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SUMMARY OF WESTERN WASHINGTON UNIVERSITY’S RESPONSE TO THE NWCCU’S ACCREDITATION RECOMMENDATIONS

APPENDICES TO RECOMMENDATION 1
APPENDIX 1.1

Principles, Guidelines and Processes for Adjustments to the 2010-11 Annual Operating Budget and Building the 2011-13 Biennial Operating Budget Request
Western Washington University

Principles, Guidelines and Processes

For

Adjustments to the 2010-11 Annual Operating Budget

and

Building the 2011-13 Biennial Operating Budget Request

Prepared by University Planning and Budgeting

Introduction

If the following seems complicated, well, it is. Simultaneously, we build biennial operating budget requests; after the Legislature and Governor have acted, we then must take their actions on our requests and build actual operating budgets; and, as is the case currently with the 2010-11 budget, a legislatively approved budget that we have already ourselves approved for the university may have to be redone if, through the supplemental budget process of the State, there are substantial changes to what had been previously allocated to us.

Right now, we have two immediate budget responsibilities:

• Our budget for the second year of the current biennium must be finalized. Usually, this is a routine matter where we fine tune earlier decisions made as we built a budget for the biennium based upon the final legislative outcomes. This year, adjustments to the 2010-11 operating budget are not routine. This is because, with the state’s worsening financial situation, we are sure to be required to incorporate significant additional cuts to the 2010-11 budget.

• In what is, usually, a more routine process, we must build our budget request for the next (2011-13) budget. That budget request needs to be built bottom up, must be approved by our Trustees, and then be received by the Governor’s Office in time for the Governor to meet the Constitutional obligation to propose, in December, 2010, a budget for the 2011-13 biennium.

Our strategic budget planning processes have been through many drafts, beginning last year with consideration by many bodies and discussion via web forums. More recently, a number of groups participated in debriefing on “lessons learned” from last year’s experiences with the then new process and modifications were made. Regular discussions about process have taken place in the widely representative University Planning and Resources Council, a standing body of the Faculty Senate, and roles for the UPRC have been built into the current approach. That approach, described in this document, has been approved by the President and Vice Presidents after discussions involving many groups, including in open meetings with our Trustees. Routinely, we will continue to debrief on lessons learned and then further improve the processes.
In routine times, these budget guidelines – those for 2010-11 in particular – would have been distributed in mid-December, shortly after the Governor’s proposed budget was announced. Her budget would have set our initial budget planning assumptions. But, this time the Governor, while she was meeting her constitutional obligations to provide a balanced budget proposal, she herself vigorously opposed it and would be introducing another budget in January. So, it was necessary to wait until the budget picture clarified and, until very recently, that budget picture has been changing dramatically and day-by-day. To not have waited would risk either asking people to plan for disaster scenarios that ended up not coming to pass or, possibly, setting targets too low and then having to redo the process at the last minute.

Still, while having to postpone the circulation of these guidelines, the basic assumptions contained herein have been shared, over the past two months, with planning unit and governance leaders; planning unit leaders have initiated discussion of budget reduction possibilities within their units; centrally, over a dozen institution-wide approaches to reducing budgets have been aggressively analyzed; and the original time-line has been stretched to allow for open discussion and consideration while still meeting deadlines set by the need for Board of Trustee action.

The document is long. But, then, much territory is covered. In what follows, you will find:

Priorities, Principles and Guidelines:
- First, the priorities, principles and guidelines that apply to all budget processes,
- Then, those that apply specifically to the 2010-11 adjustment process,
- Followed by those that pertain just to building the 2011-13 Biennial Operating Budget Request

Budget Processes
- For the 2010-11 adjustment process
- For building the 2011-13 Biennial Operating Budget Request
I
Priorities, Guidelines, and Planning Assumptions

Encompassing Priorities and Principles

The following priorities and guidelines should shape our budget recommendations and the ways in which we formulate them:

1. Fulfilling WWU’s distinctive and core academic mission is our highest priority. During each planning cycle, more specific yet congruent priorities should be developed collectively and clearly communicated at the unit and university levels.

2. Among choices equally central to the university's core mission, maintaining programs of higher quality will be a priority.

3. As one consequence of the priority we attach to protecting high quality, planning units may need to consider major program reductions or eliminations. Because of the sensitive nature of such proposals, we have a separate policy and (as of this writing, draft) implementation process tailored for consideration of such possibilities. That policy, and not the process below, should be followed where major program reductions or eliminations are to be considered.

4. A university is its people; an exceptional university is also a community of caring colleagues. After core mission and high quality considerations, a priority will be to minimize the impacts of position reductions for current employees.

5. All members of the University Community – faculty, staff and students, should have the opportunity to share ideas, proposals, issues, and concerns at the outset of biennial and annual budgeting and planning and, as the process proceeds “bottom up,” to effectively propose improvements and adjustments through representative and governance bodies.

6. Priorities and objectives specific to a particular planning process should be developed by asking how our distinctive academic mission is best currently realized based upon thoughtful analysis and shared reflection on external opportunities and threats as well as critical examination of internal strengths and vulnerabilities. Do consult the university-level SCOT analysis; review, revise as necessary, and rely upon the analyses of the each unit’s strengths, challenges, opportunities, and threats, including articulated unit-level priorities that were developed last year as a part of each planning unit’s 2011-13 strategic budget planning process. (Budget reduction proposals will, again, be presented by each planning unit in terms of their relationships to these university-level and planning unit-level strategic considerations.)

7. Decisions should be shaped by thoughtful consideration of data, analyses, projections, and peer benchmarks.
8. Certainly consider further operational efficiencies and revenue opportunities.

9. Decisions and processes will be fully compliant with state statute, university policies, shared governance responsibilities, both Faculty and Professional Staff Organization handbooks, and contractual obligations including all collectively bargained union agreements. The university shall continue to make good faith efforts to prevent an adverse impact on the university’s affirmative action commitments during difficult budget times.

10. Last year, we made considerable progress toward a strategic budget process that was transparent, strategic, well-informed by appropriate analyses, and “bottom up.” However, across planning units, the progress was uneven. Campus expectations for openness and transparency remain appropriately high. We all, at all levels, share responsibility for demanding and for achieving significant further progress.

Assumptions and Approaches Specific to the Supplemental 2010-11 Budget

1. We are a ways from knowing what Western’s 2010-11 budget will actually be. That will be known only after the Legislature acts, perhaps in March. Still, we must proceed and that requires making assumptions. Our planning assumptions follow from the “Book 2” budget submitted by the Governor on January 11th, and the House and Senate budget proposals announced the week of February 21st.

2. All three budget proposals (Governor’s, House, Senate) require us to further reduce our budget for 2010-11 beyond the levels of the substantial reductions developed bottom up during last year’s budget process. Using the three budget proposals now available from Olympia, preliminary targets for these additional reductions have been set by vice presidential area.

3. Last time around, a $44M biennial reduction became a less dramatic $6M annual base operating budget reduction through a variety of means: increased tuition revenue and federal stimulus dollars but, as importantly, changed approaches, centrally to such matters as the budgeting of reserve, interest income, and “over-realized” tuition. For 2010-11, unfortunately, all those means of reducing impacts on operating budgets have been put in place. The impact of the additional 2010-11 reductions will fall more directly upon operating budgets. That having been said, centrally, leadership is analyzing options that save funds institution-wide. All have negative consequences, of course, but they would cushion the degree to which planning-unit level reductions would, in the end, have to be made. These possible institution-wide approaches will be shared as part of the public, transparent strategic budgeting process.

4. It follows from opening principles 1 and 2 (protect core mission, protect quality), that budget reductions are not to be made across-the-board. The earlier and larger reductions were not done across-the-board (looking across programs, reductions ranged from 0% to
100%). It is important, though, to judge whether or not cuts are across-the-board by looking not at the initial targets but, rather, at the final results. Vice Presidents and other planning unit leaders must set initial targets and these may be across-the-board because, a priori, one cannot anticipate how the guiding principles should drive decisions until actual proposals are available to consider. And, to compare. Typically, these targets are set somewhat higher than what is expected, in the end, will be necessary. As departments, colleges, divisions, then compare choices, recommended budget reductions do vary, driven as they should be by our most basic strategic budgeting priorities.

5. As has been noted among the overall guidelines, cuts have to be made to base budgets. These are permanent cuts to the state’s funding for Western and so our cuts must also be permanent. But, they must be made as thoughtfully as possible and with opportunities to transition. However, by the time our normal budget process concludes, the 2010-11 fiscal year will be within days of beginning. To solve this predicament, the university will use, on a one-time basis, its contingency reserve in order to fiscally allow the following approach: Reductions proposed as part of the 2010-11 budget adjustment process become effective not at the beginning of that fiscal year but must be in place at the end of the fiscal year.

6. We are using one-time funding to buy time for us to make well considered rather than simply expedient reductions. One-time funds can only be used one-time, though. It is very important that true base budget reductions are proposed during the budget reduction process. This is particularly important because we are told to anticipate further budget cuts for the 2011-13 biennial budget appropriation. If we use the one-time funds to buy time but do not make the difficult choices, we may well find ourselves in a far deeper hole with no ability to buy additional time for thoughtfully considered budgeting. Where it is possible for planning units to implement an approved budget reduction prior to the conclusion of 2010-11, one-time savings do result and will be available to the planning unit for use in 2010-11 or 2011-12.

7. Again, we are planning budgets under considerable uncertainty. We do not know where we will finally come out. So, we must also include this proviso: the preceding guidance, including the assumption that permanent cuts need to be in place going out of 2010-11 (instead of going into 2010-11) is subject to major and, perhaps, urgent revision if, because of actions in Olympia, the university’s situation dramatically changes.

