The Division of Student Affairs and Academic Support Services supports Western's commitment to engaged excellence by providing quality, award-winning programs and services. The Division also supports Western's goal of "providing students with a personalized teaching and learning environment of the highest quality" (Strategic Action Plan, 2006). As set forth in its mission statement (see Exhibit 3.1: Division and Department Mission Statements), this unit strives to "incorporate all aspects of the student experience into a comprehensive, integrated program of learning and development" and "play a distinct and essential role in creating a culture that values the integration of the whole student experience into a learning community."

Organization

The Division of Student Affairs and Academic Support Services is intentionally structured to support a seamless integration of students' curricular and co-curricular experiences at Western. The Division is administered by the Vice President for Student Affairs and Academic Support Services, and its nineteen departments include all aspects of a students' experience at Western, from pre-enrollment to graduation. In addition to departmental Directors, the Division includes a central Administrative Team that reports directly to the Vice President. This team consists of the two Assistant Vice Presidents, the Dean of Students, the Division Director of Budget and Administration, and the Special Assistant to the Vice President.

As shown in Figure 1, the Division has oversight for all programs and services covered under Standard Three, with the exception of two: graduate admissions and student media. The Vice Provost for Research
and Dean of the Graduate School oversees graduate admissions. Western's four official student publications—Jeopardy, Klipsun Magazine, The Planet, and The Western Front—fall under the oversight of the Student Publications Council, a campus-wide committee that includes four student and three non-student voting members. The Associated Students (A.S.) also serves as a student media outlet, providing oversight of the campus television station (KVIK), radio station (98.3 KUGS), and the A.S. Review, a bi-weekly print publication.

The Vice President for Student Affairs and Academic Support Services has a joint reporting relationship to the President and the Provost/Vice President for Academic Affairs. As part of this joint reportage, which fosters a close and effective integration of student affairs' functions with the academic mission of the University, the Vice President serves on both the President's Council and the Provost's Council.

**Strategic Realignment**

In 2004, the Division underwent a strategic realignment designed to “maximize energy” and “improve...communication and service to students” (see Exhibit 3.2). Three new Director-led offices were added to the Division's structure: disAbility Resources, New Student Services/Family Outreach, and Student Outreach Services. Additionally, the Assistant Vice President for Student Affairs and Academic Support Services' role (initially defined in 2000-01) was restructured to oversee first-year programs; the Dean of Students' role (initially defined in 2000-01) was expanded to include oversight of the Viking Union and provide a structure for student leadership development; and the Director of Admissions' role was changed to Director of Admissions and Enrollment Planning, with an enhanced focus on enrollment planning.

The goals of this realignment were threefold: 1) to enhance Western's niche as a premier undergraduate institution in the state by investing in first-year programs; 2) to create a structure/framework that is a national model of excellence in leadership development; and 3) to create intentionality in Western's strategic enrollment plan by identifying directions for outreach strategies. Although a formal assessment has not been undertaken since the realignment occurred in 2004, anecdotal evidence exists to suggest that progress has been made toward all three goals.

To enhance communication, the departmental Directors Group and central Administrative Team meet on a weekly basis. Retreats and Division-wide meetings—open to all professional and classified staff—are held quarterly. The Directors Group and Administrative Team use the weekly meetings as an opportunity to stay up-to-date with current/emerging trends in student affairs and higher education; provide input on campus-wide policies and procedures; engage in collaborative planning and goal-setting; build relationships with other departments/divisions; and discuss connections between the programs/services provided and Western's mission and goals.

Many departments in the Division are governed by institutional policies

“I loved my time at Western and would go back instantly if I had the opportunity.”

—Western graduate
that determine how services are provided. These policies address such issues as admissions, academic standing, and registration, and are compatible with the mission and goals of both the Division and Western (see Exhibit 3.3).

**Mission and Goals**

The Division's mission, goals, and priorities closely align with Western's mission and strategic objectives. Working collaboratively, the various departments in the Division play key roles in bringing together “an increasingly diverse and talented student body...that involves its members in active learning, scholarly discourse, and reflection.” They also “create opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship” through the co-curricular programs they provide, and through a strong commitment to facilitating students' development (quotes are from Western's Strategic Action Plan). Division goals that support these efforts include: enhancing “diversity in programs and personnel,” providing “basic services that remove barriers to learning,” providing “opportunities for students to acquire new skills and knowledge,” and developing “students' ability to connect to WWU and transfer skills to life beyond the campus.” (Quotes are from the Division of Student Affairs and Academic Support Services’ Mission, Goals, and Priorities.)

For example, in 2004, the Division, in collaboration with Academic Affairs, implemented the first phase of a comprehensive First-Year Experience program for freshmen and transfer students. As part of this effort, Western eliminated several separate fees/deposits, and the University created a one-time enrollment fee of $250 to support first-year programming and student resources. Western also formed a First-Year Advisory Committee, co-chaired by the Assistant Vice President for Student Affairs and Academic Support Services and the Vice Provost for Undergraduate Education. First-year initiatives launched in 2004-05 included weekly targeted email messages to freshmen and transfer students, promoting campus resources and activities; opportunities for faculty-student interaction; opportunities for participation in quarterly service-learning projects; and the implementation of *Western Reads*, a campus-wide reading program designed to promote intellectual engagement, community, and conversation. (See also Standard 2.C.)

The program expanded in 2005-06 to provide increased First-Year Interest Group (FIGs) program offerings (see also Standard One and Standard 2.C); add two days of special programming/activities during Fall Orientation; integrate the *Western Reads* program into the classroom; and provide strengthened advising for undeclared freshmen and first-generation freshmen and transfer students. Since the program's inception in 2004, first-year retention rates have increased, particularly for entering freshmen (see Figure 2). A comprehensive assessment of the program is underway, using data from the Western Educational Longitudinal Study (WELS). A preliminary report is expected to be complete by fall 2007.

Also, in 2004-05, the Vice President appointed a Leadership Study
Group, tasked with developing a common understanding of leadership through study and discussion. The group, which included representatives from both student and academic affairs, recommended a series of “next steps,” which included identifying learning outcomes and conducting an audit of current leadership opportunities for students. The following year, the Division formed a core leadership work group to carry out this recommendation, with representatives from the A.S., Academic Affairs, and Student Affairs.

Building on the efforts of the work group, Western hired a professional staff member in 2006 and brought an external consultant in to facilitate the development of a comprehensive student leadership program. The Western Leadership Advantage, designed to incorporate existing programs and build on Western’s strengths, will offer students leadership development opportunities around four annual themes: “Getting to Know Self;” “Exploring Leadership;” “Leading at Western;” and “Leading Beyond Western.”

As part of the Western Leadership Advantage, the Leadership VIP project debuted in fall 2007. Designed to support at-risk students with leadership potential, the project provides students with: 1) a financial guarantee that tuition/general fees will be covered for up to five years of undergraduate study at Western; 2) unique access to leadership training, staff advising, and campus resources; and 3) additional opportunities to be empowered as leaders and scholars. The 2007 Leadership VIP cohort contains ten students. Over time, Western plans to expand the scope of the project, with a goal of serving fifty new students per year.

The Division has also made progress in the area of strategic enrollment planning. A presentation to the Board of Trustees on changing student demographics prompted the Division to collaboratively develop and submit a decision package, “Making College Possible,” during the 2007 legislative session. The proposal focused on recruiting/retaining traditionally underrepresented students. (See also Standard Seven, Exhibit 7.1: Legislative Briefing Packet.) While the decision package was not funded, Western remains focused on meeting the needs of the state by increasing the number of traditionally underrepresented students it serves. New strategic initiatives
in the Office of Admissions—including targeted phoning efforts and outreach to the families of traditionally underrepresented students—have paid off. In fall 2006, nearly \( \frac{1}{5} \) of entering freshmen and transfers (18.0%) were students of color.

Other outreach strategies have focused on recruiting high-achieving students, community college transfers, and targeted non-resident students. In 2005-06, the Division formed an Enrollment Planning Group, with representatives from across campus. Co-chaired by the Director of Admissions and Enrollment Planning and the Vice Provost for Undergraduate Education, this group monitors trends, develops student enrollment targets, and ensures intentionality in Western’s long-range enrollment planning processes and initiatives.

Human, Physical, and Financial Resources

Human Resources

The staff of the Division of Student Affairs and Academic Support Services remains one of Western’s greatest strengths. Division staff members bring an exceptional level of experience to their positions: 55.8% of classified staff and 51.1% of professional staff have worked in higher education for ten years or more. Departmental directors all have, at minimum, a Master’s degree; they also average more than twenty years’ experience working in higher education. (See Appendix 3.4: Student Affairs Staff Profile.)

The Division is strongly committed to recruiting and retaining a diverse staff. In order to ensure a high-quality, diverse applicant pool for open positions, the Vice President emphasizes the importance of recruitment processes that expand the pool of eligible candidates in ways that support Western’s diversity goals. These include advertising in multiple publications/venues, as well as identifying and using websites, professional listservs, networking, and membership associations to recruit applicants. Division staff also works closely with staff in Human Resources and the Equal Opportunity Office (EOO) during all phases of recruitment and hiring.

Ongoing training and professional development for staff remains a high priority. The Division provides resources and support for ongoing development, including in-house seminars, workshops, and retreats. Each fall, the Division holds a one-day conference for all classified, professional, and student staff members—Nakama (or, “a circle of friends” in Japanese). Nakama is intentionally designed to include team building activities, and it provides opportunities for personal growth, employee skill development, and the exploration of current issues/trends in higher education and student affairs (see Exhibit 3.4). Western also encourages and supports professional staff members to attend state, regional, and national conferences; this enables them to stay current in the field and develop professional networks for consultation and innovation.

All Western staff members are evaluated on a regular basis. Classified employees are evaluated at least once during their probationary period
and at least annually thereafter, using an HR-designed form and process. Performance factors include: quality of work, quantity of work, job knowledge, working relationships, and supervisory skills (if applicable). Professional employees are evaluated at least annually, based on “mutually agreed written criteria consistent with the position description” (as per the Human Resources website). The evaluation includes an opportunity for the employee being evaluated to comment on his/her achievements and organizational contributions, as well as to identify any areas of outstanding performance. Supervisors identify areas needing improvement and objectives for the employee’s next performance period, and they provide an opportunity for the employee to respond. The Division is currently revising its professional staff appraisal process, and will be piloting a new process/form in select departments in 2007-08 (see Exhibit 3.5).

**Physical Resources**

Western houses the majority of Division departments, offices, and programs in two buildings: Old Main and the Viking Union. Departments located in Old Main include: Academic Advising and Career Services, Admissions, the Counseling Center, disAbility Resources for Students, Financial Aid, New Student Services/Family Outreach, Prevention and Wellness, the Registrar’s Office, Student Outreach Services, and the Vice President’s Office. Departments located in the Viking Union include the A.S. Bookstore, Student Life, Student Activities, and the Dean of Students Office. The remaining departments are housed in Carver Gymnasium (Intercollegiate Athletics), the Campus Services Building (Student Health Center), the Wade King Student Recreation Center (Campus Recreation Services), and Edens Hall (University Residences).

Since Western’s last accreditation review in 1998, a number of Division offices have been remodeled or relocated to improve the delivery of service to students. A number of Division facilities have also undergone construction and/or extensive renovation, including the Viking Union, Student Recreation Center, Student Health Center, Registrar’s Office, and Arntzen Hall food service venue (see Standard Eight for full details on these projects).

Many campus residence halls have undergone renovations and improvements during the past nine years, including interior and exterior upgrades at Birnam Wood Apartments, Higginson Hall South, Highland Hall, Nash Hall, and the Ridgeway Complex. Each year, University Residences Facilities completes approximately $2 million in improvements. Planning is currently underway for a new residence hall, to be located at the south end of campus.

Every two years, the Division submits a long-term capital plan for the Housing and Dining System to the Board of Trustees for review/approval. All other capital budget requests are submitted as part of the campus-wide plan (see Standard Seven for full details). Future projects set forth in the Housing and Dining System plan include the renovation of Higginson Hall.
and Ridgeway Gamma. In addition, pending state capital budget funding, the Carver Gymnasium/Academic Complex is scheduled for renovation.

Space has been, and will continue to be, a critical issue for the Division. This is especially true for departments located in Old Main, where growth has outpaced available space. The Division Director of Budget and Administration serves as a member of the Facilities Group—along with the Special Assistant to the Provost, the Manager of Space Administration, and the Director of Facilities Management—and works closely with that group to identify alternative sites and reassess space needs.

Financial Resources

Funding for the Division of Student Affairs and Academic Support Services comes from a variety of sources, including state funds, self-sustaining funds (which include auxiliary and fee-based program revenue), state and federal grants, and collaborative fundraising efforts.

In 2005-06, the overall budget for the Division was just under $46.2 million. Of that, the state allocation comprised $6.7 million, or roughly 14.6% of the budget. The majority of the budget, 84.1%, is made up of self-sustaining funds (see Table 1: Operating Budget). Revenue from University Residences and the Viking Union/Student Activities accounts for the bulk of these funds, with the majority coming from room-and-board fees and bookstore sales. Student fees are another major source of self-sustaining funds, including the service and activities fee, health fee, enrollment fee, and recreation fee. External grants and collaborative fundraising efforts with the Western Foundation, including the Parents’ Fund Drive and athletic outreach programs, round out the Division’s budget. In the future, private fundraising is expected to play a role of increasing importance in augmenting state and auxiliary funds and funding new strategic initiatives such as the Leadership Advantage program. (See also Standard Seven.)

Since the majority of the Division’s budget is self-sustaining, departments are continuously challenged to generate sufficient funding to keep pace with increased costs in salaries and benefits, facilities maintenance, technology developments, and other rising expenditures. Yet, student fee increases and charges are kept to a minimum, and student leaders are at the heart of the fee review and recommendation process. In recent years, Western students have initiated additional student fees through campus referendum for high-priority programs, including the recreation fee, renewable energy fee, and transportation fee. (See also Standard Six and Standard Seven.) State funding requests have generally been received favorably, given increased workloads, regulatory requirements, and strategic program needs.

Assessment and Planning in Student Affairs and Academic Support Services

Since 1998, the Division of Student Affairs and Academic Support Services has worked to build upon existing assessment activities and has

| Division of Student Affairs and Academic Support Services Operating Budget, 2005-06 |
|---------------------------------|-----------------|----------|
|                                | Amount          | % of Total |
| State Funds                    | $6,749,129      | 14.6%    |
| Self-Sustaining Funds (auxiliary funds, fees, etc) | $38,845,683 | 84.1% |
| Federal Grants                 | Approx. $450,000 | 1.0%    |
| Other                          | Approx. $150,000 | 0.3%    |
| Total                          | $46,194,812     |          |
taken steps toward more effectively measuring the relationship and impact of services on student learning, success, and the quality of the student experience. Dr. Patricia Fabiano, a faculty member in the Student Affairs Administration graduate program, has served as a paid consultant to the Division. In this capacity, she has assisted with Division-wide assessment efforts by working with staff to identify learning outcomes.

In 2005, Academic Advising and Tutorial Services volunteered to be the first department to articulate outcome-based goals and identify student learning outcomes, as part of a larger Division-wide effort. The pilot project was successful and will eventually be replicated in all Division departments.

Efforts are currently underway to update the Division's mission statement, and to identify common learning goals/outcomes. A team of five Division staff members attended the CAS Professional Standards in Higher Education Meeting in November 2006. They worked with Dr. Fabiano to coordinate a Director's Retreat in January 2007, sharing information gleaned from the conference. A follow-up retreat, held in late June, resulted in the preliminary identification of several shared goals/outcomes. The Directors' Group will continue to refine these goals/outcomes throughout the summer and fall.

