics. In addition to departmental space and labs, there are 16 general university classrooms with a total of 1,050 seats, and seven general university computer labs with approximately 150 seats. The Communications Facility is scheduled for completion the spring of 2004.

**Minor Works Preservation**

The university has completed many preservation projects, such as seismic mitigation projects in Old Main, Fine Arts, Steam Plant and Canada House. Other preservation projects have addressed exterior and roof renewal; lighting and ventilation renewal; interior renewal; grounds and roadway renewal; and utility/elevator systems renewal.

**Minor Works - Programmatic**

The University has completed many minor works projects that are identified as Programmatic. These typically include minor renovations to modify or enhance spaces for new or upgraded uses. Also included in this category are minor improvements to campus grounds, utilities, outdoor lighting, ADA accessibility and safety-related issues.

**Planned Projects**

The University, in its 2003-2005 capital request to the State’s Office of Financial Management, has requested funding for the following projects. At this time funding is not known.

**Campus Infrastructure Development Phase II**

Phase I of the Campus Infrastructure Development Project was funded in the 2001-03 biennium. This provided roadway and utility infrastructure improvements required by future capital development, as described above. Phase II construction is requested in the 2003-05 biennium to complete the project by constructing a service road allowing restricted access to academic and support spaces in the campus core.
Campus Roadway Development  Predesign funding is requested in the 2003-05 biennium to investigate south campus perimeter roadway configurations and options. Reconfiguration will help to increase safety, improve circulation, and maximize utilization of the university’s limited acreage.

South Campus Playfields   The university requested design and construction funding to increase the size and utility of two south campus playfields to makeup for field space lost to academic development.

Academic Instructional Center  In 2002 the University completed the predesign phase for a new 107,000 gross square feet academic facility that includes space for the Communication Science and Disorders Department, Psychology Department, and general university classrooms and computer labs. A request was submitted for design funding in the 2003-05 biennium.

Carver Gymnasium Renovation – The university completed a Project Request Report in 2002 that was submitted to the state’s Office of Financial Management with a request for predesign funding in the 2003-05 biennium.

Undergraduate Marine Education Center – A predesign for this addition to Western’s Shannon Point Marine Center in Anacortes, Wash., was completed in 2002. Design/construction funding is requested in the 2003-05 biennium.
Standard Nine – Institutional Integrity

*How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?*

The institution continues to measure the integrity of its actions against the principles expressed in its mission and strategic action guidelines, which embrace quality, diversity and service to the community as key goals.

Over the last few months, particular effort has been extended to broaden campus understanding of the ethics laws and rules that apply to faculty and staff. Seminars are offered periodically on ethics, sexual harassment, and other issues relevant to the university community’s standards of conduct. Codes of ethics for students, faculty and administrators are also published and widely available.

In a change that strengthens internal controls, the office of Internal Auditor has been shifted from the Business and Finance division to report directly to the President.

Recognizing the need for continual improvement and to strengthen understanding of institutional policies campus-wide, during the past five years, various academic and administrative units have been working to update and revise institutional policies and procedures to make them more clear and consistent in form. The policies and procedures will soon be posted and accessible through a single institutional Web page.

Control over the content and accuracy of publications resides with the program administrators in those areas. The Public Information Office serves as a central point for dissemination of news, publications, and advice. The new Extended Education and Summer Programs office, for example, has worked with various university and college staff to develop and adopt a new and consistent “look” for EESP publications and marketing materials. The template provides a strong university identity with the use of the WWU logo as a prominent graphic on the publications as well as a link to EESP. Specific college identification is also present on appropriate brochures to strengthen the link between EESP and the colleges.

The 1998 NASC report noted that Western’s integrity was reflected throughout its self-study and found that Western exhibited integrity through practices that largely are consistent with institutional publications and policies. Those publications and policies are widely published.
Appendices:

1. Progress Report to the Northwest Association of Schools and Colleges, Commission on Colleges: Assessment of Student Learning Outcomes at Western Washington University, April 26, 2002.

The Assessment of Student Learning Outcomes at Western Washington University: Plan, Progress, Organizational Developments, and Future Activities, April 7, 2000.

Select OIAT Focus Reports

2. Woodring College of Education
   Annual report on Strategic Action Guideline accomplishments
   Master in Teaching Program Description
   Endorsement Program Approval for General Music
   Endorsement Program Approval for Health/Fitness

3. Performance Assessment, Fall 2002
   Performance Audit Resources

   Legislative Goals 2003, Western Washington University
   Background Materials – WWU Operating Budget, Board of Trustees Study Session, Jan. 24, 2003

5. Synopsis of General Education Models
   Synopsis of General Education Task Force Report, October 2002

6. Extended Education and Summer Programs (EESP)
   Annual Report 2002
   Organizational plan
   Newsletter and outreach materials

7. Student Affairs division report on enrollment management, Jan. 24, 2003

8. Documents pertaining to the process used in proposing, examining and then approving the division of the College of Arts and Sciences into two new colleges.