Assumptions and Approaches Specific to the Building the 2011-13 Operating Budget Request

If there is uncertainty with respect to the 2010-11 budget, consider 2011-13. Consider it we must do. What assumptions should be made?
We have been advised by legislative leadership to again expect further budget reductions – indeed, reductions bigger than those already made.1 With that bleak introduction, we also need to remember that the 2011-13 Biennial Operating Budget request is just that, a request. We and many allies are making the case, with ever more force and ever more solidarity, that higher education is the clearest and most certain opportunity the state has to make investments that will build brighter futures, including improvements to the state’s fiscal condition. Our budget requests must aggressively and persuasively provide the state with opportunities to make such investments.

Consequently, we are not directing that the 2011-13 Biennial Operating Budget request be built upon assumptions about further reductions. We do offer these further guidelines that are in addition to the overall priorities, guidelines and planning assumptions with which this document began:

1. Assume, by vice presidential area, that initial base budgets for 2011-12 will be the same as the base budget coming out of 2010-11 – i.e., base budget after supplemental budget reductions are in place.

2. Do consider initiatives to the initial base budgets. But, in so doing, please understand that dollars previously cut are gone. Even if the state’s economy were to miraculously turn around, the state will not be adding money back simply to backfill the previous cuts. Rather, they will be asking us for new investment opportunities.2

3. Do consider opportunities and initiatives that directly address societal needs.3 We currently anticipate that any opportunities to do so will be through the provisions made in the state’s approach to “performance agreements.”

---

2 This follows from a combination of factors: the disappearance of federal stimulus dollars, major commitments made by the state to future investments in K-12 education; a state revenue and fiscal structure designed many decades ago and increasingly irrelevant to today’s economy; and the fact that, with constitutional provisions and increasing federal strings protecting most of the state’s budget from any reductions, the higher education budget is the only place left with significant dollars that is not otherwise protected.

3 This does not mean that we cannot seek increased funding for operations that were reduced during the 2009-11 budget. Rather, it is in the presentation – e.g., hypothetically, if “increased baccalaureate production” is a state priority for 2011-13, then we must show how restoration of funding for a previously cut program achieves precisely that purpose.

4 While this may seem to be a lot to ask in a short period of time, please understand, first, that much groundwork discussion has already taken place: e.g., through discussion of various “white papers,” areas of importance to the campus identified after last year’s listening process; studies, reports, and taskforce recommendations ranging from subjects of sustainability to diversity; and comprehensive campaign planning. Efforts at the planning-unit level further extend such university-wide groundwork. And, do note that, for those proposals that become part of the institutional budget proposal, there will be significant time to flesh out details prior to legislative consideration in 2011.
4. The success of such initiatives – both in becoming a part of the university’s request and then in becoming a part of an actual appropriation down in Olympia – will be a function of any number of considerations necessarily including:
   a. Relevance to the core mission of the university, its articulated vision, and strategic commitments.5
   b. Direct relevance to state priorities.
   c. Clearly defined outcomes.
   d. Demonstrable and accountable relationship between investment opportunity and the outcomes we specify.

   And possibly including:
   e. Leveraging of state investments by being a part of an effort that includes or has a reasonable prospect of leading to other sources of funding (federal, foundations, philanthropic, private sector), importantly including the possibility of internal reallocation with in the planning unit to support the initiative.
   f. Partnering with other entities: national, state, local.
   g. A clear “exit strategy” if the proposed initiative does not achieve the outcomes projected.

5 Relevance to core mission and strategic direction and direct relevance to state priorities are probably key. Both are moving targets. On the university side, do state abreast of the emerging consistencies among the “100 conversations” approach to defining purposes for a publicly purposed university. On the state side, there are the obvious priorities surrounding efficiency, effectiveness, access, and time-to-degree. Keep up with the priorities expressed through the “performance agreements” process. While “high demand degrees” is still the mantra in many quarters, do recognize that, when it comes to funding such programs, the bulk of the funding has to go to the many academic and non-academic programs essential for the success of the program. Figuring this stuff out – what’s working in Olympia today -- can be a challenge: do think creatively and call upon the advice of Deans, Vice Presidents, and our university relations colleagues.
II

Campus-Level Process for
Changes to Year Two of Biennial Operating Budget
(Including Supplemental Budget Changes)

Through the fall and with wide involvement, the university developed a campus-level
process for considering changes to the second year of a biennial operating budget. In
normal times, this is a routine matter involving reaffirming and fine tuning the previously
drafted second-year budget before submitting it for trustee action. This time, though, we
will certainly need to make further reductions in the year two budget.

The process should be shaped and guided by the priorities and guidelines presented in
Section I of this document. The process, per se, has these steps:

1. As explained in Section I of this document, preliminary budget reduction targets
   have been set by vice presidential area based upon the budget proposals of the
   Governor, House, and Senate. Vice Presidents, working with Deans and directors,
   will set preliminary budget reduction targets for the units within their areas of
   responsibility.

2. These reduction targets should be considered permanent and recurring but effective
   for 2011-12 (at the end rather than at the beginning of 2010-11).

3. Based on originally submitted 2010-11 Annual Operating Budget plans, and
   following “bottom up” and consultative processes, Planning Units will prepare
   updated 2010-11 Operating Budget proposals including budget reductions.
   Reductions must be fully realized through permanent base budget reductions
   effective with the beginning of FY 2011-12.

4. In April 2010, Planning Unit budget proposals for 2010-11 will be available to the
   campus through the web and will be presented through formal budget presentations.

5. A critical function of these presentations is to allow all possibly affected units and
   campus leaders to fully understand and offer comment on proposals coming from
   other units. Members of the budget panel are listed below:

   a. Planning Unit Leaders, including the President, Vice Presidents, Deans, and
      others as listed in Appendix A;
   b. University Planning and Budgeting Executive Director;
   c. Faculty Senate President or designee;
   d. University Planning and Resources Council Chair or designee;
   e. Professional Staff Organization President or designee;
   f. Associated Students President or designee;
   g. A classified staff representative; and
   h. Others as may be subsequently determined to be appropriate by this panel.
6. The Planning Unit presentations will be posted to the web for public comment and will include:

   a. Description of Planning Unit principles and planning assumptions (beyond those stated at the university level) as well as the unit’s longer-term vision.

   b. Description of the bottom-up, transparent process used by the Planning Unit to develop their proposal.

   c. For each proposed budget reduction:
      i. Budget impact
      ii. Consequences
      iii. Relationship to university-level and unit-level guiding principles, planning assumptions, and SCOT analyses
      iv. Relationship to longer-term vision for the Planning Unit.
      v. Some sense of priority: i.e., if not all proposed reductions are needed, in what order would the unit take them off the list.

   d. Proposals may also include opportunities for new investment in the Planning Unit (addressing the same for factors noted in “c” above for proposed budget reductions).

   e. New community suggestions for cost savings will be solicited by UPB and posted to the community forum; these suggestions should be reviewed, considered and discussed by Planning Units in formulating budget proposals.

7. Drawing upon the proposals of the Planning Units presented, and upon public advice and comment from the web-posting of these proposals, the President, Vice Presidents and College Deans, supported by the University Planning and Budgeting executive director, will work collegially to draft and recommend a proposed budget for the university. They will present this budget recommendation on the web and in open forums, and with campus governance groups, for advice and comment. After thorough consideration of all advice, working with the President, they will then finalize a budget proposal for consideration by the trustees.
III

Campus-Level Process for Developing the 2011-13 Biennial Operating Budget Request

Through the fall and with wide involvement, the university developed a campus-level process for building a biennial operating budget request. Our need to build the 2011-13 biennial operating budget request will be the first test of this process. In testing it, we will learn. And, regularly improve it.

The process should be shaped and guided by the priorities, guidelines and planning assumptions presented in Section I of this document. The process, per se, has these steps:

1. Within vice presidential areas, Vice Presidents continue to work with their constituent units and, through discussion, elaborate upon the planning assumptions outlined in Section I of this document.

2. For purposes of planning and budgeting, the vice presidential areas comprise one or more “Planning Units.” Those 17 Planning Units are identified in Appendix A. Within these Planning Units, leaders will assure opportunities for “bottom up” participation in transparent exploration of possibilities for a full range of strategic budget considerations: e.g., initiatives, budget savings, revenue increases, new or reorganized approaches, reallocations, … Recognizing the significant differences among Planning Units, no specific “bottom up” process has been specified. Rather, Planning Unit Leaders, working with their colleagues, will follow processes appropriate to the organization and culture of the unit.

3. In fall 2009, Planning Unit Leaders provided a draft 2011-13 update for each unit’s SCOT analysis, as well as each unit’s preliminary thoughts concerning planning and budget priorities. These draft documents were posted to the University Planning and Budgeting’s (UPB) website for comment. Additionally, the President met with the Faculty Senate’s University Planning and Resources Council (UPRC) at its November 18, 2009, meeting to discuss Western’s planning priorities for 2011-13.

4. Following “bottom up” and consultative processes, Planning Units will prepare biennial budget proposals for both years of the upcoming biennium.

5. In early spring, Planning Unit budget proposals for 2011-13 will be submitted to University Planning and Budget (UPB) and made available to the campus through the web.

6. The Planning Unit proposals should include:

   a. Description of Planning Unit principles and planning assumptions (beyond those stated at the university level) as well as the unit’s longer-term vision.
b. Description of the bottom up, transparent process used by the Planning Unit to develop their proposal.

c. For any proposed budget reduction:
   i. Budget impact
   ii. Consequences
   iii. Relationship to university-level and unit-level guiding principles, planning assumptions, and SCOT analyses
   iv. Relationship to longer-term vision for the Planning Unit.
   v. Some sense of priority: i.e., if not all proposed reductions are needed, in what order would the unit take them off the list.

d. Proposals may also include opportunities for new investment: in the Planning Unit (addressing the same for factors noted in “c” above for proposed budget reduction.