In addition, a Division Assessment Resource Team with representatives from ten Division departments has been appointed and will be meeting on a weekly basis throughout the year. Facilitated by Dr. Fabiano, the purpose of the group is to build the Division's capacity for planning and assessment and further the Division's assessment efforts.

Currently, student assessment data is collected at both the individual department level and the institution level (see Standard 2.B). At the institution level, the Office of Institutional Assessment and Student Learning oversees administration of the Western Educational Longitudinal Study (WELS). Every three years, the WELS surveys incoming freshman and transfer students, then tracks them over a period of six years. A number of Division departments, including Academic Advising, New Student Services/Family Outreach, Prevention and Wellness, and Tutorial Services, were involved in the development of WELS questions. Currently, Division staff—in partnership with the Vice Provost for Undergraduate Education, the First-Year Experience Advisory Committee, and the Office of Survey Research—are using data from WELS and other sources to begin to assess the effectiveness of First-Year Experience programming. This year, the University will also be participating in the National Survey of Student Engagement (NSSE).

At the department level, qualitative and quantitative initiatives are implemented on a regular basis to assess the effectiveness of programs/services. Examples of surveys used within the Division include: the Quality of Life Survey (University Residences), the Survey of College Unions (Viking Union), the Enrollee and Non-Enrollee Student Surveys (Admissions), the Annual Employment Survey (Career Services), the Student Voices Survey
Qualitative and quantitative assessment data have helped Division departments make many improvements in the programs and services they provide, including:

- The development of an online Transfer Course Equivalency Guide to help community college students transferring to Western. The guide, searchable three ways, provides equivalency information for specific courses, as well as for subject area, academic college, and/or General University Requirements.
- The development of an online advising tool—the Curriculum, Advising, and Program Planning (CAPP) Degree Evaluation—that enables students and advisors to evaluate completed course work relative to degree requirements.
- The development of automated transfer articulation, which generates a course by course equivalency for students transferring to Western, and, when combined with the CAPP Degree Evaluation, helps students determine what requirements they must complete to graduate with a specific major.
- The development of a new Financial Aid website that enables students to apply for short-term emergency loans, perform job and scholarship searches, print needed forms, and access financial aid status and award information online.
- The creation of a half-time Graduate and Pre-Professional Advisor position to better meet the needs of Western students who plan to attend graduate and/or professional school.
- The development of an outreach advising model in Academic Advising that assigns entering undeclared students a professional advisor who works with them from Summerstart through their declaration of a major. The model also provides targeted outreach to students on academic warning/probation, as well as those who have reached 120 credits and not yet declared a major.
- The addition of a half-time Family Outreach Manager and expansion of the Parent Connection Group in New Student Services/Family Outreach to better meet the needs of parents and family members of Western students.
- The addition of a full-time academic advisor in Academic Advising and Career Services to provide more intensive advising for undeclared students.
- The addition of a full-time academic advisor in Student Outreach
Services to serve first generation and low-income students.

- The creation of online health services—including virtual visits, online prescription refills, and Ask the Doc (a feature of the Student Health Center’s website that enables students to ask a health question anonymously)—to better meet students’ needs.
- The creation of an online “Countdown to Western” checklist for all entering freshmen and transfer students, that enables them to keep track of their on-campus housing status, as well as whether or not transcripts and measles clearance have been received.

(See Exhibit 3.7: Sample Assessment Reports.)

A challenge facing the Division, with regard to assessment, is making the shift from usage- and satisfaction-based assessment to outcomes-based assessment. As noted earlier, the Division is in the process of identifying common learning goals/outcomes across the departments, and has formed a Division-wide assessment team to serve as a resource for departments that need assistance.

Student Demographics

Western gathers student demographic data from a variety of sources—including the Admissions Office, Registrar’s Office, and Office of Institutional Assessment, Research, and Testing (OIART)—and posts the data online, on the OIART website. This information is used throughout the Division to shape the programs and services it provides.

During the 2005-06 academic year, Western enrolled a three-quarter average of 12,518 students, an increase of 12.2% over the University’s 1998-99 academic year enrollment of 11,153. Western’s target annual enrollment, as set forth in the Strategic Action Plan, is 12,500 FTE by 2013. The majority of enrolled students are undergraduates: in fall 2006, full-time undergraduates accounted for 89.2% of Western’s student body, followed by part-time undergraduates (4.4%), full-time graduates (3.4%), and part-time graduates (3.0%). (See Appendix 3.3: Admissions Report.)

The majority of Western students (92.0%) are Washington residents. Over half come from three main counties of origin: King County (28.7%), Snohomish County (12.7%), and Whatcom County (12.0%). Slightly more women (54.2%) than men (45.8%) are enrolled at Western, and the average age of enrolled students is 21.6 years old.

In fall 2006, 15.8% of Western students were students of color, an all-time high. One third (33.3%) of enrolled undergraduates were the first in their family to attend college; among students of color, this figure was higher: 45.2%. Just over ⅔ of enrolled students received some form of financial aid. In 2005-06, 9,039 students received a total of $87.7 million in aid disbursements. Of those, ¼ received both a Pell Grant and a State Need Grant (see Appendix 3.1: Student Profile).
Retention and graduation rates for each first-time, full-time freshman cohort are tracked by OIART, using definitions set forth by the National Center for Educational Statistics. As noted previously, the fall-to-fall retention rate for first-time freshmen in 2006 was 86.0%, an all-time high at Western. For freshmen who participated in the First-Year Interest Group (FIGs) program, the rate was even higher: 93.1%. The six-year graduation rate for members of the 2000 entering freshman cohort was 61.3%. (See Appendix 3.2: Student Retention and Graduation Rates. See also Exhibit 3.8: “Quick Facts” 2006, produced by OIART, and Standard 2.C for a discussion of first-year initiatives.)

Assessment of Student Needs

Several departments within the Division address student learning and special needs. The Tutorial and Academic Skills Center (TASC), in conjunction with the Writing and Math Centers, provides learning support to enrolled students at Western. TASC offers tutoring for General University Requirement (GUR) courses in a variety of formats, including individual and small group sessions. It also assists students with time management, test taking, and textbook comprehension, and has tutors who work with students to develop their own personal levels of success. As noted in its mission statement, TASC focuses on providing “…opportunities for students to develop or enhance the academic skills, intellectual capabilities, and scholarly attributes that are…necessary to be successful independent learners.”

DisAbility Resources for Students (DRS) works closely with students to meet their specific needs, providing disability management counseling, enabling resources, and referral information. As noted in the 2007-08 Catalog, “Specific academic accommodations and services are determined on an individual basis and modified to meet the unique needs of students and their academic experience.” Services provided by DRS include: mobility assistance, exam accommodations, interpreter services, transcription services, adaptive equipment training, and assisting students with academic adjustments in the classroom. The Counseling Center and Student Health Center (described later in Standard Three) also work with students who have special needs.

Student Outreach Services (SOS) offers services and support to at-risk students, including first-generation and low-income students, designed to help them identify and achieve their academic goals. Staff in SOS provide personal, cultural, and academic advising, and they serve as liaisons between students and campus resources. The Washington State Achievers Program provides mentoring/support to low-income, high potential students, and the Governor’s Scholars Program provides mentoring/support to foster youth.

The Access Program, a year-long program for at-risk students, is designed to assist in the transition from high school to college. Students are recommended for the program by the Office of Admissions, based on their academic promise and potential to benefit from the programs/services offered.
by SOS. Participating students enroll in a customized Freshman Interest Group (FIG) during their first quarter. Throughout the year, they receive individual advising and mentoring, and take part in targeted programming. Approximately ten to twenty new students take part in the Access Program each year.

Past studies of the Access Program suggest a positive impact. A study conducted by the OIART in the 1990s found Access participants to have higher cumulative grade point averages and rates of retention than eligible students who did not participate. Of the thirteen at-risk students served by the Access Program in fall 2005, 77% returned in fall 2006. SOS works closely with the remaining students to help facilitate their return to the University.

**Student Involvement in University Governance**

*See also Standard Six*

Western's commitment to an active, engaged, and innovative education leads naturally to strong student involvement in University governance. The Associated Students (A.S.), a vigorous governing body and direct provider of co-curricular services and activities for students, is a key component in the fulfillment of Western's mission. The goals of the A.S., as set forth in its mission statement, are to: “support leadership development; ensure student representation in decisions that impact students; provide resources, activities, and information for students; and provide opportunities for students to organize themselves around their special interests.” All are done in order to “further achieve the mission of the University and complement classroom education.” (See Exhibit 3.9.)

This section will focus primarily on the role the A.S. plays in facilitating student involvement in University governance. Information on the role the A.S. plays in providing direct service to students in the form of leadership development and co-curricular activities and programs will be detailed later in Standard Three, in the section on Co-Curricular Activities and Programs.

The A.S. is governed by a seven-member Board of Directors, which consists of a President, Vice President for Academic Affairs, Vice President for Business & Operations, Vice President for Legislative & Governmental Affairs, Vice President for Activities, Vice President for Diversity, and Vice President for Student Life (see Figure 3). Additional details are set forth in the Bylaws of the Associated Students, as well as in the A.S. Election Code, the Student Senate Bylaws, and A.S. Council and Committee Charges/Charters (see Exhibit 3.9).

The A.S. has made a long-term and sustained commitment to facilitating student involvement in campus leadership efforts and has actively partnered with University officials around planning, operations, budgeting, and issues of social concern to Western students, such as transportation, sustainability, and worker’s rights. Recent initiatives—including the Renewable Energy Fee, the Student Transportation Fee, and Western's participation in the Worker Rights Consortium’s Designated Supplier Program—emerged as a direct

“Working in the Associated Students has made my college experience more valuable than almost any class I could take.”

—Western senior
FIGURE 3
A.S. BOARD ORGANIZATIONAL CHART

Key

Manage
Oversee
Advise
Representative
Liaison
Administrative
Responsibility

Revised: 11/16/06
result of the dynamic relationships between students and administrators. (See also Standard One, Standard Six, Standard Seven, and Standard Eight for evidence of student involvement in the health of the University.)

The strength of partnership that exists between the A.S. and the University's administration has increased over the past ten years. The A.S. President meets with the Vice President for Student Affairs and Academic Support Services on a bi-weekly basis, to discuss issues of concern, and is now advised by the Dean of Students. Both efforts have helped to ensure that student concerns are heard at the highest level.

The A.S. President serves as a member of the President’s Planning and Resource Council (PPRC) and as an ex-officio member of both the Western Washington University Foundation's Board of Directors and the Alumni Association’s Board of Directors. The A.S. President also attends all Board of Trustees meetings and serves on other A.S., University, and Bellingham community committees as necessary.

Other members of the A.S. Board of Directors serve as voting and ex-officio members on a number of key campus committees, including: the Faculty Senate, the Employee Training and Development Advisory Committee, the Services and Activities Fee Committee, the Sustainability Committee, the President’s Multicultural Advisory Board, the Student Publications Council, and the University Planning Council.

A tangible example of the strength of partnership between the A.S. and the University administration has been the development and continued oversight of the University’s Cold Beverage Contract. Created in 1998 to provide additional revenues for student events and the enhancement of activities, this fund has generated more than $2 million in funding for high-priority and strategic student programs and projects. The A.S. President sat on the original committee and continues to serve in that capacity today, along with two other A.S. representatives, two representatives of Student Affairs, and one faculty member.

Students fill a range of appointed positions on committees and councils of the Faculty Senate and A.S. governance bodies. In the Faculty Senate, these include the Academic Technology Committee, the University Planning Council, the Academic Freedom Task Force, the International Programs Advisory Committee, the Honors Board, and the Academic Coordinating Commission, the University’s major curricular policy body. In the A.S., these include the A.S. Bookstore Advisory Group, the Activities Council, the Campus and Community Affairs Council, the Transportation Advisory Committee, the Ethnic Student Center Steering Committee, the Legislative Affairs Council, the Administrative Services Council, the A.S. Diversity Task Force, and the Student Senate.

Individual Colleges and Departments involve students in a range of committees, including ad-hoc search and planning committees, and ongoing committees such as the Campus Recreation Advisory Committee, the Judicial Appeals Board, the Campus Community Coalition, the Campus Dining
Students also have the opportunity to participate in a wide range of campus-wide committees, including the PRPC, the Central Health and Safety Committee, the Discrimination Complaint Review Committee, the Parking Appeals Board, the Disability Advisory Committee, the General Education Requirements Committee, the Graduate Council, the Emergency Planning Committee, and the Standing Committee on Lesbian, Gay, Bisexual, and Transgender Concerns. (See Exhibit 3.10.)

In 2006, the A.S. President served in an active role on the University-wide Strategic Planning Committee and, because of this involvement, leadership development was specifically cited in the Strategic Action Plan. Students have also provided critical feedback to the President, relative to the planning/allocation of resources and other key initiatives. Appointments to University committees are made primarily through the A.S., by the A.S. Vice President for Academic Affairs.

When policies and procedures related to Division programs/services are revised or updated, students serve as key members of the committees responsible for review. Faculty and staff also take part. For example, when the Student Rights and Responsibilities Code was revised in 2002, the committee included five students—three appointed by the A.S. Board of Directors (including at least one graduate student) and two appointed by the University Residence Hall Association; one faculty member; the University Judicial Officer; and one representative each from Student Affairs, Public Safety, and University Residences.

When University-wide policies are developed or revised, the process set forth by Policy U1000.10: Developing and Maintaining University Policies must be followed. During the policy creation/revision process, stakeholders listed in the Policy Impact Statement—including the A.S. and the Faculty Senate—should be consulted by the department or division responsible for creating the policy. After the Technical Review Committee has approved a final draft of the policy for campus review, a public comment period must be held. At that time, the A.S. President is notified and notices are placed in The Western Front, the student newspaper. The A.S. President also serves as a member of the University’s Executive Policy Group, which has responsibility for approving policy initiation and recommending approval of University policies. (See Appendix 3.5. See also Standard Six and Standard Nine.)

(For further descriptions of the work of the A.S., see the section later in this standard on “Co-Curricular Activities and Programs,” as well as Exhibit 3.11: Associated Students Self-Study Report.)

**Student Rights and Responsibilities**

Western’s Student Rights and Responsibilities Code and the Academic Dishonesty Policy are published annually in the University Catalog, and
are available online via the Judicial Affairs website. Additional policies/procedures for students living in campus-owned residential facilities are clearly delineated in the *Residential Community Handbook*, and are posted on the University Residences Policies and Procedures website (see Exhibit 3.12).

The Student Rights and Responsibilities Code underwent a significant revision in 2002. In a proactive effort to make the Code more user-friendly, provide a more positive approach to student conduct, and clarify the relationship of the Code to University Residences, Western made changes that included new sections on positive behaviors, student responsibility for guests, and the opportunity to appeal either to an Appeals Board or to the Dean of Students. Other changes included the expansion of sections on: the misuse of computers, electronic data, or communication; disruptive behavior; and the misuse of prescription and over-the-counter drugs.

The Code was revised by the Committee on Student Rights and Responsibilities, made up of students, faculty, and staff, and it was presented to A.S. for input and review. Western also held public hearings on campus, in accordance with the Administrative Procedure Act (RCW 34.05), and had an open comment period. The Board of Trustees approved the new Code in December 2002, and Western implemented it in 2003. (See Appendix C of the University Catalog. See also Exhibit 3.13: Student Policies, Codes of Conduct, and Procedures.)