7. Planning Unit leaders will then present their proposals to a university-wide budget panel. These presentations, as always, will be recorded and broadcast via the web to the wider campus community. A critical function of the presentation process is to allow all possibly affected units and campus leaders to fully understand and offer comment on proposals coming from other units. Members of the hearing panel are listed below:

   a. The 17 Planning Unit Leaders, including the President, Vice Presidents, Deans, and others as listed in Appendix A;
   b. University Planning and Budgeting executive director;
   c. Faculty Senate President or designee;
   d. University Planning and Resources Council (UPRC) chair or designee;
   e. Professional Staff Organization President or designee;
   f. Associated Students President or designee;
   g. A classified staff representative; and
   h. Others as may be subsequently determined to be appropriate by the hearing panel.

8. Drawing upon the proposals of the Planning Units presented at the budget hearings, and upon public advice and comment from the web-posting of these proposals, the President, Vice Presidents and College Deans, supported by the University Planning and Budgeting executive director, will work collegially to draft and recommend a proposed biennial operating budget request for the university. The 2011-13 operating budget request recommendation will be posted on the web and discussed in open forums with campus governance groups; advice and comment will be actively sought and valued.
9. After thorough consideration of all advice, the President will then finalize the 2011-13 Biennial Operating Budget request for consideration and approval by the Board of Trustees in June 2009.

10. The 2011-13 Biennial Operating Budget request will be submitted to the Governor on September 1, 2010.
Appendix A

Planning Units

1) Provost’s Office and Programs
2) College of Humanities and Social Sciences
3) College of Sciences and Technology
4) Huxley College of the Environment
5) College of Fine and Performing Arts
6) College of Business and Economics
7) Woodring College of Education
8) Fairhaven College of Interdisciplinary Studies
9) Libraries
10) Undergraduate Education
11) Information and Telecommunications
12) Graduate School and Research
13) Student Affairs & Academic Support Services
14) President’s Office and Institutional Accounts
15) University Relations
16) University Advancement
17) Business and Financial Affairs
APPENDIX 1.2
INTEGRATED CAPITAL PLANNING PROCESS

In the years before the 2009 self study, Western’s capital planning process was spread out among five offices. The Master Plan, Major Capital Budget, Minor Capital Budget, and Strategic Initiatives reported to different offices, and lacked synchronization. Connections between objectives, priorities, and projects were insufficient. In terms of budget, expenditure, and attainment of project objectives, accountability was lacking. Information was “siloed,” held in various hands and inefficiently shared.

Even before the accreditation team drew attention to this inefficiency, Western administrators had recognized the issue and begun to transform the capital budget process. The efforts continued through and after the accreditation team’s visit and subsequent recommendations. The result was an entire reformation, the Integrated Capital Planning Process. The new model assigns responsibility for the Master Plan, Major Capital Budget, and Minor Capital Budget to one area, places evaluation of major and minor capital requests at a higher administrative level, and provides checks and balances, as well facilitates on-going assessment. Key deliverables of the Integrated Capital Planning include:

MINOR CAPITAL
- Better Planning: Minor Capital projects will be fully planned and scheduled before the Minor Capital plan is submitted. Projects will be selected based upon the strategic priorities of the university.
- Earlier Initiation of Projects: With integrated planning, work will be scheduled during the first summer of the biennium.
- Better Scheduling: By performing better planning and earlier initiation of projects, work will occur year-round rather than condensed in the summers.
- Better Execution: Integrating the planning and implementation processes will streamline our procedures and save money and time.
- Better Assessment: The integrated organizational approach facilitates the assessment of project performance and identification of improvements for future projects.
- Better Transparency: The list of proposed projects, criteria used to evaluate proposals, and recommended projects will be available in real-time to all constituencies.

MAJOR CAPITAL
- Better Project Conceptualization: The proposed integrated structure promotes awareness of all WWU needs before plans are developed, and the integration of these needs with our strategic priorities and funding opportunities.
Improved Communication: By combining all aspects of the capital program, it is easier for all constituencies to understand.

Increased Oversight: Integrating all aspects of major projects provides a single focus of control and responsibility.

Better Commissioning: Problems that arise during construction and move-in are more easily solved by integrating all aspects of the project.

Better Assessment: The integrated organizational approach facilitates the assessment of project performance and identification of improvements for future projects.

Better Transparency: The list of proposed projects, criteria used to evaluate proposals, and recommended projects will be available in real-time to all constituencies.

The next steps to implementing the Integrated Capital Planning Process are as follows:

• Convene the Minor Capital Working Group and develop a revised 2009-2011 Minor Capital Plan.

• In conjunction with Facilities Design & Construction Management and Space Administration, develop a 2009-2011 construction schedule that will minimize (and/or eliminate) re-appropriations by July, 2011.

• Develop and implement a revised capital planning process by September 1, 2009. This plan will specifically address improved communication throughout all phases of the capital process.

• Develop and implement a capital project-assessment procedure by October 1, 2009.

• Establish an integrated web site by October 1, 2009.

Expanded Access to the Capital Planning Process

The capital budget is one of the most important tools for implementing institutional strategic priorities and achieving results, and implementing an open, strategically driven and transparent capital process is critically important to having the most effective capital plan possible. With that goal in mind, the Office of Capital Planning and Development has been working, in collaboration with the offices of Space Administration and Facilities Management, to develop a new capital planning process for the 2011-13 biennium, along with the related 10-Year Capital Plan.

The initial drafts of the new proposed process framework, forms and timeline are posted to the following website: http://www.wwu.edu/wwuarchitect/ <http://www.
Elements of Western’s proposed new capital planning process include:

- A clearly defined process for submitting any type of capital project request (see http://www.wwu.edu/wwuarchitect/Planning_Steps/IntroductiontoCapitalProcess.shtml).

- Enhanced visibility of the projects and their deliberation through the process.

- Timelines for development of capital project requests allow more time for development, discussion and collaboration of project priorities.

- A new E-Form has been created that allows greater definition of the capital request, its strategic benefits, operating impacts, critical dependencies, construction schedule impacts, and measurements of project success.

- Continuous assessment to ensure that the new process is consistently open, strategically driven and transparent.

At the same time we are focusing our efforts on the 2011-13 and 10-year capital planning process, we are reminded that significant efforts are being expended to complete the 2009-11 Minor Works program. See our website for details about the progress of that program at http://www.wwu.edu/wwuarchitect/2009-11MinorWorksProjects.shtml.
Previous Capital Planning Process

- Master Plan, Major Capital, Minor Capital & Strategic Initiatives are not synchronized
- Insufficient connections between objectives, priorities and projects
- Lack of accountability in terms of budget, expenditure and attainment of project objectives
- Confusing and ill-understood processes
- Reinforces "silos"

Current Capital Planning Process

- Assigns responsibility for Master Plan, Major Capital, Minor Capital to one area
- Places evaluation of major and minor capital requests at a higher level
- Provides checks and balances and facilitates assessment
APPENDIX 1.3:

HIGHLIGHTS OF PRESIDENT’S AND PROVOST’S OFFICES WEB SITE OFFERINGS

The President’s and Provosts web pages have become exemplars of governance transparency, which include but are not limited to transparency in area of budget. Beside the customary links to the President’s staff, contact information, and Western’ Mission Statement, in an easily accessible layout, the President’s page also includes:

- A thorough archive of speeches, papers, announcements, letters, e-mail bulletins, and public forum remarks, plus links to downloadable white papers and reports.
- A detailed report on the Presidents Fifteen Initiatives for “Preparing Tomorrow Today.” This report can be downloaded or read online.
- Downloadable ebooks of Western’s most recent self study and accreditation reports.
- Links to all of Western’s administration and governance organizations, such as the Board of Trustees and Faculty Senate. Links to Western’s Policies and Procedures web site.
- Audio- and video-casts, everything from budget updates to convocation speeches.
- A page dedicated to the Bellingham’s waterfront development initiative, an issue of particularly issues to Western, such as the waterfront development and

The Provost’s web page, too, offers easy access to numerous aspects of Western’s governance. These include:

- Quick links to the Academic Affairs organization, and to Faculty support and resources.
- A list of new initiatives, including the issues of sustainability, the role of Extended Education, and the review of the role of Graduate Studies. Available are links, and downloadable pdf files.
- A page dedicated to Student Learning Assessment, including white papers, FAQs, references, resources, and data.
- Notes of discussions held in meetings of the Provost’s Deans Council are posted regularly.
SUMMARY OF WESTERN WASHINGTON UNIVERSITY’S RESPONSE TO THE NWCCU’S ACCREDITATION RECOMMENDATIONS

APPENDICES TO RECOMMENDATION 2
APPENDIX 2.1

“Where We Are in General Education and How We Got Here”
General Education
CUE May 28 2009

- Where we are in General Education and how we got here.
- Accreditation Expectations.
- The road ahead.

Outcomes:
- We leave with a shared sense of where we are in General Education assessment and reform and how we got here.
- We leave with a clear sense of what we need to do—now through 2011—to prepare for the accreditation revisit.
- CUE members specify any support or information they need to carry out this work.
- We leave with a plan for our next steps.

Gen Ed @ WWU
Where We Are and How We Got Here
(An incomplete history)

Once upon a time, Colleges typically used end-of program assessments, often with external examiners, to assess student achievement and program effectiveness.

Assessment was normative.

The expanding enrollments, programs and majors of the twentieth century made large-scale assessment of learning in academic programs less common and practical. In many areas, such as the humanities, assessment was no longer normative.

Between 1960 and 1980, several tributaries of influence emerged:
- Educational theory shifted to focus on the learner and the “processes” of education.
- Advances in computing and statistics led to new tracking and measuring tools.
- Civil rights advocates demanded measurable changes in schools and colleges.
- Business assessment practices and theories, such as “TQM,” became applied to education.
By the 1980s, demands for governmental accountability, educational equity, and learner-based pedagogical practices converged in new higher-education assessment requirements by the federal government, states, accrediting organizations and universities themselves.

The central standards of these requirements:
- Published and measurable student-learning outcomes.
- The assessment of these outcomes.
- The use of the assessment in program improvement.

Acceptance and Resistance
- Faculty in programs where assessment is normative tended to accept the new standards.
- Faculty in programs where assessment was not normative often resisted them.

Accreditation at Western
- In its accreditation reviews of Western, the Northwest Commission on Colleges and Universities (NWCCU) has continually pushed WWU towards outcome-based assessment standards.

1998 Recommendations
The commission stresses outcomes assessment as essential to institutional planning and evaluation of institutional effectiveness. . .
Commission Policy 2B2 requires institutions to identify and publish expected learning outcomes for each of its degree and certificate programs.

The NWCCU also criticized our decentralized structure.
. . .while there are numerous assessment activities that have been conducted and planned, there is no overall formal institution assessment plan.
However, Colleges and programs used the decentralized structure to their advantage, rapidly building and revising successful plans.

While criticized by NWCCU, our decentralized structure is widely supported by faculty.

Decentralization serves and supports our strong-department structure.

The same structure works against university-wide programs, like General Education. Hence, Gen Ed has come under particular criticism from our accreditors.

The April 1998 review, and all subsequent reviews, drew attention to the GURs:

- The General University Requirements should be reviewed and learning objectives develop for each area. The extent of student learning should be regularly assessed and the information used to improve student attainment of the objective of a liberal education.

Internally, reviews of the GUR program resulted in similar recommendations:

April 15, 2003: General Education Task Force, Final Recommendations

Assessment of Student Learning

- The Washington State Legislature and institutional accreditation standards mandate that student learning objectives be articulated and assessed.

Curriculum mapping:

- Any GER course should clearly specify the competencies developed. This “curriculum mapping” should articulate where competencies occur in specific courses.

The GETF did generate essential “qualities” that Western students should demonstrate. These qualities were further defined as 11 “competencies.”

The mapping never occurred. Periodically, this causes some consternation.
November 7, 2006

One commissioner echoed the idea that faculty are teaching general education without a clue as to what these competencies should be, and asked what is the responsibility of ACC to direct this.

This is a really important step in curriculum design, and why not spell out what standards we are trying to reach.

Western’s current assessment plan defines a set of developmental steps leading to 2-phase institutional system for assessing student performance.

These steps include:

1) Setting a vision for assessment derived from the Strategic Action Plan;
2) Identifying program-level student learning outcomes;
3) Providing opportunities to learn (curriculum) aligned with the student learning outcomes;
4) Designing and implementing assessments to sample student performance relative to outcomes;
5) Collecting, analyzing, and reporting data within and across programs;
6) Systematically using data to improve programs and operations.

The Plan was never fulfilled in a systematic, university-wide manner for General Education.

NWCCU required an interim report and revisit. The Accreditation Chair recommended that WWU focus its reforms on Gen Ed.

Specifically

The Evaluation Committee notes that there has been inadequate progress on the implementation of key aspects of an institution-wide plan of program assessment. Despite admirable growth in ongoing data collection, campus support, a plethora of reports, the number of robust college-level plans and efforts, investments in staff, and committees, there is a need to close the feedback loop and use the information generated to improve programs and inform resource decisions in a consistent and systemic manner (Standards 1.B, 2.B, and Policy 2.6).

However

There has been inadequate progress on the implementation of an institution-wide plan of program assessment...

There is a need to close the feedback loop and use the information generated to improve programs and inform resource decisions in a consistent and systemic manner.
CUE Responsibilities

1) Create a campus-wide GUR assessment plan.

Options:
- Sample E-Portfolios
- Use a Standardized Exam
- Common Capstone Course Assignments
- Sample Senior seminar Papers/Projects
- Aggregate course-level assessments
  (Most programs use 2-3 of the above).

2) Use existing data to “Close the Loop” (CTL)
Options (others are also possible).
- WELS Data shows
  ~Freshmen don’t understand value and purpose of liberal education.
  CTL by communicating value of liberal ed.
- Accreditors & ACC say
  ~SLOs not specified in syllabi.
  CTL by getting GUR competencies in syllabi.
- NSSEE data shows
  ~Freshman seek more student/faculty interaction.
  CTL by fostering more student/faculty interaction.

Questions

What questions do these expectations raise for you?

What resources, information and support do you need?

Dinner Conversation Topics
When do you want additional training provided?

- Summer Workshop or
- Training at fall meetings?

What kind of chair?

- A facilitative chair NOT expected to be working extensively behind the scenes and between meetings.
- An “ACC style” chair expected to be working extensively behind the scenes and between meetings.

What is our next step?
APPENDIX 2.2
Charge to the Committee on Undergraduate Education (CUE)

1. Advise the Academic Coordinating Commission on all curriculum matters related to General Education, including the acceptance of courses for listing as fulfilling General University Requirements (GURs) and oversight of the Writing Proficiency (WP) requirement.

2. Promote the goals of a liberal education in general, and writing and general education goals in particular, within the academic community.

3. Periodically review these educational goals and assess the degree to which these goals have been achieved. These spheres of assessment include the University, colleges, and departments. The Committee on Undergraduate Education shall communicate its findings, and recommendations for improvement, to the ACC and the appropriate units.

4. Work in cooperation with and with support from the offices of the Vice Provost for Undergraduate Education; the Office of institutional Assessment, Research, and Testing; and the University Writing Program.

5. Report to the ACC.
Appendix 2.3

Dialogue No. 12 • Western’s New Academic Assessment Structure
Western’s New Academic Assessment Structure

by Gary McKinney

This issue of Dialogue summarizes Western’s new assessment structure and organization. Designed to clarify responsibilities and to simplify and improve academic assessment, this restructuring is the first step in the university’s preparations for the new assessment standards and accreditation cycle, which begins next year.

WHY A NEW ASSESSMENT STRUCTURE?

Accreditation requires both the publishing of performance results and the demonstration of how such results are assessed and utilized. Fortunately, Western’s performance is exemplary. Washington State’s higher education system is the most successful in the nation and Western is the second most successful university in that system. The Northwest Commission on Colleges and Universities (NWCCU), our chief accreditation body, applauds these successes. Yet they’ve also asked us to improve our assessment processes and how performance results are incorporated. This is especially critical as the new accreditation model—the first phase of which is scheduled to be implemented in the spring, 2011—emphasizes assessment and its processes more than ever before. And the place that seems most logical to begin addressing the issue of process is our assessment structure.

PREVIOUS ASSESSMENT STRUCTURE

Western’s previous assessment structure, called the “Assessment Plan Organizational Arrangement,” depended on committees and offices that no longer exist. More importantly, this structure mapped poorly onto Western’s institutional processes and created confusion regarding assessment roles and responsibilities. These inadequacies are evident in the diagram below (Figure 1). NOTE: Italicized components no longer exist.

Figure 1: WWU’s Previous Assessment Plan Organizational Chart

A Forum for the Discussion of Teaching, Learning, and Assessment
Responsibility Charting

This structure created confusion and a general sense of diffused responsibility for assessment. Simple responsibility charting makes this evident.

Table 1: Previous Assessment Plan Responsibility Chart

<table>
<thead>
<tr>
<th>Assessment Level</th>
<th>Responsibility</th>
<th>Support</th>
<th>Supervisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
<td>Faculty</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Degree</td>
<td>Chair</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>College</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>University</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

New Assessment Structure

To guide the formation of a new assessment plan structure, the following principles were established:

Table 2: New Assessment Structure Levels and Guiding Principles

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simplicity</td>
<td>The structure should be brief and well-defined.</td>
</tr>
<tr>
<td>Leadership</td>
<td>The structure should facilitate leadership of assessment activities.</td>
</tr>
<tr>
<td>Cultural Fit</td>
<td>The structure should feel “natural” to participants and map onto what already works well at Western.</td>
</tr>
<tr>
<td>Accountability</td>
<td>The structure should specify responsibility at each level.</td>
</tr>
<tr>
<td>Support</td>
<td>The structure should provide support at each level.</td>
</tr>
<tr>
<td>Efficiency</td>
<td>The structure should make assessment easier and less time consuming for faculty and chairs.</td>
</tr>
<tr>
<td>Sustainability</td>
<td>The structure should be easy for departments and colleges to sustain year to year.</td>
</tr>
<tr>
<td>Economy</td>
<td>The structure must reduce costs, compared to the previous structure.</td>
</tr>
</tbody>
</table>
Informed by these guiding parameters and qualities, Provost Riordan added the duties of “Director of Academic Assessment” to Vice Provost VanderStaay’s job description. She also formally named the Vice Provost for Undergraduate Education (VPUE) as Western’s Accreditation Liaison Officer. These steps clarify campus responsibility by designating that the Vice Provost is both the campus coordinator for assessment and its chief representative/spokesperson for accreditation activities—duties that were diffused across several offices in the previous system.

To research the remaining components of a revised assessment structure, the Vice Provost reviewed the “best practice” research in assessment, studied assessment structures at other universities, received post-graduate training in performance assessment, and met to discuss Western’s assessment structure with deans, chairs, faculty and the Faculty Senate Executive Committee. Informed by this research and the parameters and qualities noted above, he proposed a revised assessment structure based on Western’s college structure. The Faculty Senate Executive Committee endorsed the structure with the provision that a faculty committee be established to advise and assist the Vice Provost’s assessment and accreditation activities. This provision was accepted and the structure presented in Figure 2 (below) was established.