Western designs and enforces standards to foster students’ personal and social development. The primary focus of the conduct system is to protect the rights, health, and safety of members of the campus community, so they may effectively pursue their educational goals. The intent of the system is not to punish or penalize, but rather to facilitate students’ developmental growth while assuring academic integrity and campus safety. Western has not yet conducted an assessment of the impact of the revised Code on the number of conduct cases that occur on campus.

The University Judicial Officer has consistent oversight of all University conduct cases. This officer, who reports to the Associate Dean of Students, handles the most serious offenses, as well as those occurring apart from the Residence Halls (which have their own conduct system). The University Judicial Officer and University Residences Judicial Officer work closely together to ensure continuity, fairness, and use of best practices. Both the University and the Office of University Residences have designed an education-focused conduct process that addresses inappropriate or illegal behavior, with the goal of changing future behavior.

**Campus Safety**

*See also Standard Eight*

Safety at Western has become a community-wide effort, and the University encourages all employees and students to take preventive steps to protect themselves and others. The University Police Department (UPD)
employs fourteen police officers commissioned by the state of Washington; the department has primary responsibility for law enforcement on campus and works closely with the Bellingham Police Department and the Whatcom County Sheriff’s Office.

During the academic year, the police department employs an average of twenty-four public safety assistants (known as Greencoats). Although not police officers, these students provide services such as dispatching, vehicle patrol, and nightly foot patrol in residence hall areas. They also check buildings for unsecured doors and windows, report hazardous conditions, and provide a variety of public services including personal safety escorts.

Information on campus safety is published annually in *In Brief*, a joint project of Student Affairs and University Communications. The booklet includes information on University police, policies related to alcohol/other drugs, sexual assault prevention programs, crime reporting, crime statistics, and various safety programs. All new students and faculty/staff receive a copy of *In Brief*. Returning students receive a *Campus Safety Card*, directing them to the Campus Safety website and an online version of *In Brief* (www.wwu.edu/depts/vpsa/campus_safety.shtml).

Western’s commitment to the safety of students, faculty, and staff is paramount. The University has a well-developed emergency plan that is regularly reviewed and updated and an Emergency Management Committee that meets on a regular basis. Training plays a key role in Western’s preparedness efforts. Last summer, members of the Emergency Management Committee and key University administrators took part in a two-day Federal Emergency Management Agency (FEMA) training on the National Incident Management System and the Incident Command System. Members of the UPD also take part in frequent training focused on crisis prevention/response. Past sessions have addressed responding to an “active shooter” on campus, as well as dealing with weapons of mass destruction.

Following the tragedy at Virginia Tech in 2007, Western carefully reviewed policies and procedures related to campus safety. The UPD developed guidelines for dealing with a shooting incident on campus, and for responding to potential and actual threats. University Communications and the Division of Student Affairs and Academic Support Services have focused on exploring additional ways of communicating with students, staff, faculty, and parents in the event of a crisis/emergency. Western is in the process of acquiring a new communication tool, the Public Information Emergency Response (PIER) system, which will enable the University to post web updates on a hosted site and to send telephone, text, and email messages in a timely manner. In the event of a crisis/emergency at Western, we will use every communication tool at our disposal to get information out to members of the campus community as quickly as possible.

Western already had a number of proactive measures in place for such a scenario, including a strong preventive plan regarding individuals who express or demonstrate signs of distress that could potentially result
in violence. A team—comprised of the Dean of Students, Associate Dean of Students, Director of the Health Center, Director of the Counseling Center, University Police Chief, Director of University Communications, University Judicial Officer, Associate Director of University Residences, and others—meets on a monthly basis (or, more often, if needed) to discuss cases of student concern. The Dean of Students is also available to consult with faculty and staff, or to meet with students, when they have concerns about safety or well-being. In such cases, Western has opted to focus on safety at the risk of violating confidentiality when an interpretation between the two values is required.

(See also Exhibit 3.14 for publications related to campus safety, as well as a summary of campus security and emergency preparedness issues prepared for the Governor of Washington, in the weeks following the shooting at Virginia Tech.)

Publications for Students

Western makes several important publications for prospective and enrolled students widely available. All prospective freshmen receive a copy of the Western Washington University Viewbook, published by the Office of Admissions. All prospective transfers receive a copy of the Transfer Planning Guide. (See Exhibit 3.15: Publications for Students.) Western's general catalog, the University Catalog, is available to prospective students online (http://www.wwu.edu/wwu_catalog/index.shtml), as well as at the A.S. Bookstore. Each new student receives a printed copy. (See Core Exhibit: University Catalog, 2007-08.) Each new student also receives a copy of Viking Tips, the official student handbook, which addresses practical academic, campus, and community information.

The Catalog is updated annually by the University Curriculum Coordinator, who reports jointly to the Registrar's Office and the Vice Provost for Undergraduate Education. It contains information on Western's mission, admission requirements, and all procedures related to attendance at Western. The Catalog also includes the University's policies on student records, equal opportunity/nondiscrimination, affirmative action, sexual harassment, sexual misconduct, alcohol and other drugs, reasonable accommodation, and academic grievances. (See also Standard 2.A.)

Each quarter, the University publishes a Timetable of Classes. Access to the Timetable is available online at http://www.wwu.edu/depts/registrar/. Prior to 2006, Western distributed a print version of the Timetable to all students, but in an effort to conserve resources and ensure that students and advisors have access to the most up-to-date information, Western has phased out the printed Timetable and made the shift to an online version. This year, and in coming years, limited numbers of the printed Timetable will still be available for advisors.

Other key publications for students, as noted previously, include In Brief and the Campus Safety Card (in compliance with the federal Clery Act),
and—for students living on campus—the *Residential Community Handbook*. All are reviewed and updated regularly, to ensure consistency with Western’s mission, goals, and strategic objectives. All are available online as PDFs, as well as in print format.

Student Right-to-Know and Campus Security Act information is provided in key campus publications, including the University Catalog and *In Brief* (the annual security report; see also Standard Eight). Student Right-to-Know information is also available online via “Quick Facts,” posted on OIART’s website; the Division of Student Affairs and Academic Support Services’ website; and the Intercollegiate Athletics website. (See Exhibit 3.16.)

The Division has also begun to offer several publications in Spanish, including an abbreviated version of the *Guide to University Residences*; an Admissions publication, *Why Western?*; and the *Family Handbook: A Guide for Parents and Family Members*.

**Recruitment and Admissions**

The Office of Admissions, staffed by eleven professional, thirteen classified, and thirty-three student employees, takes responsibility for both recruitment and admissions. The mission of the office is “to identify, attract, admit, and enroll a diverse, academically qualified undergraduate student body of appropriate size and composition, and to provide the foundation for a successful transition to Western Washington University.”

Specific recruitment activities include travel and outreach, targeted mailings, and campus programs. Each year, Admissions staff visit high schools and participate in College Fairs across the state and region. Last year, staff members visited 240 high schools, making contact with more than 3,500 students. They also participated in local, regional, and national College Fairs in Washington, Alaska, Montana, Oregon, Idaho, and Minnesota.

Each year, Western, along with representatives from the other public baccalaureates in the state, takes part in the Spring Tour (formerly known as the “Junior Tour”), traveling to two dozen locations and meeting with college-bound high school juniors. Last year, staff made contact with more than 1,100 students during Spring Tour presentations.

Other outreach efforts include community college visits, counselor workshops (for high school guidance counselors), phone campaigns, and, for certain groups—including students of color, high achieving students, transfer students, non-resident students, high school students with college credit, and selected parents—personalized letters and targeted electronic mailings.

With an increase in competition for incoming students, the Office of Admissions has developed a number of creative ways to recognize and reward high-achieving and talented students. These include the Distinguished and Recognized Scholar Programs, Admissions with Highest Honors, and Admissions with Distinction.

The Distinguished and Recognized Scholar Programs are a collaborative
effort between the Office of Admissions and the Colleges, designed to recognize high achieving students and provide them with immediate linkages to their academic area(s) of interest. Participating Colleges/departments include: the College of Business and Economics, the Woodring College of Education, the College of Sciences and Technology, the Huxley College of the Environment, the Journalism department, and the Computer Science department.

Admissions with Highest Honors, a new initiative of the Office of Admissions and the Honors Program, provides $4,000 in Presidential Scholarship funding and guaranteed admission to the Honors Program for the very highest achieving admitted freshmen. Western bestows Admission with Distinction, an honorary award, upon the next tier of high-achieving admitted freshmen and transfer students. Admissions is currently conducting research to determine the impact of these new initiatives.

Admissions also offers a range of on-campus programs throughout the year, including tours, group visits, and annual events. The primary goal of these programs is to provide prospective students an opportunity to “see themselves” at Western; engage with current students, faculty, and staff; and leave feeling as though Western is an option for them. Annual events include the Western Fall Welcome, Discovery Days, Transfer Days, and Western Preview.

**Online Application Process**

Since 1998, the Office of Admissions has implemented a new online application process. The application, administered by College Net (a third-party vendor), has several benefits, including an automatic upload of application data into Western’s student information system, which has resulted in a reduced need for data entry staff and a reduction in errors. It has also allowed for easier access to research and prediction data about applicants. Use of the online admissions application has increased from 19% of applicants in 1999-2000, the first year it was implemented, to 78% in 2006-07. The online application is not required; students may still apply to the University using a paper application.

Research conducted by the Office of Admissions has indicated that online application usage is extremely similar for all applicants, including transfer students, non-residents, and students of color. The conversion rate from “admit” to “matriculate” is also similar for students who apply online, compared with those who submit a paper application. Efforts are underway to make international and extension student applications available online.

In 2002-03, Admissions partnered with Administrative Computing to develop an application that enables the office to accept Washington community college transcripts online. The result has been improved service to students and a reduction in overall application processing time.
Application Review Process

Western currently uses a comprehensive review process for all undergraduate applications. A committee comprised of faculty, students, and key administrators developed the process, which considers such factors as demonstrated academic achievement (cumulative grades, grade trends, curricular rigor, and perseverance), as well as leadership, community involvement, multicultural experience, special talents, individual circumstances, and other attributes that will enhance Western's learning environment. Each application is individually reviewed, and final decisions are made by an admissions committee, which includes representatives from the Office of Admissions, faculty, and staff.

Admissions criteria and qualifications are available on the Admissions website, as well as in the University Catalog and all Admissions publications. The admissions process, in keeping with Western's mission and its admission policy, gives attention to the needs and characteristics of the student body with conscious attention to diversity while demonstrating regard for students' rights and responsibilities. The office adheres to all policies in its admission practices.

Western's enrollment statistics are monitored by the state of Washington. Under the leadership of the Direction of Admissions and Enrollment Management, Western has consistently achieved its legislatively mandated enrollment goals. A variety of planning and projection tools—including weekly application reports, estimated enrollment summaries, and non-enrollee surveys—enable the University to track progress toward these goals and readjust where needed. Beyond meeting quantitative enrollment targets, the Admissions Office has demonstrated success in increasing the academic quality, as well as the racial, ethnic, and geographic diversity of incoming students (see Appendix 3.3: Admissions Report, with data on student diversity).

Assessment and Planning in Admissions

Monitoring and understanding application and enrollment trends is critical to the success of the University. The Office of Admissions continually collects program-specific and institution-wide data to examine the effectiveness of recruitment efforts, and assesses the prospect and applicant pools by academic quality, academic area of interest, extracurricular interests, geographic distribution, race/ethnicity, and admission status.

Admissions engages in the ongoing evaluation of on-campus recruitment efforts—campus tours, Discovery Days, the Western Fall Experience, and Western Preview—and conducts an annual survey of students who are admitted to Western but choose not to attend. It also conducts a bi-annual survey of enrolling students. Data collected through these means enables the office to more effectively shape its publications and messages, and to keep current with the changing expectations of prospective students and their families. Results from the surveys are used to improve Admissions programs.
and services; in fact, evaluations consistently rate Western’s visit programs as outstanding and among the best participants have attended (see Exhibit 3.17: Sample Admissions Survey).

Admissions also tracks participation in the Western Undergraduate Exchange (WUE) program, an initiative of the Western Interstate Commission on Higher Education that allows eligible students from participating states to attend colleges/universities at a reduced tuition rate. An undergraduate intern in the office recently completed a study of students who attend Western as part of the WUE program. Since WUE was implemented in fall 2002, the number of non-resident applications and confirmations from participating states has steadily increased: by 37.2% and 55.4%, respectively. The quality of applicants has increased as well (see Exhibit 3.18).

Orientation Programs

The Office of New Student Services/Family Outreach—working collaboratively with departments and divisions across campus, including Business Affairs, Academic Affairs, the Registrar’s Office, Admissions, Academic Advising, Student Financial Services, and University Residences—coordinates a range of programs designed to support new students in their transition to Western. These include Summerstart, a day-long orientation, advising, and early registration program for incoming freshmen and their families, and Transitions, a day-long orientation and advising program for incoming transfer students and their families. Two professional, two full-time and one half-time classified, and twenty-five student employees staff the office.

Fall Orientation, held for four days prior to the start of the fall quarter, offers a variety of academic success and social networking activities designed to introduce new students to the classroom environment and campus culture at Western, as well as to familiarize them with available resources/opportunities in the surrounding area. Major events include an academic success workshop series; fall quarter registration and placement testing for those students unable to attend Summerstart or Transitions; Playfair; the Red Square Info Fair; and Welcoming Convocation, a celebrative event for new students held the evening before classes begin. Western also holds a series of half-day advising and registration programs at the beginning of winter, spring, and summer quarters.

Western offers customized orientation activities for targeted student groups—including Washington Achiever Scholars, Governor’s Scholars, Honors students, and others—as part of all orientation programs. The office works closely with dis/Ability Resources to accommodate any special needs that program attendees may have.

The Graduate School provides orientation for graduate students, and a new student checklist is available online for all newly admitted graduate students, with information on registering for classes, obtaining a Western
ID Card, paying tuition/fees, and activating a Western email account. Most departments also offer half-day or full-day orientation programs designed to help new graduate students acclimate to the department and campus.

Family outreach programs and activities include the Fall Family Open House, the Western Showtime Family Weekend, the Soundings Newsletter, and the Parent Connection group. The Fall Family Open House and Western Showtime Family Weekend include open houses, lectures, receptions, and social events, and are intended to give family members an opportunity to visit campus and meet with faculty, administrators, and students. The Parent Connection, initiated in 2001-02 as the Parent Volunteer Group, works to support the overall success of Western students by fostering parental involvement through ongoing communication and education about campus resources.

In response to evaluations, the Office of New Student Services/Family Outreach is exploring the expansion of Summerstart from a one-day program to a two-day program; this would provide increased opportunities for addressing student concerns about course registration and offer students a more in-depth orientation to the academic expectations at Western. An expansion would also make Western’s program consistent with the other public baccalaureate institutions in the state, all of which offer orientation programs that range in length from two days to one week. A task force has been working on proposed changes and is expected to make a series of recommendations in 2007. Any resulting changes to the program will be implemented in summer 2008.

Assessment and Planning Efforts in New Student Services

New Student Services/Family Outreach collects a range of data to assess the effectiveness of its programs and services. The office gathers program-specific data through evaluations of Summerstart and Transitions, as well as through surveys of transfer students, freshmen, and members of the Parent Connection group. Western gathers institution-wide data through fall quarter surveys of incoming freshmen and transfer students, as well as through follow-up surveys.

In 2006, 98.4% of incoming freshmen and 76.2% of incoming transfers attended an advising and orientation program. Among freshmen who attended Summerstart, 93.6% found the program to be informative, effective, and helpful. Among transfer students who attended Transitions, 86.7% found the program to be informative, effective, and helpful. Students found the programs to be especially valuable in helping them to understand Western’s academic expectations of them, become familiar with the academic planning and class scheduling process, and become familiar with campus resources.