**Figure 2**

**New Assessment Structure**  
(Hierarchical reporting, authority and support)

*College level responsibility for assessment may be delegated to an Associate Dean, a faculty member or a college committee.*

**OSR = Office of Survey Research.**

**CIIA = Center for Instructional Innovation and Assessment.**

This structure is simple, makes use of current hierarchies, accommodates diverse college assessment models, and provides a clear, hierarchical organization with lateral support. The structure specifies the following responsibilities:
University Level

The revised structure clarifies leadership by naming the Vice Provost for Undergraduate Education (VPUE) as the University Director of Academic Assessment, unifying the roles of campus coordinator and spokesperson for assessment and accreditation. This provides accountability and facilitates the coordination of assessment activities. The assessment responsibilities of this position include:

- Supporting and advising deans, chairs and program directors.
- Ensuring the quality of college assessment activities.
- Summarizing university-wide assessment activities in annual accreditation reports.

In addition, the revised structure establishes a University Assessment and Accreditation Advisory Committee to advise the Vice Provost and help coordinate campus assessment and accreditation activities. The following faculty have been named to this advisory committee by the Faculty Senate and/or their dean:

Kristin Anderson, Sociology
David Bover, Computer Science
Alex Czopp, Psychology
Shaw Gynan, Modern & Classical Languages/Linguistics
Pamela Hall, Accounting and Finance
Michael Lorenzen, Library
Tracy Thorndike-Christ, Special Education
Paula Johnson, Elementary Education
Sara J. Wilson, Student Affairs
Susan Kincaid, Human Services and Rehabilitation

College Level (College Assessment Coordinator)

Each college designates a person or committee to oversee college-wide assessment activities and fulfill the following responsibilities:

- Supporting and advising Departmental Assessment Coordinators.
- Ensuring quality of departmental and program assessment activities.
- Summarizing departmental and program assessment activities and results in a brief, annual college report.

Department/Program Level (Departmental Assessment Coordinator)

Each department and program designates a person or committee to oversee department-wide assessment activities and fulfill the following responsibilities:

- Supporting and advising faculty in carrying out assessment activities.
- Ensuring quality of departmental assessment activities.
- “Closing the loop” by making program improvement decisions based on assessment.
- Summarizing departmental assessment activities and results in a brief annual report.

Assessment Support

The proposed assessment structure establishes both hierarchical and lateral support. In traditional fashion, Departmental Assessment Coordinators may seek support and guidance from their College Assessment Coordinators. However, they may also seek support from the Center for Instructional Innovation and Assessment (CIIA), and the Office of Survey Research.

Center for Instructional Innovation and Assessment

Departments and colleges seeking assessment-related resources and advice may contact the CIIA directly for assistance with drafting student learning outcomes, assessing student learning outcomes, making evidence-based program improvements, and documenting assessment results for accreditation purposes.

Office of Survey Research

Under the leadership of Dr. John Krieg, the Office of Survey Research has standardized Western’s longitudinal assessment efforts. We now have robust surveys of our freshmen, seniors, and alumni. These surveys can be customized for specific departments and colleges and, in this way, can replace the use of departmental surveys, eliminating duplication and reducing workloads for department chairs.
Next Steps in University Assessment and Accreditation

Revising Western’s academic assessment structure is the first of many steps that must be taken to fulfill our accreditation demands. Additional steps include the following:

Fill All Positions in the Revised Assessment Structure

To complete the revised structure, each college must designate a person or committee to fulfill the role of the College Assessment Coordinator. In addition, each department must designate a person or committee to fulfill the role of the Departmental Assessment Coordinator. The department chair may fulfill this role.

Revise the Campus Assessment Plan

The revised assessment structure requires a revised assessment plan. The Vice Provost, together with the University Assessment and Accreditation Advisory Committee, will coordinate the development of a new plan in coordination with the College and Departmental Assessment Coordinators and the Academic Coordinating Commission (ACC).

Establish a GUR Assessment Plan

The last NWCCU accreditation report mandated the establishment of a GUR assessment plan. The Committee on Undergraduate Education (CUE), chaired by Professor Kathleen Kennedy, has been at work on this responsibility since fall, 2009. The CUE will pilot components of a revised GUR assessment plan beginning spring, 2010.

NWCCU Follow-Up Visit and Report

Western will host a NWCCU follow-up visit in fall, 2010. The VPUE and the University Assessment and Accreditation Advisory Committee must submit a report detailing its response to the NWCCU’s previous four accreditation concerns in advance of this visit.

NWCCU Year One Report

Western will submit its first report under NWCCU’s new accreditation standards in spring, 2011. The year one report requires the designation of strategic objectives, which NWCCU calls “themes,” and benchmark performance indicators for each theme. President Shepard, in discussion with the University Planning and Resources Council (UPRC), will determine Western’s “themes” next year.

Source data cited in this Dialogue include the following:

Western’s undergraduate success and progress rate:
http://www.collegeportraits.org/WA/WWU/undergrad_success

Degree production rates across the U.S.:
http://www.councilofpresidents.org/docs/ba_degree_prod.pdf

National degree production and efficiency comparisons:
http://www.councilofpresidents.org/docs/IR_PPF.pdf

Retention and graduation rates as reported in the University Fact Book:

Western’s four accreditation “Concerns,” as delineated by the NWCCU accreditation team in July, 2008:
APPENDIX 2.4

Departmental “Closing the Loop” Assessment Reports: 2009-2010

NOTE: A list of current departmental assessment plans can be accessed via the Vice Provost’s assessment plans web site and at this URL:

College of Fine & Performing Arts
“Closing the Loop” Reporting Template

Department: ART (Art Education, Art History, Design and Studio)

Department Mission:

The Department of Art offers programs in four interrelated areas of study: art studio, design, art education and art history. The programs are designed to enhance artistic and intellectual inquiry across and within disciplines. The programs, classes and workshops combine practice in visual skills with rigorous critical analyses, providing an environment that fosters lively dialogue and energetic engagement. Artists, designers, art historians and art educators, with innovative and well-established approaches to teaching, offer a variety of courses that include art education, art theory and criticism, art history, book arts, ceramics, design production, drawing, fibers/fabrics, graphic design, inter and mixed media, new media, painting, photography, printmaking, and sculpture. The faculty is dedicated to the preparation and sponsorship of students in their post-graduate careers as professional artists, designers, curators, art historians, and educators.

The Department of Art adheres to the goals of the University by providing an environment that invigorates the intellectual engagement of students and instills a love of learning. Our teaching accords with the University’s mission to embrace the liberal arts and professional preparation through the promotion of critical thinking, innovative ideas, and active leadership.
Student Learning Outcomes Assessed: Art Education

1. **Understanding of contemporary theory:** knowledgeable of contemporary theories in the field of Art Education.
2. **Understanding of Washington state standards:** familiarity with EALRs and other state assessment and curriculum guidelines.
3. **Understanding of Studio practice:** beginning and advanced instruction in the five studio areas.
4. **Understanding of Western Art History:** instruction in Art History from prehistoric to contemporary eras.
5. **Critical, reflective thinkers:** understanding of critical thinking skills, behavioral traits, and characteristics and implementation of knowledge in curricular development.
6. **Commitment to understanding of diversity:** committed to inclusion of content related to diversity in students programs and development of curricular units.
7. **Commitment to community:** engagement I Arts-based Service Learning projects within the local, state and global communities.
8. **Understanding of professional practices in the field of Art Education:** importance of research and relevant literature.

### Outcome Assessment Activities

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive written unit plans based on DBAE theory that develops a concept through lesson plans</td>
<td>90% of the students will meet or exceed the standard for unit plan development</td>
<td>Develop mid-point checklist for unit plan</td>
</tr>
<tr>
<td>Inclusion of state standards and assessment in unit plans</td>
<td>100% of the students will demonstrate familiarity with WA state standards</td>
<td>Develop mid-quarter check point to review critical thinking component</td>
</tr>
<tr>
<td>Completion of 46 credits in studio areas</td>
<td>100% of the students will complete 46 credits of studio art</td>
<td>Develop mid-quarter check point to review SL component in unit plan</td>
</tr>
<tr>
<td>Completion of 15 credits in Art History</td>
<td>100% of the students will complete 15 credits in Art History with western focus</td>
<td></td>
</tr>
<tr>
<td>Mindstart curricular development and inclusion of critical thinking component in unit plan development</td>
<td>90% of the students will include a critical thinking component in unit plan development</td>
<td></td>
</tr>
<tr>
<td>Students are required to take 2 Art History courses that focus on diversity from the following list: AH270, 271, 310, 370, 411, and 450 in addition to special courses offered that focus on cultural diversity</td>
<td>100% of students will complete 2 Art History courses</td>
<td></td>
</tr>
<tr>
<td>Arts-based service learning components including unit plan</td>
<td>90% of students will complete an Arts-based Service Learning component in unit plan</td>
<td></td>
</tr>
<tr>
<td>Book reviews on contemporary selection of Art Education related texts</td>
<td>100% of students will read a relevant text and complete a Book review presentation</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Outcomes Assessed: Art History

1. Grounding in majority of art periods: Ancient to Medieval, Renaissance to Baroque, and Modern to Postmodern.
2. Broad understanding of 20th and 21st century art movements and visual trends.
4. Functional knowledge of visual practice.
5. Well versed in critical theory and analytic interpretation.
6. Introduction to and working knowledge of museum studies and curatorial practices.