Western recently signed on to take part in a national study, funded by the National Association of Student Personnel Administrators (NASPA) Foundation, to investigate the impact of parental involvement on student

“I came to WWU with an AAS (which transferred smoothly). Although I only attended Western for a little over two years, I consider it to be one of the most enriching experiences I will have had in my life.”

—Western graduate
development. The study will survey parents about current and past levels of involvement, and about expectations they have of the University. It will survey students about self-ratings of perceived and actual development. Initial results are expected to be available to participating institutions in early 2008. (See Exhibit 3.19.)

**Academic Credit and Records**

*See also Standard 2.A*

The Registrar’s Office assists students, faculty, and staff in the preparation of the academic schedule, coordinates registration and graduation, and maintains and preserves academic records. Two professional, twenty-one classified, and nine student employees staff the office. The office also provides additional services, including: verifying enrollment, determining residency, administering tuition waivers, certifying veterans, and serving as the sole source for official University transcripts.

Since 1998, the Registrar’s Office has undergone a significant software conversion, from an institutionally-written program to the Banner Student Information System. As a result, students are now able to register for classes online, using the Web4U student portal; they are also able to evaluate completed coursework relative to degree requirements, review their academic history, update their contact information, and access their grades.

**Evaluation and Award of Credit**

Criteria for evaluating student learning and awarding academic credit are clearly outlined in the Catalog, and are consistent with NWCCU definitions. “At Western, grades describe both a student’s mastery of subject matter and the ability to communicate that mastery in examinations, essays, demonstrations, and discussions.” Western utilizes three grading systems: A-F Grading; Satisfactory/Unsatisfactory Grading (available in courses in which the traditional A-F system has been determined by appropriate curricular agencies to be inappropriate) and Pass/No Pass Grading (available in certain elective courses, upon request).

The exception is Fairhaven College. As noted in the Catalog, “At Fairhaven, the A-to-F grading system is not used. Classes and studies are taken on a ‘Satisfactory/Unsatisfactory’ basis. Academic credit is granted after requirements have been satisfactorily completed and the student has submitted a written self-evaluation of his or her work to faculty instructors. Faculty members respond with a written evaluation of the student’s progress. The student-faculty evaluation becomes a part of the student’s academic file, and forms part of the student’s credentials for applying for employment and for graduate programs.” (See also Fairhaven College Self-Study Report, Standard Two Exhibit Binders.)

Criteria used for evaluating student performance and achievement, including those for theses and portfolios, are appropriate to degree level, clearly stated, and implemented. Thesis and field project forms, instructions, and
guidelines are available online, on the Graduate School’s website. Both theses and field projects are evaluated by committee. For theses, the committee must be chaired by a faculty member from the student’s department or program and have at least three members. For field projects, the committee must be chaired by a faculty member from the student’s department or program and have at least two members. Some academic departments—including human services, art, industrial design, and instructional technology—require portfolios as prerequisites for courses and/or for the evaluation of achievement. Additional details are provided in the University Catalog.

With regard to academic credit, “Classes will be assigned one credit hour for each hour of classroom discussion or lecture, and one credit for every two hours of laboratory or practice/rehearsal involving some preparation or reporting.” The standard credit load for undergraduate students is fifteen credits per quarter. During the first quarter of residence, a student’s load may not exceed seventeen credits; for subsequent quarters, the maximum allowable load is twenty credits.

OIART conducted an analysis of academic outcomes by first-term credit hours for the 2002, 2003, and 2004 entering freshmen cohorts to determine the “optimal” credit load for entering students. Students enrolled in fourteen credits or less, or seventeen credits (the maximum allowable), retained at slightly lower rates than students enrolled in fifteen or sixteen credits. Students enrolled in fourteen credits or less also had slightly lower grade point averages. The results of the analysis, which were shared with academic advisors, are used to encourage freshmen to enroll in higher credit loads (see Exhibit 3.20).

The fall, winter, and spring quarters at Western are ten weeks long, exclusive of an exam week and, in the fall, a Wednesday start date and two-day Thanksgiving break. The summer quarter is nine weeks long, and allows for both six-week and nine-week condensed sessions. Student contact times are adjusted accordingly, so condensed summer sessions are equivalent to full ten-week quarters.

Degree and Non-Degree Credit

Western makes clear and well-publicized distinctions between degree and non-degree credit in the Catalog. Common graduation requirements for undergraduates specify that students must earn a minimum of 180 quarter hours of credit, including a minimum of forty-five credits through Western. As noted in the Catalog, “correspondence, including Western Independent Learning program, credit by examination, and advanced placement credit are not included in this total.” Students must also earn at least sixty credits in upper-division study (courses at the 300 and 400 levels). (See also Standard 2.A).

Western allows “a maximum of 135 quarter (ninety semester) credits to transfer from any combination of regionally accredited institutions, including no more than 105 quarter (seventy semester) lower-division
credits." Additional course work that exceeds this amount may, according to the Catalog, "be used to meet specific requirements, but…will not be allowed to count toward the 180 credit requirement for graduation." As explained in the Catalog: "Details regarding titles, prerequisites, number of credits and grading for specific courses can be found in the Timetable of Classes, Summer Catalog, or by contacting Extended Education and Summer Programs."

**Credit by Transfer and Course Challenge**

Transfer of credit policies at Western are developed by the Admissions Committee (a subcommittee of the Academic Coordinating Commission), in alignment with the statewide Inter-College Relations Committee, and are approved by Western’s faculty. Authority to administer these policies is shared by the Director of Admissions and Enrollment Management, the Registrar, and, where applicable (i.e., when a major or minor is concerned) by individual department chairs.

Several factors govern the acceptance of transfer credit, chief among them accreditation status. Certain credits earned at previous institutions are not accepted for transfer, regardless of that institution’s accreditation status. These include college courses numbered below 100; technical and vocational courses; developmental education or remedial courses; sectarian religious courses; and/or study skills courses.

Any regularly enrolled, full fee-paying student at Western may apply to challenge any course covering knowledge or materials with which the student has acquired a demonstrable level of familiarity or understanding. If achievement commensurate with the expectations of a given course is demonstrated, credit for the course is awarded. The course challenge policy is clearly outlined in the Catalog.

Western grants credit for Advance Placement exams completed with a score of three or higher. A chart detailing the minimum score and credit awarded, by department, is included in the Catalog. Western also grants credit for appropriate higher level International Baccalaureate subject examinations passed with a score of four or higher, contingent on the approval of the appropriate academic department. The maximum credit that may be granted for course challenges, Advanced Placement exams, and International Baccalaureate exams is forty-five credits.

**Course Placement**

Western ensures that appropriate policies and procedures are in place to guide the placement of students in courses and programs based on academic and technical skills. The Math Placement Test, administered to students prior to enrollment, guides initial placement in math courses at Western. The Testing Center also administers course challenge examinations, as described above.

Course prerequisites are set by academic departments and are available in the Catalog and Timetable of Classes. As noted in the Catalog, students are
“responsible for ensuring that [they have] satisfied all prerequisites before registering for a given course.” Also, as noted previously in “Evaluation and Award of Credit,” some academic departments require portfolios as a prerequisite for certain courses.

**Student Record Security**

Academic records at Western are accurate, secure, systematically backed-up, and stored in compliance with University, state, and federal requirements. Hard-copy records are stored in a locked, fire-proof vault. Electronic records are stored in the student information system on the University’s mainframe computer, and are backed up daily. Since Western’s last accreditation review in 1998, more than 300,000 hard-copy transcript records have been scanned; all are now accessible electronically.

When disputes related to student records arise, the Registrar’s Office staff resolves them in a timely manner. While the number of disputes per year is not tracked, anecdotal evidence suggests that these occurrences are rare.

Western provides access to the student information system only to those University employees who demonstrate a verifiable need for access. All individuals with access must sign a Code of Responsibility for Security and Confidentiality of Records Files, and must agree to abide by Western’s Acceptable Use and Student Records policies. Employees in the Registrar’s Office take part in comprehensive student records security training. An online training module is available for faculty and for staff in other departments.

The security of student information is paramount at Western; the University’s Student Records Policy is more restrictive than required either by Washington state law or by the Family Educational Rights and Privacy Act of 1974 (FERPA). Western obtains written consent from students before releasing any personally identifiable information, including public directory information. (See also Appendix E of the University Catalog.)

**Academic Dismissal, Suspension, and Readmission**

The Registrar’s Office maintains academic standards for currently enrolled students. To remain in good academic standing, students must have a minimum cumulative grade point average (GPA) of 2.00 or higher. Students with a GPA below 2.00 face one of three actions: academic warning, academic probation, or academic dismissal. A student will be dismissed from Western if he/she: “a) begins a quarter on probation and earns a quarterly grade average below 2.00, or b) begins a quarter on continuing probation and fails to raise his or her cumulative grade average to at least 2.00 or, alternatively, fails to attain at least a 2.30 quarterly average.” In addition, “under unusual circumstances involving consistent patterns of course withdrawal or course repeats,” the Provost may—after reviewing records presented by the Registrar—dismiss “a student whose cumulative grade average is 2.00 or higher.”

Students dismissed from Western for low scholarship may seek reinstatement, although not for the quarter immediately following dismissal.
Responsibility for reinstatement rests with the Scholastic Standing Committee, chaired by the Associate Director of Academic Advising, and made up of six to twelve faculty members. The committee meets once per quarter and considers the following factors in determining reinstatement: academic aptitude, lapse of time since dismissal, change of major goals, nature of academic or other experiences since dismissal, and extenuating circumstances.

Typically, the Scholastic Standing Committee reviews eighty to 100 reinstatement petitions per year; of those, anywhere from 33%-76% of students are reinstated (see Exhibit 3.21). Students who provide proof that they have completed four classes toward a bachelor’s degree, earned at least fifteen credits, and maintained a cumulative GPA of 3.30 since dismissal are guaranteed reinstatement. Detailed information on Western’s low scholarship and reinstatement policies is available in the Catalog.

The Dean of Students maintains disciplinary standards for currently enrolled students, as set forth in the Student Rights and Responsibilities Code. A student found to be in violation of the Code may receive any number of sanctions, including disciplinary suspension or expulsion. Students who are suspended from Western may be eligible to return, after a designated period of time. Typically, the student must meet with the Dean of Students or his/her designee, and satisfy any conditions for readmission specified at the time of the sanction, before being allowed to reenroll. Students who are expelled from Western are permanently dismissed from the University, and are not allowed to reenroll.

Western students who leave the University in good academic and disciplinary standing and want to return to campus after an absence of one or more quarters must submit a Returning Student Application. The Office of Admissions processes undergraduate re-applications; the Graduate School processes graduate applications. As noted in the Catalog, “a former Western student who returns to the University as an undergraduate after an absence of five or more years may be given permission to start a new cumulative grade average.” Additional information on readmission is available in the Catalog and on the Admissions website.

Graduation Requirements

To be eligible to graduate from Western with a bachelor’s degree, students must complete a minimum of 180 quarter-hours of credit, including at least sixty credits of upper division study. In addition, they must: satisfy the writing proficiency requirement; satisfy Western’s General University Requirements; complete an approved academic major; complete at least forty-five credits of in-residence study, including the final quarter before graduation; and have a minimum cumulative GPA of at least 2.00.

Students planning to graduate must file for graduation with the Registrar’s Office two quarters prior to their final quarter. Western provides institutional and program graduation requirements in the Catalog and online.
Assessment and Planning in the Registrar’s Office

As noted previously, monitoring and understanding enrollment trends is critical to Western’s success. The Registrar’s Office partners with University Planning and Budgeting, as well as with OIART, to regularly run a range of reports on enrollment by headcount, student credit hours, and full time equivalency. Usage and satisfaction data for Registrar’s Office services is collected through WELS.

The Director of Admissions and Enrollment Management plays a key role in working with the Registrar’s Office to interpret enrollment headcount, student credit hour, and full-time equivalency data, which is then used to schedule classes and ensure that adequate space is available—particularly in General University Requirement courses. Enrollment headcount and student credit hour data is also used by the Director of Admissions and Enrollment Management, in partnership with the Enrollment Planning Group, to determine how many freshmen and transfer students should be admitted each year to meet institutional and state enrollment targets (see Exhibit 3.22: Additional Admissions Assessment Data).

Financial Aid Programs

See also Standard Seven

The Financial Aid Office provides financial assistance to students through a variety of federal, state, and institutional programs. Over time, these programs have grown both in annual expenditures and in participation rates. The mission of the office—staffed by eleven professional, 9.5 classified, and approximately forty part-time, temporary student employees—is to “reduce financial barriers to learning by providing students with assistance to help pay for their educational expenses.” Financial Aid informs students of available aid programs, notifies them of their attending rights and responsibilities, and works with them to apply this knowledge. Western’s financial aid program is consistent with the University’s mission and goals, as well as with the needs of Western’s students and available institutional resources.

In 2006-07, Western awarded 8,732 students more than $87 million in federal, state, and institutional aid (see Table 2).

Western provides students with information on federal and state aid, scholarships, and employment through the Financial Aid website, as well as through the Catalog and brochures published by the Financial Aid Office. Both current and prospective students can complete the Free Application for Federal Student Aid (FAFSA) online and in person.

Financial Aid staff work closely with students and their families, as well as with a range of campus departments and personnel—including faculty members, the Dean of Students, the Special Assistant to the President for Diversity, Student Outreach Services, and Admissions—to assist students in unique situations. The office recalculates the expected family contributions of between 300-400 student aid recipients per year, based on documented financial hardships, and helps students maximize their aid eligibility.
Federal, or Title IV, programs managed by the office include: Pell Grants, Supplemental Educational Opportunity Grants (SEOG), work study employment, subsidized and unsubsidized Direct Loans, Parents Loans for Undergraduate Students (PLUS), Stafford Loans, and Perkins Loans. State programs managed by the office include the Washington State Need Grant. (See Exhibit 3.23 for complete statistics on student financial aid, including types and amounts available, number and gender of students assisted in each of the last three years, and default rates on student loans.)

Western also provides financial support to students through a range of institutionally-administered tuition waivers, as authorized by the state legislature. A Tuition Waiver Committee, chaired by the Vice President for Student Affairs and Academic Support Services, oversees this process. Waivers administered by the committee—which includes representatives from Admissions, Financial Aid, Intercollegiate Athletics, the Graduate College, the Registrar’s Office, and International Programs and Exchanges, among others—include: need-based waivers, gender equity waivers, veteran’s waivers, and Multicultural Achievement Program waivers. In 2006-07, waiver allocations totaled just under $6 million and were used to attract and retain a talented and diverse student body—an action in direct support of Western’s mission.

The state of Washington regularly audits the Financial Aid Office to ensure compliance with state and federal regulations. The most recent audit occurred in 2005 and focused on a number of factors, including: evidence of sufficient accounting controls; evidence that funds are awarded in compliance with federal and state regulations, institutional policies, and other donor directives; evidence that satisfactory academic progress monitoring takes place in accordance with institutional policy; and evidence that the institution’s Federal Program Participation Agreement is up to date. There have been no material audit findings concerning financial aid programs at Western since 1998 (see Exhibit 3.24).

The Financial Aid Office also participates in the U.S. Department of Education’s Federal Quality Assurance Program. In 2000, the office received a Federal Quality Assurance Program Special Act Award for developing a

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partnership with high school guidance counselors and training them on the most commonly misreported FAFSA items.

The Financial Aid Office regularly monitors its student loan programs, and Western has consistently had a very low cohort Stafford loan default rate. The most recent rate (2005) is 1.0%, which is the lowest among the Washington four-year public institutions.

As a participant in the Federal Experimental Site program, Western is allowed to provide loan counseling to students using a variety of methods. These include a direct-mail notification to all first-time borrowers, describing repayment possibilities and information on tracking overall indebtedness, as well as a Loan Management website, with information and resources. Western's aid counselors also share information via workshops at new student orientation and high school advising sessions.

Since 1998, Financial Aid has undergone a software conversion, from an institutionally-written program to the Banner Financial Aid system. As a result, it is now able to make financial aid statuses and awards available to students online, via Web4U. Financial Aid has also created a new departmental website; this site allows students to apply for summer aid and short-term loans, download commonly used forms, conduct scholarship and job searches, and be notified by email when new jobs are posted that match their search criteria.

Assessment and Planning in Financial Aid

The Financial Aid Office collects a range of data to assess the effectiveness of its programs and services. It regularly monitors trends relative to types of aid awarded, loan default rates, average indebtedness upon graduation, work study placement, and rates of borrowing from private lenders. The office also gathers satisfaction data through WELS.

As noted previously, the Financial Aid Office participates in the U.S. Department of Education's Federal Quality Assurance Program. Through this program, Financial Aid staff are able to perform their own statistical review of financial aid application data to determine the most effective and efficient criteria for verifying the income of students, rather than using the process selected by the federal processor. The office is also a participant in the Federal Experimental Sites program.

Based on feedback from students and families, the Financial Aid Office has made several changes in the way information is made available and delivered. As a direct result of assessment efforts, all financial aid forms are now available online, via the Financial Aid website. Also, in response to student feedback, the office has revised their enrollment requirements for graduate students—reducing the definition of full-time enrollment from ten to eight credits and creating a ¾-time status for aid purposes—to better fit the graduate curriculum and students' needs.
Academic Advising Services

Academic advising at Western begins during new student orientation, when students are assigned either a faculty advisor (if they have expressed interest in a particular academic area) or a professional advisor (if they are undeclared) to assist them with course planning and registration. Once students arrive on campus, they typically work with the advisor they were assigned during orientation. They may also work with departmental advisors and/or with professional and student staff advisors in the Academic Advising Center (AAC). Once students have declared a major, they are assigned a major advisor. Specific advisor responsibilities are defined in the Degree Planning Guide, which each student receives upon entry to Western. An overview is also provided on the AAC website. (See Standards Two and Four for detail on faculty and staff advising within academic departments. See also Departmental and College Self-Study Reports, Standard Two Exhibit Binders.)

The mission of the AAC is to help Western students achieve their educational goals by providing high-quality advising services and programs. The AAC directly supports Western's mission to recruit and retain an increasingly diverse and talented student body, as the Center's primary service populations are first-year freshmen and transfer students; students who are undecided about their major, or who have reached 120 credits and not yet declared a major; and students experiencing academic difficulty.

Services provided by the AAC include: academic exploration and assistance with major selection; information and advisement concerning General University Requirements; assistance in developing academic plans and registering for courses; and assistance and support for students experiencing academic difficulty. The AAC also partners with academic departments and Career Services staff to produce Major Guides, updated annually and available to students in print and online. The purpose of these guides is to help students identify major options and requirements associated with those majors.

Since 1998, a number of groups have been formed to examine the organization and delivery of advising services at Western:

- Academic Advising of Undeclared Students (2002). This study group, formed by the Director of Academic Advising in March 2001, examined advising for undeclared students and offered a series of recommendations for action within existing resources, including to:
  - develop a set of guiding principles articulating the purpose of academic advising
  - identify consistent themes related to advising for undeclared students, and share them with all departments who work with undeclared students
  - create a series of “road maps” and “plans of study” to provide students guidance regarding advising concerns throughout
their academic career at Western.

- **Advising Study Group (2004).** This group, appointed by the Vice President for Student Affairs and Academic Support Services, examined advising theories and practices, with an end goal of developing a set of guiding principles to articulate the purpose of academic advising. These principles include:
  - Advising should seek to create avenues of collaboration with faculty and other support resources to address all areas of student development and persistence.
  - Advising should be based on a holistic approach to student learning and academic success.
  - Advising structures should be coordinated, well-articulated, and intentional in purposes and outcomes.
  - Advising is a multi-dimensional, shared responsibility, incorporating the educational, career, and personal aspects of each student within the context of the University’s mission and culture

- **Transitioning Transfer Students to Western (2005).** This sub-group of the First Year Experience Committee focused on identifying the basic needs of students transferring to Western and made a series of recommendations designed to improve their transition. These included:
  - implementing/maintaining tools that support transfer students in making informed decision about academic plans before and after arrival at Western
  - offering professional development/training for departmental advisors on the needs and concerns of transfer students; establishing a transfer advisory committee
  - and creating a “virtual transfer center,” with information and resources for transfer students housed in a central online location

- **Group to Review Services (2006).** This group, appointed by the Assistant Vice President for Student Affairs and Academic Support Services, was tasked with reviewing services offered by Academic Advising, Tutorial Services, Career Services, and Student Outreach Services to determine whether any efficiencies could be gained by reallocating responsibilities within/among the offices. They were also asked to provide suggestions for the focus of energies to strengthen advising at Western in the future. Recommendations included that the departments reviewed find ways to work more closely together in the future, particularly when engaging in planning efforts, and that a series of small task forces be formed, with representatives from Student Affairs, Academic Affairs, and the academic colleges to further discuss steps that can be taken to
meet the advising and support needs of targeted student groups (i.e. sophomores, at-risk students, students unable to access a major of choice, pre-professional students, etc).

Western has implemented several changes as a result of recommendations made by these groups, including: the practice of assigning all undeclared freshmen an advisor during Summerstart or Orientation; the creation of the Major Guides; the development of a set of guiding principles for advising; and the development of two new online tools for students—the Transfer Course Equivalency Guide, and a Curriculum, Advising, and Program Planning Degree Evaluation.

Assessment and Planning in Academic Advising

In August 2005, staff in Academic Advising embarked on a year-long process to identify a set of learning outcomes to articulate what students should know, be able to do, and value/appreciate as a result of participating in its services and programs. The office identified several learning outcomes, including: taking responsibility and initiative for personal and academic outcomes; seeing and progressing toward identifiable goals; making sound educational decisions; and developing self-efficacy, which includes problem-solving and self-management skills, with an emphasis on meeting academic challenges. Work is currently underway to identify methods for assessing student achievement and to conduct pilot assessments.

Academic Advising staff collect a range of program-specific data, including the number (and type) of students advised, the number of students on warning or probation, and the time to major declaration for incoming transfer students. During the 2005-06 academic year, the AAC advised 8,045 students, or 2,682 students per quarter. Nearly half were new freshmen or transfers. Staff members also advised nearly 2,000 students on academic warning or probation. (See Exhibit 3.25.)

Career Services

The Career Services Center provides a range of comprehensive services for students and alumni, in support of Western’s integrated program of learning and development. Goals of the Center include: helping students and alumni establish and clarify their personal, educational, and career goals; providing students and alumni opportunities to assess their interests, skills, values, and personality characteristics to support and guide education and career decisions; equipping students and alumni with the skills and information necessary to identify internship and employment opportunities; and compiling information on job conditions, employment trends, and entry-level salaries. The center supports Western’s mission of serving the needs of citizens of the state; it also contributes to the economic needs of the community by assisting regional employers in the recruitment of Western graduates.
Through individual and group counseling, the Center—staffed by eight professional, four classified, and six student employees—assists students in exploring the relationship between academic preparation and future career options. This service facilitates timely declaration of major, and meaningful and realistic career goals. Placement services include individual counseling, job search workshops, résumé preparation, placement-file services, weekly job listings, an active on-campus recruiting program, campus-wide and discipline-specific career fairs, and a comprehensive career library containing occupational information, employer files, and directories.

In an era of rapid technological change, increased accountability, and a job market affected by downsizing, re-engineering, and global economic competition, Career Services continually strives to position its services and resources to best serve the needs of students, alumni, and regional employers. Areas of particular concern continue to be increased internship opportunities; students’ declaration of major as it relates to time-to-degree and career decision-making; and employer outreach, particularly with smaller employers.

In response to the increasing number of Western students who have expressed an interest in pre-professional programs, a half-time advising position was created to work with pre-professional students and students planning to enroll in post-graduate programs, and office space in the Career Center was set aside for the faculty member who coordinates advising for pre-health students. The Center has also held targeted workshops and information fairs, including the Law/Public Policy Info Fair (attendance 250) and the Health Careers Info Fair (attendance 300).

Other new initiatives have included an International Opportunities Fair, co-sponsored with International Programs and Exchanges; an Internship Fair, co-sponsored with New Student Services/Family Outreach and the Center for Service Learning; a Majors Fair and “Major Choices” workshop for undecided sophomores, co-sponsored with the Academic Advising Center; a Next Steps Job Search Seminar for Student Leaders, co-sponsored with Associated Students; and an Etiquette Dinner, co-sponsored with University Dining Services.

Assessment and Planning in Career Services

Career Services is currently in the process of identifying student learning outcomes for programs and services provided by the Center. Once outcomes have been identified, staff will begin the process of developing performance measures and data collection methods that can be used to measure learning and development relative to the outcomes.

The Center collects a range of program-specific and institution-wide data to assess the effectiveness of its programs/services. This
includes usage and satisfaction data for programs and events, as well as, focus groups with targeted students, including sophomores and transfer students. Each year, the Center conducts a survey on the employment status of bachelor’s and master’s degree recipients. In 2005-06, the most recent year for which data is available, 93.6% of bachelor’s degree recipients who responded to the survey reported being employed or enrolled in a graduate/professional program (see Exhibit 3.26).

Counseling, Health, and Wellness Services

Student Health Services

A skilled team—comprised of five part-time physicians, three nurse practitioners, six registered nurses, one certified athletic trainer, two medical assistants, one licensed practical nurse, and five support employees—staffs the Student Health Center (SHC), a primary-care medical clinic with a specialty in college health. The Center provides a broad range of affordable health care to eligible students. Its goals include educating and assisting students with preventive health care, as well as evaluating, diagnosing, and treating physical and mental health concerns, illnesses, and injuries, thereby minimizing their impact on students’ academic progress.

The SHC is funded by a mandatory, quarterly student fee that provides students enrolled for six or more credits on the Bellingham campus unlimited access to the Center, with no charge for office visits. The Center assesses a nominal fee for other services, including prescription medications, equipment, lab tests, and special procedures. Key programs and services offered by the SHC include: acute illness and injury care on a same-day appointment basis; chronic illness management and follow-up; mental health diagnoses, treatment, and maintenance; health maintenance exams; a triage and phone consulting nurse service; an immunization clinic; a minor surgery clinic; and a sports medicine clinic.

In recent years, the Center has begun to offer online health services for students, including virtual visits, online prescription refills, and “Ask the Doc” (a feature of the Center’s website that enables students to ask health questions anonymously). In 2002, the Center transitioned to an all-electronic medical records system, and now allows students to submit their health history and complete online questionnaires via a secure website.

In 2005-06, a total of 6,601 students visited the SHC 19,450 times (up from 6,443 students in 2004-05 and 6,372 students in 2003-04), and the number of students seeking care through the Center is expected to continue to increase. Future challenges faced by the center include the growing number of students arriving on campus with chronic medical and/or mental health diagnoses, which require significant clinical monitoring and maintenance, as well as the growing number of students arriving on campus with no or inadequate health insurance.

The SHC has addressed these challenges by encouraging use of online services; contracting with a 24-hour consulting nurse service to provide
around-the-clock advice and referral; and working closely with medical and mental health providers in the community to more effectively meet students’ needs. Staff are also planning to examine the issue of mandatory health insurance; they will begin by gathering information from colleges/universities across the country that have mandatory insurance policies in place. (See Exhibit 3.27: Student Health Center Usage Data.)

**Counseling Services**

The Counseling Center offers a wide range of counseling services for students enrolled in six or more credits on the Bellingham campus, including group counseling, brief individual and couples counseling, same-day crisis visits, and psycho-educational workshops designed to help students address their concerns and be successful at Western. The Center gained accreditation from the International Association of Counseling Services in spring 2003, and is staffed by six licensed psychologists, three licensed mental health counselors, three graduate trainees, two pre-doctoral interns, and two support staff.

Counseling Center staff work closely with Student Health Center staff, providing coordinated psychological and psychiatric services for students. They also work closely with local in-patient psychiatric services and assist in providing students’ access to intensive treatment and coordinated services following discharge from an in-patient facility.

In 2006, the Center transitioned from a ten-session model of individual counseling to a brief therapy model. Counselors work with students seeking longer-term or specialized services on an individual basis, providing referrals as needed. The primary goal of the transition was to enable the center to serve more students in a time-efficient manner. The center will be tracking usage over time, to assess whether or not this goal is achieved.

Counseling Center staff are experienced with common psychological concerns that students may experience in college, including depression, anxiety disorder, and attention deficit disorder. In addition, staff have specialized training in the treatment of eating disorders, trauma, and self-injury; alcohol and drug abuse; the unique needs of LGBT students; the unique needs of immigrant and refugee populations; and crisis response.

In 2005-06, a total of 1,180 students were seen for 5,738 sessions (up from 879 students in 2004-05 and 1,030 students in 2003-04). On average, approximately 9.5% of Western students use the Counseling Center—a percentage consistent with national data.

As is true nationally, more students are coming to campus with a history of serious mental health issues. Of the students seen at the Counseling Center in 2005-06, 13% reported a past suicide attempt, 23% reported past or current bingeing/purging behavior, 30% reported a history of violence or abuse, and 20% reported past or current self-injury. In response, the center has doubled the size of its pre-professional training program and begun to offer more psycho-educational workshops to increase the number of students the
The Center is able to serve. The Center has also begun providing more resources electronically, via its website. (See Exhibit 3.28: Counseling Center Usage Data and Assessments.)

Prevention and Wellness Services

Prevention and Wellness Services (PWS) offers a range of services designed to foster a healthy learning environment at Western by teaching students self-care and self-responsibility, and by engaging students as leaders for safe, caring, and socially-just communities. Professional services provided by PWS staff include the Self-Care Center, Alcohol and Drug Consultation and Assessment Services (ADCAS), Crime and Sexual Assault Support Services (CASAS), the Men’s Violence Prevention Project, the Wellness Outreach Center, and the Campus Community Coalition. Five professional staff members staff the unit, including a professional counselor, risk reduction specialist, registered nurse, and professional health educator; three classified staff; and fourteen student employees. Lifestyle Advisors—an all-volunteer, trained student group—provide a range of peer-education services, including alcohol and drug risk reduction, CPR and first aid training, violence prevention, sexual health education, and positive body image outreach.

PWS is actively involved in data-driven, theory-based research and practice in health promotion. Since 1998, the department has received more than $3.3 million in external funding from sources including the U.S. Department of Education, the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the U.S. Department of Justice, the National Association of Student Personnel Administrators (NASPA), and the Washington State Liquor Control Board (see Exhibit 3.29).

In 1999, PWS established the Campus Community Coalition, a partnership between the University and the City of Bellingham designed to promote working relationships between the campus and community and prevent/address problems related to student alcohol misuse. Supported by grants from the Washington State Division of Alcohol and Substance Abuse and the NIAAA, the group (coordinated by a PWS staff member) has a diverse, collaborative membership, including neighborhood association representatives, local bar and tavern owners, Bellingham Police Department and Liquor Control Board officers, City of Bellingham officials, and Western students, staff, and faculty.

Recent initiatives of the Coalition—recognized by NASPA as a 2007 “National Program of Excellence”—include a Neighborhood Mediation Program and an interactive website that educates Western students about off-campus living, Off-Campus@WWU. Late Night at WWU is a series of late-night, alcohol-free events on campus designed to enhance students’ connection to the University.