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will take the majority of art history survey classes, which introduces them to major art periods and to world cultures.</td>
<td>In 475, the capstone class within the art history series, 100% of the students produce a thesis paper, which they can then submit to post-graduate institutions and museum positions in their applications.</td>
<td>To increase the number of students in the Art History major, we will continue to work on programming and recruitment.</td>
</tr>
<tr>
<td>Students are required to take at least one introductory studio course.</td>
<td>About 30% of our students go on to post-graduate institutions.</td>
<td>Art History plans to design and implement an exit interview.</td>
</tr>
<tr>
<td>The Art History sequence—275, 375, 475—is where majors learn about the discipline of art history. Here, they also hone their skills in philosophical interpretation and visual analysis. Additionally, they learn about critical writing in art history, which includes the idiosyncrasies of the field’s approach to essay composition.</td>
<td>About 60% of our students, at some point in their careers, either as undergraduates or as graduate students on the way to secondary degrees, work in museums and art galleries.</td>
<td>Art History plans to design and implement an alumni survey to provide more specific data regarding career outcomes.</td>
</tr>
<tr>
<td>The AH275, 375, 475 series, which is specific to the art history major, is recognized by the writing center as one of the most innovative series within the humanities.</td>
<td>In AH 475, the capstone, students write a senior thesis paper, integrating the research techniques, writing skills and theoretical knowledge that they have acquired as art history majors. As part of this experience, students must orally present their thesis papers in a public venue.</td>
<td>Art History is engaged in a review of curriculum for the next catalog.</td>
</tr>
<tr>
<td>In AH 475, the capstone, students write a senior thesis paper, integrating the research techniques, writing skills and theoretical knowledge that they have acquired as art history majors. As part of this experience, students must orally present their thesis papers in a public venue.</td>
<td>Assessment occurs through individual consultations between student and instructor, whereby the student does multiple revisions of their thesis paper. Students must demonstrate significant progress in their communication, writing and critical thinking.</td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Outcomes Assessed:** Design (NASAD and AIGA assessment documentation)

1. Demonstrate functional competency with principles of visual organization / visual language.
2. Present work that demonstrates perceptual acuity, conceptual understanding and technical facility at a professional entry level.
3. Demonstrate familiarity with historical achievements, current major issues, processes and directions in the field.
4. Exhibit work.
5. Experience and participate in critiques and discussions of their work and the work of others.
6. Demonstrate facility in both written and verbal communication skills.
7. Apply abstract thinking skills to creative and communication problem solving.
8. Describe and respond to audiences and contexts which communication solutions must address.
9. Communicate concepts and requirements to other designers, colleagues, suppliers and manufacturers, employers and prospective clients.
10. Create and develop visual form in response to communication problems.
11. Understand, embrace and use current tools, software and technology as a vehicle of effective communication (conceive, design, produce, and create visual forms to successfully communicate ideas, opinions, concepts).
12. Understand the business culture and practice of the field of design and apply basic business practices and project management skills.
13. Understand design history, theory, and criticism from a variety of perspectives including art history, linguistics, communication and information theory. Technology and the social and cultural use of design objects.
14. Make informed decisions about social, environmental and ethical issues.
15. Develop personal and professional strategies and plans to improve job performance and professional relationships with clients, coworkers, and supervisors.
## Student Learning Outcomes Assessed: Design (continued)

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of five 100 and 200 level core classes in design, drawing and computer graphics.</td>
<td>100% must complete the courses with a grade of C- or better.</td>
<td>The Design area is engaged in a complete review of curriculum for the next catalog.</td>
</tr>
<tr>
<td>Inclusion of verbal presentation and critique experiences in all classes.</td>
<td>100% must complete the courses with a grade of C- or better.</td>
<td>The Design area is examining the program for curriculum bottlenecks leading to extended time to degree.</td>
</tr>
<tr>
<td>Completion of two design history classes as well as three art history classes at the 200, 300, and 400 level.</td>
<td>For the most recent portfolio review, 54 students applied. 70% received their first choice, 15% received their second choice, 7.5% received their third choice and 7% did not advance to the senior sequence.</td>
<td>The Design Area is examining the possibility of offering a 60 credit BA degree along with a 120 credit professional BFA degree. The current BA degree is 79.</td>
</tr>
<tr>
<td>Completion of a core of five 300 level design classes including DSGN 356,371,372, 373, and 379 encompassing design, design production and new media principles leading to an intermediate portfolio review.</td>
<td>100% of the students who complete the major requirements have the ability to use appropriate technology to produce quality design projects.</td>
<td>A minimum grade point average of 2.5 cumulative was added to the application requirements for the Junior portfolio review.</td>
</tr>
<tr>
<td>Completion of a 15 credit discipline specialized senior sequence and senior projects class series with advanced assignments</td>
<td>100% of students who complete the senior sequence and professional practices class produce a professional portfolio and resume, displayed in the senior show.</td>
<td>As part of its ongoing assessment strategy, in 2009, The Design Area implemented an outside advisory board of Design professionals which meets biannually.</td>
</tr>
<tr>
<td>Completion of embedded assignments in all classes requiring progressive growth in software proficiency; completion of embedded assignments in all classes requiring progressive growth in hand skills.</td>
<td>100% of graduating seniors have participated in AIGA sponsored professional events.</td>
<td>The Design Area plans to implement a formalized alumni survey gather industry data which might be used to help shape curriculum choices.</td>
</tr>
<tr>
<td>Completion of a professional practices class (DSGN479) leading to preparation of a professional portfolio (paper and digital), resume, self-promotion piece, and presentation in the senior show.</td>
<td>90% of recent grads are employed in Design-related fields.</td>
<td></td>
</tr>
<tr>
<td>Completion of professional process book or books associated with selected design projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in professional events sponsored by AIGA including a regional portfolio review; participation in on campus student professional chapter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation in professional portfolio reviews and interviews at graduation.</td>
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</tr>
</tbody>
</table>
**Student Learning Outcomes Assessed:** Studio Art

1. A developed visual sensibility
2. The technical skills, perceptual development and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in several media.
3. The ability to make workable connections between concept and media.
4. Familiarity with Western and non-Western art including a broad understanding of 20th and 21st century art movements and visual trends.

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Foundation program of courses including Art 109, 110, 120 and 130 introduces students in Art Studio to basic skills, concepts, vocabulary and artists in art today. These courses also introduce students to the critique process, both verbal and written.</td>
<td>100% of students graduating from the Art Studio area of the department have taken a series of courses leading to an ability to communicate both visually and orally as artists. Grads have proven an ability to think critically and reflectively about their own work and the work of others. Grads have an understanding of professional practices in today’s art world.</td>
<td>In the future, all Art Studio students will be required to submit a final digital portfolio, resume, and professional statement. The Art Studio Area plans to design and implement an exit interview for all of its students.</td>
</tr>
<tr>
<td>200-level courses in the Art Studio introduce students to a variety of media within Art Studio including painting, drawing, fibers, ceramics, photography, printmaking and sculpture.</td>
<td>20% of graduates have a solo exhibition of their work before graduation.</td>
<td>The Art Studio Area plans to design and implement an alumni survey to better track exhibition and employment data.</td>
</tr>
<tr>
<td>300 and 400-level courses in Art Studio allow students to develop a concentration in a particular area.</td>
<td>90% of students have several opportunities to exhibit their work in group exhibitions before graduation.</td>
<td>The Art Studio Area is engaged in a complete review of curriculum for the next catalog.</td>
</tr>
<tr>
<td>All Art Studio students take a professional practice course at the 400-level.</td>
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<tr>
<td>All students in Art Studio also take three 200-level Art History surveys and three additional Art History courses at the 300 or 400-level.</td>
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</tr>
</tbody>
</table>
“Closing the Loop” Reporting Template

**Department:** Dance

**Departmental Mission:**

It is the mission of the Dance Program to educate a new generation of dance artists who are skilled verbal and non-verbal communicators able to illuminate the complex issues of the modern world. We strive to instill in our majors a physical and intellectual understanding of the language of movement art that is representative of the human condition in all its inspiring variety. In the course of their studies, students of the BA/BFA dance majors will learn to understand, perform, create, evaluate, and contribute to contemporary thinking about dance and related arts.

**Student Learning Outcomes Assessed:**

- Development of physical and artistic skills required for proficiency in modern dance technique and competency in ballet technique (critical and creative skills of body/mind).
- Ability to apply essential principles of choreography and performance to the study and evaluation of concert dance (critical skills).
- Familiarity and knowledge of compositional skills to develop original choreography in traditional and/or experimental approaches (creative skills).
- Familiarity and awareness of the history of dance as evidenced by performers, educators, choreographers and their works.
- Comprehension and respect for diversity and expression of culture through the study of dance and movement.
- Achieving deep identification with dance through rigorous study of technique, history, kinesiology, pedagogy, technical production and performance opportunities to synthesize a personal aesthetic and artistic development.
<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit and Alumni surveys</td>
<td>Time to degree</td>
<td>Creation of advising documents for incoming freshman with recommended schedule for years 1-4 of Dance Major.</td>
</tr>
<tr>
<td>Exit and Alumni surveys</td>
<td>Reports dissatisfaction with choreography pedagogy</td>
<td>Choreography courses are now taught by four different instructors to achieve a greater variety of instructional approaches.</td>
</tr>
<tr>
<td>Grading rubrics for physical and artistic skills in ballet technique classes</td>
<td>Development of physical and artistic skills for competency in ballet technique should not require DNC 311-313 Advanced Ballet.</td>
<td>Major requirements adjusted to accept course work in DNC 211-213 Intermediate Ballet. (Also improves time to degree).</td>
</tr>
</tbody>
</table>
Department: Theatre Arts

Departmental Mission:

The faculty and staff of the theatre arts department are committed to a liberal arts approach to theatre education while maintaining a balance of both academic and practical approaches to the art of theatre. We strongly believe in the value of academic rigor which in turn supports and maintains productions of the highest standards. We promote a global, diverse and collaborative view of theatre education, and strive to train artistic leaders in their chosen theatrical disciplines who will further contribute to the craft.