Crime and Sexual Assault Support Services, a 24-hour sexual assault and violence victim assistance program provided by PWS, offers Western students immediate support/referral. PWS has also incorporated peer
educators in the Alcohol and Drug Risk Reduction Program; established the Self-Care Center and Wellness Outreach Center as essential health and wellness services for Western students; and created the Ally Building Network peer educator group, to promote open, civil dialogue and work to decrease harassment and injustice based on race, ethnicity, gender, sexual orientation, and other differences.

Assessment and Planning in Counseling, Health, and Wellness Services

The Health Center, Counseling Center, and Prevention and Wellness Services regularly conduct in-depth research on student health needs and interests. Assessment activities include analyzing use of services, tracking medical and mental health diagnoses, conducting focus groups, and administering the National College Health Assessment, which yields a profile of the health and wellness status of Western students. Students participating in certain programs, such as the Alcohol and Drug Consultation and Assessment Services program, also complete quantitative and qualitative pre-/post-assessment surveys.

In fall 2006, the Counseling Center began transitioning to Titanium, an electronic scheduling, clinical documentation, and database system that is used by most counseling centers in the country. This transition has allowed Western to affiliate with the National Center for the Study of College Student Mental Health and provides the opportunity to participate in national research projects, including administration of the Counseling Center Assessment of Psychological Symptoms. General data on students' perceptions, behaviors, and satisfaction with campus services is also collected as part of the WELS (see Exhibit 3.29).

Housing and Dining Services

University Residences

University Residences houses approximately 1/3 of Western’s students, including 93% of new freshmen and 30% of new transfer students. Overall, 60% of students living in residence in 2005-06 were freshmen. Sophomores accounted for an additional 18%, juniors for 11%, and seniors for 7%. The percentage of students of color living on campus in 2005-06 was 19%, up from 14% in 1998-99.

Occupancy has steadily increased over time, with additional beds brought online each year. The system, which includes fifteen residence halls and one apartment complex, is expected to reach peak on-campus capacity in 2007-08. To meet students’ demand for residential living, the University has rented off-campus space and developed alternative temporary housing in townhouse-style apartments. Planning is currently underway for a new upper-division residence hall, projected to open between 2010 and 2012.

University Residences is designed and operated to support Western’s mission, by offering diverse and inclusive communities that foster active learning, leadership, social responsibility, civic engagement, and effective
citizenship. Guiding principles of the department include: supporting and contributing to student academic success; promoting respect for individual differences; providing high quality services at a fair cost; and maintaining a variety of living environments that foster health, safety, and comfort.

The department is staffed by twenty-three professional staff members, including nine Resident Directors (RDs) with Master’s Degrees or equivalent experience; thirty-eight classified staff; and more than 200 student employees, including Resident Advisors, Assistant RDs, and Desk Attendants.

Buildings in the residence system offer a variety of designs, including corridors with student rooms located on both sides; four-, six-, and eight-person suites; suites with kitchens; and apartments. University Residences staff oversee a range of social and educational programming and leadership opportunities, including Hall Councils, the Residence Hall Association, and the National Residence Hall Honorary. In 2005-06, staff coordinated more than 3,400 programs for campus residents, focused on such topics as academic success, healthy relationships, inclusive communities, sustainability, and personal wellness.

University Residences’ facilities staff has developed a strong preventive-maintenance program, a responsive repair and replacement program, and an on-going facilities renovation program. Facilities are cleaned on a routine basis by highly committed custodial staff. The department’s annual Quality of Life Survey shows strong student agreement with such statements as “bathrooms are kept clean and sanitized,” “public area lounges and carpets are clean,” and “repairs are made properly and promptly.” (See Exhibit 3.30: Quality of Life Survey.) All staff who work in University Residences’ facilities are trained in health and safety areas such as first aid, CPR, fire safety, use of cleaning supplies, and dealing with blood-borne pathogens. (See also Standard Eight.)

Budget development planning, including room and board rates, begins during the fall term and includes the active involvement of student representatives from the Residence Hall Association and Associated Students. During the winter quarter, proposed budget and rate structures are presented to the Residential Advisory Committee, the Residence Hall Association, and Associated Students for concurrence. After administrative review, the rate recommendation is presented to the Board of Trustees for approval at the April board meeting. (See also Standard Seven.)

A Residential Advisory Committee—comprised of Residence Hall Association (RHA) and Associated Students (A.S.) leaders, and members of University Residences staff—advises the Director of University Residences on matters concerning the campus residential community. The committee also reviews and recommends policies and significant procedures affecting student housing on campus.

**University Dining Services**

For more than forty-five years, Western has contracted boarding and
retail food services. In 2003, the University signed a ten-year contract with Sodexho to provide quality, nutritious food services to students, faculty, staff, and guests. Western's dining service program includes three resident dining halls, retail operations, and catering. All dining facilities receive regular inspections from University staff, local health officials, and Sodexho personnel.

University Dining Services employs over 100 full-time employees and 400 student workers. A Resident District Manager serves as a liaison between Sodexho and the University, and is responsible for the overall operation of the dining services departments. The Director of University Residences oversees the Sodexho contract and related services.

A campus dining committee, with broad representation from students, faculty, and staff, advises the Resident District Manager and the Director of University Residences on matters concerning the quality of existing services; the committee also responds to new ideas and initiatives. An Executive Dining Committee, including student representatives, advises the Vice President for Student Affairs and Academic Support Services on the long-range strategic vision of University Dining Services, in support of the mission and goals of the University.

Enacting a key tenet of Western's Strategic Action Plan, University Dining Services is committed to sustainable and socially responsible practices, and is an active partner with the University's Office of Sustainability. Whenever possible, Dining Services purchases food that meets or exceed standards set by the Food Alliance, a certification organization for environmentally friendly and socially responsible agricultural practices. Western also takes part in a “farm to campus” program, purchasing locally-grown foods when possible. The University ranks among the top three largest recyclers of food in Whatcom County.

Dining Services offers students, faculty, staff, and guests a wide range of food choices, including vegan and vegetarian options. A registered dietitian is available to assist students with special needs, as well as to answer questions any students may have. Nutrition tools and facts are available on Sodexho's “Balance, Mind, Body, and Soul” website.

Assessment and Planning in University Residences and Dining

University Residences collects a range of program-specific and institution-wide data on housing and dining services at Western. An annual Quality of Life Survey gathers feedback from students living in campus residence halls. It includes questions about residence hall services and facilities, programs, and opportunities to participate in hall activities. Also, in an effort to understand why students leave, residents who move off-campus mid-year or switch residence halls are encouraged to complete an online Exit Questionnaire. Additional assessments have focused on alcohol-related behaviors, and on the experiences of first-year students.

Efforts are underway to enhance existing assessment in University

“I loved WWU. I received a high quality education at an affordable price. I constantly recommend future students to WWU.”
—Western graduate
Residences by developing a comprehensive improvement program that emphasizes articulating division and departmental learning outcomes and implementing strategies for assessing progress. The department is using the CAS Professional Standards for Higher Education to help define/provide a structure for assessment.

Dining Services regularly surveys campus users, and gives faculty, staff, and students an opportunity to provide feedback online (see Exhibit 3.31: Dining Services Survey).

Co-Curricular Activities and Programs

Students have multiple opportunities to participate in co-curricular activities and programs at Western, including institutional governance, student organizations, intramural sports, community service, leadership, diversity, and other student programs. These co-curricular activities and programs support the mission of the University by creating “opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship” (Strategic Action Plan, 2006).

Most co-curricular activities and programs fall within the oversight of the Viking Union, particularly the Student Activities Office. The Viking Union and Student Activities Office report directly to the Dean of Students. The area is staffed by sixteen professional staff, twenty-three classified staff, twenty-nine hourly staff, and 236 student employees. Co-curricular activities and programs are also provided by Campus Recreation, Student Life, and University Residences (as described previously in this chapter).

The Associated Students (A.S.) has two primary functions on campus: facilitating involvement in University governance (as described previously in this chapter) and providing direct service to students in the form of leadership development and co-curricular activities and programs. The A.S. is built around the philosophy of “students serving students,” and it employs undergraduates in more than eighty salaried, paraprofessional positions. Under the oversight of professional staff in the Student Activities Office, these paraprofessionals provide a range of activities, programs, and services including the Child Development Center, the A.S. Publicity Center, the Environmental Center, the Ethnic Student Center, the Outdoor Center, the Legal Information Center, the Recycle Center, and Resource Outreach Programs. They also coordinate the annual ACE Leadership Retreat, as well as the Civil Controversy Speaker Series, films and special events, and the E.D.G.E. Program (Encouraging the Development of Groups Through Experience).

The A.S. Activities Council, a student committee, is chaired by the A.S. Vice President for Activities and provides official recognition to student clubs and organizations at Western. In 2006-07, the A.S. recognized more than 200 student clubs and organizations, ranging from the Theater Boosters Club to the Japanese Conversation Group (see Exhibit 3.32). Three professional staff members—the Assistant Director of Student Activities, the Student...
Activities Advisor, and the Ethnic Student Center Coordinator/Activities Advisor—work closely with the Activities Council to support and advise Western's student clubs and organizations.

A.S. policy ensures that membership in clubs and organizations is open to all students on a nondiscriminatory basis. Membership may be limited only when a group is a chapter of a national honorary requiring specific levels of academic achievement, or a local chapter of a pre-professional organization intended for students in a specific major. The A.S. Clubs and Organizations Recognition Policy/Process is available to students both in print and on the A.S. website. (See also Exhibit 3.33.)

Campus Recreation (described in greater detail in Standard Three, in the section on Recreation Services) offers students the opportunity to participate in sport clubs and intramural sports. The Sport Club Council, a student committee that includes two representatives from each recognized club, provides official recognition to sport clubs. It is advised by the Sport Club Coordinator, a full-time staff member in Campus Recreation. In 2006-07, the Council recognized twenty sport clubs, ranging from the Rugby Club to the Cycling Club (see Exhibit 3.34).

As set forth in the Sport Club Handbook, membership and participation in sport clubs must be free of discrimination based on race, religion, sex, age, national origin, or disability. The handbook is available in print and online, on the Campus Recreation Services website. (See also Exhibit 3.35: Sport Club Handbook.) Intramural sports also provide students, staff, and faculty the opportunity to participate in a range of team sports each quarter, including basketball, dodge ball, floor hockey, soccer, flag football, tennis, softball, and volleyball. In 2005-06, more than 9,500 students, staff, and faculty participated.

Both the A.S. Activities Council and the Sport Club Council provide opportunities for students to create new organizations in response to new needs and demands. In the A.S., clubs regularly organize and disband based on issues and current interest. For Sport Clubs, Campus Recreation requires a probationary period to demonstrate sustained interest to justify the financial commitment requested.

Student involvement in paid and volunteer positions forms another critical component of Western's co-curricular programs. In 2005-06, 2,681 undergraduate students held on-campus jobs. Many of these positions were directly related to academic or career goals, with responsibilities that ranged from computer consulting, tutoring, and academic peer advising, to costume design, sailing instruction, and personal training. Volunteer and paid paraprofessional opportunities available in the Division in 2006-07 included Orientation Student Advisors (New Student Services/Family Outreach), Lifestyle Advisors (Prevention and Wellness), Assistant Resident Directors and Resident Advisors (University Residences), Washington Achiever and Governor's Scholar Ambassadors (Student Outreach Services), Peer Tutors and Advisors (Academic Advising, Career Services, Tutorial Services, and
Volunteerism continues to be an integral part of the campus culture at Western. In 2004, the most recent year for which data is available, more than 7,600 Western students contributed 872,710 hours of service to local communities. The service-learning program, coordinated by the Center for Service Learning, works closely with faculty, staff, and students to create projects that integrate the volunteer experience into the academic curriculum. During the 2006-07 academic year, more than 640 students in thirty-five courses contributed over 13,000 hours through the service-learning program. (See also Standard One Exhibits: Center for Service Learning Self-Study Report.)

Department-related programs also provide opportunities for students to participate in supplemental activities directly related to academic majors and subject areas. Although faculty from related academic departments work closely with these programs, students need not be affiliated with the department in order to participate. Department-related programs include forensics/debate; music and dance groups; student publications; and theater arts. (See also Standard Two Exhibit Binders, College and Department Self-Study Reports.)

Western makes every effort to ensure that co-curricular activities and programs are accessible to all students and include adaptation for traditionally underrepresented student groups. Many student groups prioritize and enact outreach to specific populations; these include the Lesbian, Gay, Bisexual, and Transgender Alliance; Ethnic Student Center; Veteran’s Resource Center; and Women’s Outreach Center. Student Outreach Services and disAbility Resources provide additional programs and services.

**Recreation Services**

In October 2003, the Wade King Recreation Center held its grand opening. The center includes a three-court gym, multi-activity court, six-lane lap pool and sauna, weight and fitness training areas, elevated jogging track, café, meeting rooms, and rock climbing wall. Since opening, the Recreation Center has been visited more than 1.2 million times (see Exhibit 3.36: Wade King Recreation Center Usage Statistics). It has garnered numerous accolades, including the “2004 Facility of Merit Award” from Athletic Business magazine and the “Outstanding Indoor Sports Facility” from the National Intramural and Recreational Sports Association, and was recently awarded LEED certification by the U.S. Green Building Council.

This new center complements Western’s other recreational facilities that, together, provide strong and varied opportunities for organized sports or individual recreation programs. With the Carver Gymnasium, tennis courts, and playing fields—coupled with strong intramural, open recreation, and sport club programs—Campus Recreation serves the University community’s recreational and fitness needs, enhances the quality of life on campus, and
broadens knowledge/interest in healthy exercise options. Campus Recreation is staffed by six professional staff, eight classified staff, and more than 250 student employees. The department provides oversight for programs that include aquatics, group fitness, intramural sports tournaments and leagues, and sport clubs.

The Wade King Recreation Center is funded by a mandatory fee for all students enrolled in six or more credit hours. Memberships are also available for current Western employees and their spouses, partners, and dependents; retired Western employees; and Western alumni.

A Campus Recreation Advisory Committee reviews and recommends policies and procedures for the continued improvement and development of Campus Recreation Services and the Recreation Center. Additional responsibilities of the committee include: providing input to Campus Recreation regarding its programs and services; serving as a sounding board for ideas and suggestions; advising Campus Recreation in the development of its annual budget request; and making recommendations to the Board of Trustees regarding program priorities and budget levels for the student fee (including the portion of program budgets that are funded by the fee).

In order to best serve its constituents, this committee consists of nine voting members—six student representatives, appointed by various organizations including the Associated Students, Residence Hall Association, Sport Club Council, and Athletics Advisory Board; and three faculty/staff representatives, appointed by the Office of the Vice President for Student Affairs. It is co-chaired by the Director of Campus Recreation (who serves in an ex officio capacity) and one member selected by the full committee at the first meeting.

The University also provides recreational opportunities to students, faculty, and staff through the A.S. Outdoor Center, the Lakewood Watersports Facility, and the Viqueen Lodge. The Outdoor Center sponsors trips and instructional activities, offers equipment rentals, and provides maps and resources for a wide range of outdoor adventures. The Lakewood Watersports Facility, located at Lake Whatcom, offers sailing, sail boarding, canoeing, kayaking, and rowing equipment for informal use, credit courses, and private lessons. Lakewood also houses a challenge course, and offers team-building opportunities and training for campus organizations, University departments, and off-campus groups. Viqueen Lodge, on Sinclair Island, is available for rustic retreats, sponsored recreational trips, and general use by members of the University community. (See Exhibit 3.37: Websites for Recreational Activities Available Through Western.)