Program Goals:

Each undergraduate theatre arts major is grounded in generalist fundamentals of theatre arts and chooses one or more areas of specialization (acting, directing, dramatic writing, educational theatre, technical theatre design and/or management). In addition to preparing majors for careers in the academic or professional theatre, the lessons acquired through this course of study are readily transferable to careers in teaching, law, business, social services and other areas where inter- and intra-personal skills are required.

The following goals are central to the undergraduate degree in theatre arts, and are communicated to students through the general university catalogue, the departmental website and specific course syllabi:

- Knowledge of major works of dramatic literature representative of diverse cultures.
- Knowledge of the history of theatrical production—its styles, conventions and social context—from the ancients to the present day.
- Knowledge and application of the means by which theatrical production is realized.
- Knowledge of the role of theatre in shaping our past, present and future

The mission and goals of the theatre arts department align with the overall university mission to provide teaching “which embraces the liberal arts and professional preparation.” The pedagogical approach of the theatre arts department also embraces the university’s overall goal to “nurture the intellectual, ethical, social, physical and emotional development of each student” as well as create “graduates who are skilled communicators, able to critically analyze and use information, able to recognize and address the complex issues of the modern world, and who are willing to serve as responsible stewards of natural resources.”
Program Objectives:

In addition to the goals of the content knowledge areas, students completing the degree in theatre arts should be able to:

- Analyze and interpret dramatic literature and performance from the standpoint of designer, performer, director, playwright or critic.
- Use the tools and technology basic to theatrical production safely and efficiently.
- Function effectively as a member of a collaborative team in the preparation and realization of a public performance.

Three Specific Student Learning Outcomes Assessed, 2009-2010

- Knowledge of major works of dramatic literature representative of diverse cultures (A).
- Analyze and interpret dramatic literature and performance from the standpoint of designer, performer, director, playwright or critic (B).
- Function effectively as a member of a collaborative team in the preparation and realization of a public performance (C).

---

1Rotation of assessment of outcomes and goals. Other three will be focus of 2010-2011 year.
<table>
<thead>
<tr>
<th>Theatre Courses: Learning Objectives/Goals and Relation to Overall Departmental Objectives</th>
<th>Assessment Activities/Tools Used in Course</th>
<th>Outcome of Assessment</th>
<th>Planned Program Improvements and Elements that are Working Well</th>
</tr>
</thead>
</table>
| **THTR 380 Theatre History I (GUR)**  
*Relative objectives from syllabus:*  
- To acquire increased knowledge of major contributors, controversies and conventions of ancient Greek to renaissance theatres (A)  
- To develop tools for recognizing and exploring the relationship between theatre and culture (A, B)  
- To learn to read classical dramatic literature both for connections and divergences, both as cultural artifact and potential blueprint for contemporary performance (A) | 1. Play Diary Project/Rubric (A)  
2. Asian Theatre Group Projects/Performances (B,C)  
3. Final comprehensive exam (A,B) | 1. Students are reading the plays but not asking themselves the right questions for comprehension and critical thinking.  
2. Dramaturgy portfolios are an excellent measurable assessment of student critical thinking, analysis, collaborative and interpretive skills.  
3. Traditional multiple-choice exams do not mesh with non-traditional learning styles of theatre students. Creative testing—i.e., performance-based assessment and multiple modes of testing—are needed. | 1. Creation of “Reading a Play” lecture/handout to assure students know what to read for; vast improvement following quarter in Play Diary critical thinking.  
2. Midterm performance project of group Asian Theatre assignment; Group Performance Rubric; dramaturgy portfolio of script, character analysis, costume, set, lighting, sound design, directors notes and group research.  
3. Grading rubric; redesign of exam to allow for success of different learning styles (combination of essay, multiple choice and sketching). |
| **THTR 381 Theatre History II (GUR)**  
*Relative objectives from syllabus:*  
- To acquire increased knowledge of major contributors, controversies and conventions of French Neoclassicism to the beginnings of the Modern Era (A)  
- To develop tools for recognizing and exploring the relationship between theatre and culture (A, B)  
- To learn to read classical dramatic literature both for connections and divergences, both as cultural artifact and potential blueprint for contemporary performance (A) | 1. Play Diary Project/Rubric (A)  
2. Final comprehensive exam (A,B) | 1. Students are reading the plays but not asking themselves the right questions for comprehension and critical thinking.  
2. Traditional multiple-choice exams do not mesh with non-traditional learning styles of theatre students. Creative testing—i.e., performance-based assessment and multiple modes of testing—are needed. | 1. Continue to include Play Diary project  
2. Grading rubric; redesign of exam to allow for success of different learning styles (combination of essay, multiple choice and sketching). |
| **THTR 382 Theatre History III (GUR)**  
*Relative objectives from syllabus:*  
- To acquire increased knowledge of major contributors, controversies and conventions of the Modern Era to the present (A)  
- To develop tools for recognizing and exploring the relationship between theatre and culture (A,B)  
- To learn to read classical dramatic literature both for connections and divergences, both as cultural artifact and potential blueprint for contemporary performance (A) | 1. “But I Think” critical thinking writing assignments (B)  
2. Group “Isms” Projects/Performances (A,B,C)  
3. Final comprehensive exam (A,B) | 1. Many students are severely lacking in good critical thinking and writing skills, tending to “parrot” information rather than make connections.  
2. Dramaturgy portfolios are an excellent measurable assessment of student critical thinking, analysis, collaborative and interpretive skills.  
3. Traditional multiple-choice exams do not mesh with non-traditional learning styles of theatre students. Creative testing—i.e., performance-based assessment and multiple modes of testing—are needed. | 1. Continue to assign critical thinking writing, two essays per class; in future will post critical thinking tools on Blackboard course site.  
2. Outstanding retention, evaluations of project relevance and student involvement as culminating history series project and performance; developed more comprehensive “group collaboration project” rubric; Blackboard course group discussion forums for grading participation in project; final dramaturgy portfolio of script, character analysis, costume, set, lighting, sound design, directors notes and group research.  
3. Continue to assess student comprehension via final exam focusing on of different learning styles (combination of essay, multiple choice and sketching). |
<table>
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</table>
| **THTR 212 Introduction to Stage Technology**  
*Relative objectives from syllabus:*  
• To introduce the theater student to the fundamental principles and techniques used in the technical production of theater- dance and music performances (B,C).  
• To introduce the subjects of production organization, the design process, scenic construction, lighting technology, audio recording, and live sound reinforcement (B,C).  
• To promote an awareness of the basic skills needed and technologies used to produce a live performance event (C) | 1. 15 hours required laboratory time working hands-on departmental production or in scene shop / design lab (C)  
2. Using *Spoon River Anthology* as text, students will complete 3 separate interpretive design projects; emotional response paper and scenic design, lighting design and sound design (B) | 1. Student collaboration defines success of the technical support—the assessment is the outcome; a midterm and final exam test knowledge and skills gained in lab.  
2. Students are being required to interpret dramatic literature in a number of ways, including critical thinking through writing, visual design and audio technology. | 1. Student skills are assessed in the moment, and knowledge is assessed by midterm and final exams. This system works well as a check-and-balance between comprehension and application.  
2. Tying three separate tech projects together with one script is extremely effective; student application and retention of subject matter and technique is evident in their final projects. |
| **THTR 428 Dramatic Literature: Radical Theatre and Theatre of the Oppressed**  
*(Note: special topics course based on Praxis. Writing Proficiency course.)*  
*Relative objectives from syllabus:*  
• To mix intensive readings and discussion from the canon of social change theatre with experimental exercises, resulting in an experience of both theory and practice (A,B,C).  
• To provide students with a working knowledge of the theory and practice behind the social change theatre of the 1960s through the current explorations of Theatre of the Oppressed in its varied forms (A).  
• To provide a forum to investigate the performative aspects of social change theatre (C). | 1. Response to the daily readings in the written form of *one quote* and *one question* (Q & Q) for class discussion (A).  
2. Blackboard online journal. These entries consist of Q & Q and your *subsequent, post-class* thinking on initial responses to the reading; written instructor responses to journals (B).  
3. Creation/participation in a Happening, a Telling Selves performance and in-class Image and Forum theatre exercises; Rubrics for each performance/exercise (C).  
4. Final Paper Project: thesis, outline, drafts due throughout course of quarter; had noticed in previous THTR 428 course that students did not know how to write, so the Writing Center was integrated into the course to give workshops and provide writing cohorts (A,B). | 1. Found that this assessment solved the problem of “who has done the reading?” via a selected quotation as well as a question the students have after completing the reading.  
2. Online journals were quite effective, though with 38 students in the course it was difficult to keep up responses.  
3. These praxis projects are extremely successful; comprehension of, investment in and retention of materials demonstrated in performance projects was incredibly high.  
4. Assigned writing partners within the class to help students stay on task and get additional feedback; students were given in-class special workshops from Writing Center faculty on thesis writing and basics of citation – saw dramatic improvement in drafts; in future, will recommend to all colleagues teaching THTR 428 or WP class to follow this successful example | 1. Continue to add “Q and Q” format into other reading-based courses as method to assess comprehension prior to testing.  
2. In future, writing partners will respond to journals as well to help with timely peer response to online journals; can also serve as assessment of peer contribution to course.  
3. Praxis is a process by which theatre students learn best, and the more courses and experiences we can offer in this genre, the stronger student retention and commitment to courses and the department will be.  
4. The Writing Center will become an integral aspect of theatre WP writing courses across the boards as a resource for professors and students. |
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| **Beginning Acting (THTR 160)**  
Relative objectives from syllabus:  
No objectives listed at this time directly link with overall departmental goals. The closest identified objective of the course that links with departmental goals is: “To foster appreciation of the collaborative art form that is theatre” (C). The goals are embedded in the course, but need to be clearly defined for the students. | Performance assessment rubric for midterm. | The rubric is clear but students do not get a copy of it before they are graded by it. | Rubrics will be created for both midterm and final performances and be included in the syllabus and online Blackboard course starting fall, 2010.  
Note: Departmental goals and outcomes will be linked to course goals in syllabus starting fall, 2010. |
RELATED “CLOSING THE LOOP” ACTIVITIES