**Assessment and Planning in Campus Recreation**

Campus Recreation collects a range of program-specific and institution-wide data to assess the effectiveness of its services at Western, including usage and satisfaction data for programs. Information on students’ perceptions and attitudes relative to weight, nutrition, and exercise are also gathered via the
National College Health Assessment.

Campus Recreation has also partnered with OIART to examine the relationship between student visits to the recreation center and academic outcomes. In a study conducted in 2004, researchers found a positive relationship between visits to the Recreation Center and academic performance, particularly for entering freshmen and sophomores. As noted in the report, “...for many students, more visits to the rec center is positively related to their GPA.” (See Exhibit 3.38.) The causal relationship, however, did not seem to exist for upper-division students or for new transfer students.

**Bookstore Services**

Located next to the Viking Union, the A.S. Bookstore serves Western students in many important ways. The bookstore strives to bring value to Western students by keeping prices for course materials as low as possible, and it cultivates strong partnerships with students, faculty, and staff in an atmosphere of excellent service. It stays on the leading edge of industry research, education, and programs in order to offer value and service to the campus community. The A.S. Bookstore is staffed by one professional staff, fifteen classified staff, twenty-three seasonal hourly employees, and twenty-eight students.

The Director of the A.S. Bookstore reports to the Director of Budget and Administration for Student Affairs and Academic Support Services. A Bookstore Advisory Group—comprised of students, faculty, and staff—seeks and utilizes feedback from constituent groups to facilitate discussion of store policies, services, and operations. The group also makes suggestions regarding effective communication with the campus community, and it gives input on marketing and promotional messages that highlight the store as a campus resource and revenue source for student programs.

The A.S. Bookstore offers such services as online and in-person sales of textbooks and emblematic clothing and gifts; quarterly and daily textbook buy-back; art, school, and office supplies; academically-priced computer hardware and software; and general books.

A private auditing firm conducts annual, independent audits, and the store is active in regional and national associations that offer the best pricing and widest range of supplies and materials. A new inventory management and cash register system, implemented in 2005, resulted in a number of positive changes, including increased used-textbook availability through streamlined ordering processes, the ability to accept debit cards, and an improved user-interface for online textbook and merchandise sales. (See Exhibit 3.39.)

In recent years, the A.S. Bookstore has entered a period of challenge that is being felt throughout the college store industry. The rising cost of textbooks and the proliferation of online textbook sellers has had a negative impact on store sales and revenues. Through the ongoing assessment of local and national trends, the bookstore is able to alter merchandise selection,
buying patterns, staffing, and operations in response to these challenges.

**Student Media**

Western distributes four official student publications: *The Western Front*, a twice-weekly newspaper; *Klipsun Magazine*, a twice-quarterly student magazine; *The Planet*, a quarterly environmental magazine; and *Jeopardy*, Western’s annual literary magazine. All are supported by funds from the services and activities fee; *The Western Front* also accepts advertising revenue.

Student publications operate under the Student Publications Charter, initially approved by the Board of Trustees in 1979 and updated/approved by the President, on behalf of the Board, in June 2006. The charter sets forth the Board’s responsibility to define the functions of student publications, as well as to review any actions of student publications or their governing bodies. By tradition, the Board delegates these tasks to the President who, in turn, delegates them to the Student Publications Council. The council consists of four students, two faculty, and one staff member, and is charged with overseeing policy and budget matters for each publication, as well as appointing the editors-in-chief (see Exhibit 3.40).

The President appoints a faculty adviser for each publication to provide professional information and advice to the publication staffs, the Council, and the President (or designee). A full-time business manager handles advertising accounts, bills, and payroll. All daily editorial and operational decisions are clearly assigned to the editor of each publication by the charter’s provision on freedom, and ethical behavior is described in a section on responsibility.

In addition to the four official publications, the Associated Students provides strong opportunities for student involvement in media through KUGS-FM radio, KVIK television, and the *A.S. Review*. KUGS-FM, the campus radio station, serves the community by providing a diverse program of music and information consistent with student interests. The Board of Trustees holds the KUGS station license; its operation is delegated to the Associated Students. A full-time professional staff member serves as General Manager for the station, supervising eight paid student employees and developing and maintaining policies, procedures, and programming that benefits students, the campus, and the community.

KUGS-FM airs seven days a week, 24-hours a day, during the academic year and offers a mix of locally-produced shows and national news/public affairs programming. During the 2005-06 academic year, KUGS worked with 145 student volunteers, five faculty and staff volunteers, and eight community volunteers, who produced sixty-five programs. On average, the station airs approximately 8,000 public service announcements per quarter.

KVIK, the campus television station, creates and maintains broadcast television programs to showcase the work of Western students and faculty. The station was formed in June 2003, when the Associated Students granted program status to the Western Television Broadcasting Club. The station
has one paid student employee, the KVIK Coordinator, who reports to the KUGS-FM General Manager. KVIK produces at least one promotional video for A.S. programs or events per quarter. They also film special events for Athletics, including the “Battle in Seattle,” and produce original programming. Programs air on BTV-Channel 10 in Bellingham.

The A.S. Review, a bi-weekly publication of the Associated Students, focuses on upcoming events and activities, A.S.-related news, and current campus issues. It is produced during the academic year by a student staff, with a paid Editor and Assistant Editor, and is part of the Associated Students Publicity Center. A full-time professional staff member serves as Coordinator of the Publicity Center and as adviser to the publication. Because the A.S. Review is a program/publication of the Associated Students, it does not fall within the purview of the Student Publications Charter.

Intercollegiate Athletics

Since September 1998, Western has been a full member of the National Collegiate Athletic Association (NCAA) Division II. The University’s teams have won twenty conference championships and made national appearances in football, rowing, softball, volleyball, men’s and women’s golf, men’s and women’s basketball, men’s cross country, and women’s soccer. The rowing team recently won its third consecutive national championship—the only school in any division to win three straight NCAA rowing titles. During that same time period, seventy-nine student-athletes have earned All-American honors and 229 have earned all-conference honors. In 2006, Western President Karen Morse completed a seven-year term as a member of the NCAA Division II President’s Council.

Western’s vigorous Intercollegiate Athletics program currently fields teams in sixteen NCAA varsity sports: seven men’s teams in basketball, cross-country, football, golf, indoor and outdoor track and field, and soccer; and nine women’s teams in basketball, cross-country, golf, indoor and outdoor track and field, rowing, softball, soccer, and volleyball. Western currently competes in most sports as a member of the Great Northwest Athletic Conference. The exceptions are men’s football, which is a member of the North Central Conference, and women’s rowing, which is a member of the Northwest Collegiate Rowing Conference (see Table 3: Athletics Participation Summary, by Sport).

In addition to athletic excellence, Western’s program is also well known for its academic excellence. Student-athletes consistently graduate at rates that exceed both the national average for NCAA Division II and the conference average for the Great Northwest Athletic Conference. According to the 2005 NCAA Graduation Rate Report (the most recent year for which data is available), 79% of Western’s student-athletes graduated in six years or fewer, compared with 54% of all NCAA Division II student-athletes and 51% of all Great Northwest Athletic Conference student-athletes. Western’s student-athlete rate also exceeded the six-year rate for the general student
### Table 3
**Athletics Participation Summary by Sport, 2005-06**

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>American Indian/Alaska</th>
<th>Asian Pacific Islander</th>
<th>African American</th>
<th>Hispanic</th>
<th>Non Resident Alien</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEN’S SPORTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>78.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>21.4%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Cross Country</td>
<td>92.4%</td>
<td>3.8%</td>
<td>0.0%</td>
<td>3.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Football</td>
<td>75.5%</td>
<td>1.0%</td>
<td>2.0%</td>
<td>16.4%</td>
<td>3.1%</td>
<td>1.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Golf</td>
<td>91.7%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Indoor Track/Field</td>
<td>93.4%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>2.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Outdoor Track/Field</td>
<td>93.8%</td>
<td>0.0%</td>
<td>3.2%</td>
<td>1.5%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Soccer</td>
<td>87.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>4.2%</td>
<td>8.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>86.0%</td>
<td>1.1%</td>
<td>2.1%</td>
<td>8.1%</td>
<td>2.1%</td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>White</th>
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<th>African American</th>
<th>Hispanic</th>
<th>Non Resident Alien</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WOMEN’S SPORTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td>69.2%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>15.4%</td>
<td>0.0%</td>
<td>7.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Cross Country</td>
<td>93.4%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Golf</td>
<td>77.3%</td>
<td>11.1%</td>
<td>11.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Indoor Track/Field</td>
<td>96.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Outdoor Track/Field</td>
<td>92.2%</td>
<td>1.6%</td>
<td>0.0%</td>
<td>3.1%</td>
<td>3.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Rowing</td>
<td>95.8%</td>
<td>0.0%</td>
<td>2.1%</td>
<td>0.0%</td>
<td>2.1%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Soccer</td>
<td>87.1%</td>
<td>4.3%</td>
<td>0.0%</td>
<td>4.3%</td>
<td>4.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Softball</td>
<td>72.7%</td>
<td>5.6%</td>
<td>5.6%</td>
<td>10.5%</td>
<td>5.6%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Volleyball</td>
<td>84.6%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>87.3%</td>
<td>2.6%</td>
<td>1.1%</td>
<td>3.4%</td>
<td>4.9%</td>
<td>0.7%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

In the past nine years, 266 Western student-athletes have been recognized as Great Northwest Athletic Conference academic all-stars. The Western 2006-07 Scholar-Athletes of the Year both received national recognition for their academic achievements: sophomore Audrey Coon as a Collegiate Rowing Coaches of America National Scholar-Athlete, and junior Patrick Lemay as a U.S. Cross Country Coaches Association National Scholar-Athlete.

In 2004, the National Collegiate Scouting Association began calculating “Collegiate Power Rankings” for all NCAA Division I, II, and III schools by averaging each institution’s student-athlete graduation rate, their U.S. News & World Report ranking, and their U.S. Sports Academy Director’s Cup ranking. In 2004, Western ranked 94th overall and 8th among Division II schools. In 2005, Western moved up to 84th overall and 7th among Division II schools. Last year, Western’s ranking increased once again, to 68th overall and 5th among Division II schools.

The Director of Intercollegiate Athletics reports to the Vice President.
for Student Affairs and Academic Support Services. The department includes thirty-five professional staff, five classified staff, twenty-one student employees, and two non-hourly student employees. A faculty representative to the program, appointed by the President, reports to the President on academic and compliance matters. The Faculty Athletic Representative plays an important role in ensuring academic integrity, facilitating institutional control of Athletics, and enhancing the student-athlete experience.

A Student-Athlete Advisory Committee—chaired by Western’s representative to the Great Northwest Athletic Conference Student-Athlete Advisory Committee—provides student input to the department on program priorities and needed improvements. It includes representatives from all major athletic teams at Western and is currently advised by the women’s volleyball coach. The mission of the committee, as set forth on the Athletics website, is to “enhance opportunity for success for all student-athletes, protect student-athlete welfare, develop a sense of unity between Western athletes, and promote a positive student athlete image to the school and community.”

### Intercollegiate Athletics Mission and Goals

The mission of Intercollegiate Athletics is three-fold: to compete in a broad spectrum of sports at the highest competitive levels attainable; to compete with integrity; and to link athletics participation to all aspects of learning within the University. In doing so, Athletics supports the University’s larger mission of creating opportunities “for students to display leadership, civic engagement, social responsibility, and effective citizenship” and providing a “high quality environment that complements the learning community” (Western Strategic Action Plan, 2006).

Five principles guide the administration and implementation of Western’s program: 1) conducting the program ethically, within the spirit and letter of institutional, conference, and NCAA rules and regulations; 2) establishing and maintaining an environment in which athletic activities are conducted as an integral part of the student athlete’s educational experience; 3) establishing and maintaining an environment that values cultural diversity and gender equity among student-athletes and department staff; 4) providing a safe environment and protecting the health of student-athletes; and 5) establishing and maintaining an environment that fosters a positive relationship between student-athletes and coaches.

The mission statement and goals/objectives of Intercollegiate Athletics are provided to all staff members and prospective employees in the department; in addition, they are shared with all student-athletes. Athletics administrators and all head and assistant coaches review, at least annually, all policies and rules concerning intercollegiate athletics. The department has a Compliance Coordinator who reports to the Director of Athletics and works closely with both the Director and the Faculty Athletics Coordinator to ensure compliance with all University, Great Northwest Athletic
Conference, and NCAA rules, regulations, and policies. The department regularly holds rules education sessions for student-athletes, coaches, and Athletics administrators, as well as for staff and non-athletics administrators who share oversight responsibility.

**Intercollegiate Athletics Admission Requirements and Procedures**

Admissions requirements and procedures, academic standards/degree requirements, and financial aid awards for student-athletes are vested in the same institutional agencies that handle these matters for all students.

**Athletics Budget**

The Director of Athletics, the Associate Director of Athletics for Business and Finance, and the Director of Budget and Administration for Student Services work collaboratively to prepare the budget for the Intercollegiate Athletics department. It is then presented to the Vice President for Student Affairs and Academic Support Services for review and approval. Sources of revenue to fund the program include student fees, ticket sales, promotional income (including event programs, corporate sponsorships, and advertising), sports camp revenue, NCAA, gifts, and state appropriations. The total budget for Intercollegiate Athletics in 2005-06 was $4,739,069 (see Figure 4 for a breakdown of revenue, by source).

The Athletics budget is managed internally, using the same budget and accounting system used by the rest of the campus. Western's internal auditor, in accordance with NCAA Division II policies/procedures, conducts periodic audits. All private donations to Intercollegiate Athletics are deposited and administered by the Western Foundation.

**Gender Equity**

Intercollegiate Athletics is committed to the fair and equitable treatment of both male and female athletes, and the program consistently provides equal opportunities for participation, financial aid, student support services, equipment, and access to facilities. Of the 385 student-athletes in 2005-06, 48.6% were male and 51.4% were female.

Since 1998, the University has made progress on gender equity with regard to both facilities and coaching. The University completed construction on the Viking Softball Complex and renovated the women's varsity locker room in Carver Gymnasium. Western also created team rooms for women's basketball and volleyball, and hired full-time coaches for women's volleyball and golf.

Coaching, however, continues to be an area of concern. Currently, the men's and women's soccer teams share a coach. This creates difficulties in scheduling, and sets Western apart from other teams in the league. Additionally, the women's head softball coach is part-time without benefits, as are the assistant coaches for women's rowing and volleyball.

Addressing gender equity concerns is a priority within the Division of
Student Affairs and Academic Support Services’ budget requests. Currently, the Division is seeking funding to hire a full-time soccer coach, as well as to make the softball coach full-time with benefits. Phased-in funding is also being requested to make the assistant coaches full-time. Western anticipates that progress toward meeting gender equity goals will be ongoing.

**Scheduling Policy**

Consistent with Intercollegiate Athletics’ mission to educate student-athletes, Western has scheduling procedures in place to minimize the impact of athletic practices and competitions on students’ class attendance and/or test preparation. The Faculty Athletics Representative reviews all travel and competition schedules to minimize missed class time and assess its impact on the academic well-being of student-athletes. Additionally, the representative works with student-athletes to monitor and help maintain their personal welfare and serves as an independent source of support and advice.

As set forth in the Catalog, instructors are encouraged to give students absent from any exam or class activity through a cause “judged by the instructor to be unavoidable…the opportunity to take a rescheduled exam or make up the class assignment in a timely manner agreed upon by the instructor…examples of unavoidable cause may include participation in University-sponsored activities such as debating contests, musical or theatrical performances, or intercollegiate athletic competition.”

**Assessment and Planning in Intercollegiate Athletics**

Intercollegiate Athletics takes part in a comprehensive self-study every five years, as required by the National Collegiate Athletic Association (NCAA). Western’s Intercollegiate Athletics Program completed its last self-study in August 2003 and had no major findings. (See Exhibit 3.41: Intercollegiate Athletics Self-Study, 2003.) The department also gathers and reports a range of program-specific data on a regular basis, including systematic evaluations of its mission, goals, budget, and personnel.

Data reported to the NCAA annually includes student-athlete demographics, operating expenses, and six-year graduation rates. All are broken out by sport, as well as by gender and race/ethnicity. As a requirement of the Equity in Athletics Disclosure Act on 1999, the department also prepares and submits an annual report to the U.S. Department of Education on athletic participation, staffing, and revenues/expenses, by men’s and women’s teams (see Exhibit 3.42: Annual Report to U.S. Department of Education). Additionally, Intercollegiate Athletics takes part in regular audits by the Washington State Auditor’s Office.
Significant Changes Since 1998

Organization

- In 2000, Western creates two new administrative positions to strengthen the organizational structure of the Division: an Assistant Vice President for Academic Support Services and a Dean of Students.

- In 2001, Western creates a Judicial Officer position in University Residences to provide increased support to students living on campus and to increase collaboration between University Residences and other campus partners. The University Residences Judicial Officer works closely with the University Judicial Officer to ensure continuity, fairness, and use of best practices.

- In 2003, Western increases the Director of Academic Advising and Tutorial Services position from half-time to full-time. An additional staff member is hired to provide increased support to students on academic warning and probation.

- In 2004, the Division of Student Affairs and Academic Support Services undergoes a strategic realignment. Western adds three Director-led offices to the Division’s structure: disAbility Resources, New Student Services/Family Outreach, and Student Outreach Services. In addition, the Assistant Vice President for Academic Support Services’ role is restructured to oversee first-year programs; the Dean of Students’ role is expanded to include oversight of the Viking Union and provide a structure for student leadership development; and the Director of Admissions’ role is changed to Director of Admissions and Enrollment Planning with an enhanced focus on enrollment planning.

- In 2005, University Residences hires a Multicultural Recruitment Counselor, to increase the pool of diverse candidates in its staff selection processes.

- In 2006, Academic Advising and Tutorial Services—in partnership with the Vice Provost for Undergraduate Education, the College of Science and Technology, and the College of Humanities and Social Sciences—hires a half-time advisor to focus on meeting the needs and interests of pre-professional students.

- In 2006, New Student Services/Family Outreach hires a part-time Manager of Family Outreach to focus on expanding outreach to families through the WWU Parent Connection (formerly the Parent Volunteer Group).

- In 2006, a Leadership Development Specialist is hired in the Office
of Student Life to facilitate the development of a comprehensive student leadership initiative that builds on Western's strengths and incorporates existing programs.

**Facilities**

- A number of campus residence halls undergo renovations and improvements, including interior and exterior upgrades at Birnam Wood Apartments, Higginson Hall South, Highland Hall, Nash Hall, and the Ridgeway Complex.
- Since 1998, a number of Division departments—including Academic Advising and Tutorial Services, Admissions, Career Services, Financial Aid, Student Life, the Registrar's Office, New Student Services/Family Outreach, and the Vice President's Office—are remodeled or relocated to improve delivery of services.
- In early 2000, the Viking Union begins a three-phase addition and renovation process designed to re-establish the Union as a major campus focal point. Highlights of the addition/renovation include the creation of new academic classroom and activity space, the addition of a Food Court with bay-view seating, the addition of a two-story Outdoor Center, enlarged multipurpose space, and the renovation of the A.S. Bookstore. A grand reopening is held in spring 2002.
- In spring 2002, construction begins on a new 100,000 square foot Student Recreation Center. The student-funded facility opens in 2003. The center receives numerous awards and, in May 2007, is recognized as a leader in energy and environmental design (LEED Certified) by the U.S. Green Building Council.
- In 2002, the Student Health Center moves into its new facility on the top floor of the Campus Services Building. The move not only provides additional clinical space, but the new center also meets and exceeds the established standards necessary for certification as an Ambulatory Care Center.
- In 2004, the Atrium at Arntzen Hall, a south-campus food service venue, undergoes extensive expansion and renovation. The remodeled facility opens in October 2005 and features upgraded culinary offerings, as well as a large open-seating area.

**Policies & Programs**

- Several Division departments establish advisory boards, to increase involvement with the campus and community stakeholders, and to provide ongoing feedback, support, and advice. These include: the Student-Athlete Advisory Committee, the Athletics Advisory
Board, the Career Services Center Advisory Committee, the A.S. Bookstore Advisory Group, the Campus Recreation Advisory Committee, and the WWU Parent Connection (formerly the Parent Volunteer Group).

- The number of online services provided by departments within the Division—including Admissions, the A.S. Bookstore, Career Services, the Counseling Center, Financial Aid, New Student Services/Family Outreach, the Student Health Center, the Registrar’s Office, and University Residences—grows steadily.

- Several Division departments hire external consultants to review programs/structures and make recommendations for improvement, including the A.S. Bookstore, Career Services, Financial Aid, and the Student Recreation Center.

- Several Division departments—including Admissions, the Registrar’s Office, and Financial Aid—migrate from locally-developed software systems to the Banner System. As a result, students are now able to register for classes online, check financial aid awards/statuses, and access student accounts. A new application system, implemented in 1999-00, allows prospective undergraduate students to apply for admission to the University online.

- In 1999, Prevention and Wellness establishes the Campus Community Coalition, a campus/community working group that includes Bellingham Police Department Liquor Control Board officers, neighborhood association representatives, local bar and tavern owners, rental property owners and managers, city officials, and Western faculty, staff, and students.

- In 2002, the Student Rights and Responsibilities Code is revised, a proactive effort to make it more user-friendly, provide a more positive approach to student conduct, and clarify the relationship between the code, the University Judicial Officer, and University Residences. The revised code is implemented in fall 2003.

- In 2004, Academic Advising and Tutorial Services implements a new outreach advising model that assigns all undeclared first-year students a professional advisor in the Academic Advising Center (AAC), to work with them during Summerstart and serve as their advisor until a major is declared. The model also provides targeted outreach to students on academic warning/probation, as well as those who have reached 120 credits and not yet declared a major.

- In 2004, Western approves a one-time Enrollment fee for all entering undergraduates, eliminating several separate fees/deposits. Funds generated by the fee are used to support a variety of initiatives for first-year students, including enhanced programming, advising, orientation, and support services.
In 2004, in partnership with the Vice Provost for Undergraduate Education, the Division implements the first phase of a comprehensive First-Year Experience program for freshmen and transfer students. (See also Standard Two.) Efforts are currently underway to assess the effectiveness of the program, using data from the Western Educational Longitudinal Study.

In 2005, the A.S. Bookstore implements a new inventory management and cash register system, resulting in a number of positive changes, including decreased cash register wait times, increased used-textbook availability, and an improved user interface for online textbook and merchandise sales.

In 2005, an Enrollment Planning Group—co-chaired by the Director of Admissions and Enrollment Planning and the Vice Provost for Undergraduate Education—is formed to monitor trends, develop and meet student enrollment targets, and ensure intentionality in Western's long-range enrollment processes and initiatives.

In 2005, Admissions, New Student Services/Family Outreach, the Student Health Center, University Residences, Academic Technology, and others collaborate to develop an online “Countdown to Western” page, which allows incoming students to check the status of their pre-arrival checklist (including measles clearance, receipt of final transcript, housing application, etc.) online.

In 2006, two new online tools for current/prospective students and advisors become available: 1) the Curriculum, Advising, and Program Planning (CAPP) Degree Audit program, which enables students and advisors to compare completed coursework with degree program requirements; and 2) the Transfer Course Equivalency Guide, which enables students and advisors to determine course equivalents between Western's courses and courses transferred from community colleges in Washington.

**Strengths**

- Western boasts a staff in Student Support Services that is well-trained, experienced, and knowledgeable, as evidenced by the level of experience staff members bring to their positions: 54.2% have worked in higher education for ten years or more. Western has received institutional, regional, and national recognition in this area (see Exhibit 3.43).

- Western provides outstanding programs and services, as evidenced by the regional, state, and national recognition they have received.

- Western takes great care to incorporate all aspects of the student experience into a comprehensive program of student learning
and development. By anticipating, planning for, and responding to students' needs, Western is able to offer programs, activities, and services that create the foundation for a holistic educational experience. This commitment underlies all the activities of the Division of Student Affairs and Academic Support Services, and the Division serves as direct support of Western's mission and goals.

- Western's realignment of the Division was spurred by three concrete goals: 1) to enhance Western’s niche as a premiere undergraduate institution in the state by investing in first-year programs; 2) to create a structure/framework that is a national model of excellence in leadership development; and 3) to create intentionality in Western's strategic enrollment plan by identifying directions for outreach strategies.

- Western maintains an Intercollegiate Athletics program that is nationally known for its academic excellence, as evidenced by its consistently high student-athlete graduation rates and top-ten status in the “Collegiate Power Rankings” for NCAA Division II.

- Western has a strong commitment to student involvement in University governance—and to working collaboratively with students around issues of social concern—as evidenced by student participation in Division committees/advisory groups and recent initiatives including the Student Transportation Fee, the Renewable Energy Fee, and Western's participation in the Worker Rights Consortium's Designated Supplier Program.

- Western has an ongoing commitment to diversity, as evidenced by the increasing diversity of Western's applicant pool/enrolled undergraduates (see Exhibit 3.44) and by the success of Division programs in working with diverse students and in recruiting diverse staff (see Exhibit 3.45: Division Annual Reports).

### Challenges and Next Steps

- Western will soon implement a Division-wide, outcomes-based assessment program. Western needs to make the transition from primarily usage- and satisfaction-based assessment to the comprehensive assessment of student learning.

- Western needs to respond more effectively to the growing number of students arriving on campus with chronic medical and/or mental health diagnoses.

- Western will continue to expand Division fund development efforts in an effort to continually improve services to Western students.
Progress on Recommendations from 1998 Accreditation Report

“There is evidence of numerous assessment activities that have given the division excellent information on student needs and characteristics. These studies have been shared and utilized in the division. The reorganization to create a position with a focus on assessment will enable the division to move to the next step in developing an overall plan and measuring the impact and relationship of services to student success, retention, and quality of the student experience.”

- Assessment responsibilities have been built into the job description of the “Special Assistant to the Vice President for Student Affairs and Academic Support Services,” and the Division is in the process of developing a Division-wide, outcomes-based assessment plan. For the last decade, assessment has been an ongoing topic of conversation within the Division and, as evidenced by the numerous assessment data cited in this self-study report, Division staff continue to make good use of assessment in every aspect of student support services.

“The Committee noted there were groups assigned to look at the significant areas of academic advising and the freshman year experience. It is critical these task forces develop workable recommendations for the enhancement of programs and services.”

- Western has implemented several changes in the advisement system from recommendations made by study groups, including: the practice of assigning all undeclared freshmen an advisor during Summerstart or Orientation; the creation of the Major Guides; the development of a set of guiding principles for advising; and the development of two new online tools for students—the Transfer Course Equivalency Guide and a Curriculum, Advising, and Program Planning Degree Evaluation. A comprehensive, First-Year Experience Program (see Standard Two) is in full swing, with good results. (See Standard Two and Standard Two Exhibits: College and Department Self-Study Reports, for an overview of advisement within the Colleges and departments.)

“Several student services programs have limited or inadequate space relative to their functions, i.e. student health services, financial aid, and registrar. These areas need constant review and attention to find creative solutions to match their ongoing space needs.”

- The Student Health Center has moved into the new Campus Services Building, a beautiful and functional space that more than adequately fulfills the needs of students using this service. The new Wade King Student Recreation Center also provides a comprehensive facility that enhances “The Western Experience.” Several other Division department offices have been remodeled or relocated to enhance delivery of services.
The following comment was not a formal recommendation, but it has been addressed by the administration:

“There has been an essential diversification of mental health staff. Such efforts to diversify staff need to continue.”

- The Counseling Center has engaged in ongoing efforts to diversify its professional staff. New hires have brought in two ethnically diverse staff members, as well as staff with specialized expertise/training in the treatment of LGBT students, immigrant and refugee populations, eating disorders, trauma, and self-injury. Counseling Center staff members take part in trainings several times per year to examine issues of race, culture, gender, and sexual orientation.

**Appendices (located in Volume II of the Self-Study report)**

3.1: Western Student Profile
3.2: Retention and Graduation Rates (including Student-Athlete Graduation Rates)
3.3: Admissions Report (including enrollment figures for students of color)
3.4: Student Affairs Staff Profile
3.5: Procedures for Developing and Maintaining University Policies

**Exhibits (located in Standard Three Exhibit Binders, Committee Room)**

3.1: Division and Departmental Mission Statements
3.2: Memo to the University Community from Vice President for Student Affairs and Academic Support Services, re: Strategic Alignment
3.3: Division Policies and Procedures
3.4: Sample Nakama Agendas
3.5: Sample Administrator Evaluation Form
3.6: Division Assessment Activities Summary
3.7: Sample Assessment Reports
3.8: “Quick Facts”
3.9: Associated Students Charter and Bylaws
3.10: University Committees with Student Appointments
3.11: Associated Students Self-Study Report
3.12: Residential Community Handbook
3.13: Student Policies, Codes, and Procedures
3.14: Campus Safety Measures
3.15: Publications for Students
3.16: Institutional Publications required by the Campus Security Act, Drug Free Schools and Colleges Act, the Drug Free Workplace Act, and the Student Right-to-Know Act

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**STANDARD THREE**

**SUPPORTING DOCUMENTATION**
3.17: Sample Admissions Survey
3.18: Summary of Results, Western Undergraduate Exchange
3.19: Research and Assessment Data for New Student Services
3.20: Student Credit Hour Data
3.21: Reinstatement Statistics
3.22: Additional Admissions Assessment Data
3.23: Financial Aid Statistics
3.24: Financial Aid Review
3.25: Assessment Data for Advising
3.26: Employment Status Surveys
3.27: Student Health Care Center Usage Data
3.28: Counseling Center Usage Data and Assessments
3.29: Assessment Data for Counseling, Health, & Wellness Services, and External Funding Received by Prevention & Wellness, 1998-2006
3.30: Quality of Life Survey
3.31: Dining Services Survey
3.32: List of Recognized Student Organizations and Clubs
3.33: Associated Students Policy on Recognition of Organizations and Clubs
3.34: List of Recognized Sport Clubs
3.35: Sport Clubs Handbook
3.36: Campus Recreation Center Usage Data
3.37: Web Pages for Recreational Opportunities available at Western
3.38: Recreation Center Report
3.39: Associated Students Bookstore Assessment Information and Review
3.40: Student Publications Charter
3.41: Intercollegiate Athletics Self-Study
3.42: Intercollegiate Athletics Annual Report to Department of Education
3.43: Institutional, Regional, and National Recognition of Division Staff and Programs
3.44: Undergraduate Student of Color Enrollment and Student of Color Applications
3.45: Division Annual Reports

“WWU Core Exhibits”
(located on Core Exhibit Shelves, Committee Room)

Engaged Excellence: Strategic Action Plan, 2006
Western Washington University, Board of Trustees, Rules of Operations
Western Washington University Catalog, 2007-08
Western Washington University, 2006-07 Operating Budget
Western Washington University, Capital Plan
Western Washington University, 2007-08 Fees and Rates Book
Western Washington University, Institutional Master Plan
Western Washington University, Faculty Handbook