**ONLINE SENIOR EXIT SURVEY: Launched spring, 2010**

The Senior Exit Survey is a seventeen-question formal assessment of the program, courses, career/graduate school preparedness, and suggestions for improvement as well as a tool for better identifying the demographic of students choosing the WWU Theatre Arts department. Sixteen graduating students were surveyed spring, 2010. As a first-time test, the survey was sent to all graduating seniors for spring quarter 2010, not the entire 2009-2010 graduating class. Sixteen responses is too small of a data pool to be fully conclusive, so the department will need to gather at least another four quarters worth of responses to get a better overall picture. Yet the findings were of keen interest. Some of the findings included:

- The top three reasons for choosing WWU Theatre were program offerings/coursework, quality of the program, and faculty.
- Out of the fourteen responses to the effectiveness of departmental advising, eight responses noted a desire for more initial advising/clearer advising early-on in academic career.

Based on these early findings, protecting the integrity of our program and courses is a top priority; keeping faculty accessibility and mentorship is key to our success. All majors will be required to make an advising appointment with chosen advisor at the time they declare and within one week of declaration of major.

**ONLINE STUDENT SURVEY: “DEPARTMENTAL PERCEPTIONS”: Scheduled launch in fall, 2010**

The “Departmental Perceptions” survey is intended for all theatre students as a measure of course availability and appropriateness, connections between coursework and productions, faculty mentorship and advising, and suggestions for improvements from students currently in the program as opposed to exiting it.
College of Humanities & Social Sciences
“Closing the Loop” Reporting Template

**Department:** Anthropology  
**Assessment Coordinator:** Daniel L. Boxberger  

**Departmental Mission**

In today’s world of intricate, complex, and life-influencing international and intercultural contacts and interactions, the discipline of anthropology plays a vital role in helping students to better live their lives in that world. The Department of Anthropology does this in two major ways. First, it provides service courses that introduce a broad spectrum of students to the fundamental operative concepts of anthropology which enable them to think critically about their actions and roles in a challenging multi-cultural world. Second, the Department provides in-depth training in anthropology for undergraduate majors and for selected graduate students. Student learning and development lie at the heart of the Department of Anthropology. Critical to this is the classroom and laboratory experience and all that is connected to it. One of the great strengths of the Department of Anthropology is that it provides a solid grounding in the four fields of anthropology: cultural, physical, archaeological, and linguistic. Each of these four fields, and the subspecialties within them, has different pedagogical needs and perspectives, and enables students to develop important differential aspects of critical thinking and analysis. Within the Department, these fields cross-fertilize, and provide anthropology majors with significant foundational skills and perspectives that have enabled, and will continue to enable, graduates to succeed well in various walks of life. Students must, of course, provide their own effort and self-motivation, but the Anthropology Department has a long-standing tradition of providing all possible help for students in their educational activities. Key aspects of this are a faculty member’s manifest interest in the subject matter being taught, respectful openness to students’ questions inside and outside of the classroom, and accessibility. Faculty members constantly encourage students to think critically and reason for themselves. Students are encouraged to do in-depth papers, projects, laboratory work, and field experiences. Students are encouraged to present papers at university and professional and, in some cases, to publish their independent or co-authored work. Faculty put significant time and effort into encouraging and fostering these student-centered activities. Another important aspect of enhancing the student experience is faculty enrichment. Fundamental to this is extensive reading and study to stay abreast of current developments in anthropology, and research and publication to further the development of the discipline. The many hours so spent provide the vital breadth and depth of scholarship which a faculty member brings to the classroom in order to ensure students a maximally beneficial university education. Student-centered education takes place within the physical and institutional setting of Western Washington University. The Department of Anthropology holds it
important for all faculty members to participate in the on-going workings needed to sustain that educational environment. This includes advising, committees, and other appropriate services to the Department, and service on university committees and sub-committees. In turn, Western exists within a larger community, and the faculty works within the scholarly community of anthropology. Service commitments make demands on a faculty member’s time and energies, but they can, in often unforeseeable ways, contribute to the depth of teaching that a faculty person brings to the classroom, laboratory, or fieldwork. Faculty members in the Anthropology Department value collegiality, in the true sense of the word. They encourage and support one another in their on-going work. All recognize that anthropology is a multi-faceted and diverse discipline whose many fields symbiotically anchor a scholarly discipline which both enriches our culture and provides many practical applications. The Department provides service courses that introduce a broad spectrum of students to the fundamental operative concepts of anthropology which enable them to think critically about their actions and roles in the challenging multi-cultural world of today and tomorrow. The Department provides a solid grounding in the four fields of Anthropology: cultural, physical, archaeological, and linguistic. Each of these four fields, and the sub-specialties within them, has different pedagogical needs and perspectives, and enables students to develop important differential aspects of critical thinking and analysis.

Program Goals:

1. Provide a deep understanding of humankind, both past and present.
2. Analyze and organize the knowledge gained to make it accessible.
3. Engage in the practical application of anthropology in the community.
4. Gain an appreciation of the diversity of humankind.
## Student Learning Outcomes Assessed

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One</strong></td>
<td>All majors are required to successfully complete: Anth 201: Intro to Cultural Anthropology Anth 210: Intro to Archaeology Anth 215: Intro to Biological Anthropology Anth 247: Intro to Linguistic Anthropology</td>
<td>Students are assigned tests and graded assignments in each course in the required subfield and learn about approaches that connect the four subfields. Tenured faculty regularly conduct peer evaluations of one another and of NTT faculty. The Department initiated a peer evaluation process in 2008.</td>
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<tr>
<td><strong>Two</strong></td>
<td>All majors are required to complete core courses in theory and method (breadth). All majors are required to complete additional coursework in methods, topics, and a cultural region (depth).</td>
<td>Strengthening of methods component by modifying courses required for the methods component and the addition of a core course in Qualitative Methods. Addition of a capstone course requirement, Anth 490 (Senior Seminar in Anthropology) which focuses on specific topics.</td>
</tr>
<tr>
<td>A. Students take sufficient coursework to ensure both breadth and depth in the discipline of anthropology.</td>
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<tr>
<td>B. Students acquire knowledge of anthropological theory.</td>
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<tr>
<td>C. Students acquire knowledge of anthropological methods.</td>
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<tr>
<td><strong>Three</strong></td>
<td>Successful completion of coursework that incorporates aspects of applied anthropology and engages students in the community.</td>
<td>Development of a Directed Internship Program (Anth 469). Incorporating Service Learning into three upper-division courses. Addition of Culminating Project requirement to the major which includes either Anth 490 (Senior Seminar) or internship.</td>
</tr>
<tr>
<td>Students gain knowledge of the practical application of anthropological theory and methods.</td>
<td></td>
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</tr>
<tr>
<td><strong>Four</strong></td>
<td>Coursework in area of topical and cultural region. Coursework that incorporates global issues.</td>
<td>Analysis of student products and culminating experience through Anth 496 (Senior Portfolio) and peer evaluations. Analysis of exit interviews to take place in 2010/11</td>
</tr>
<tr>
<td>Students explore all areas of diversity, including anthropological concepts of race, gender, ethnicity, religion, etc.</td>
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</tbody>
</table>
“Closing the Loop” Reporting Template

Department: Communication

I. Departmental Mission:

To teach communication that nurtures inclusive civil discourse, critical thinking, and cooperative solutions in a diverse world. We provide a strong liberal arts foundation and pathways to applied communication skills.

II. Programmatic Goals:

1. **Knowing**: Students acquire discipline-specific knowledge of theories and practices regarding messages and contexts of human communication. Students identify, apply, and appreciate expert knowledge, literature, and practice.
2. **Thinking**: Students develop and apply critical and cultural skills, including the ability to analyze and evaluate arguments, examine and synthesize information, critique media and other public discourses. Students practice reflective skills, including methods of self-observation, appraisal, and change in order to encourage cognitive and affective development.
3. **Expressing**: Students develop and practice writing skills, including expository, persuasive, scholarly, and professional writing. Students develop and perform public communication skills, including persuasive, informative, team, and professional presentations. Students utilize appropriate communication technologies. In writing, speaking, and utilizing technology, they learn and practice audience analysis and adaptation. In the public arena, they model inclusive civil discourses.
4. **Interacting**: Students identify and refine interaction behaviors in interpersonal relationships, problem-solving groups, rhetorical texts, organizations, and intercultural settings. They practice active listening and cooperative communication skills in decision-making across contexts.
5. **Valuing**: Students enhance their understanding of diverse perspectives. Students have opportunities to engage in community-based learning with diverse organizations and populations. Students expand their knowledge of ethical behavior. They recognize the consequences of actions on themselves and varying communities in our complex world.
III. Outcomes

1. Knowing
   • Students can define communication.
   • Students can explain major theoretical communication perspectives.
   • Students can discuss major contexts of human communication.
   • Students can read and use communication literature.

2. Thinking
   • Students can construct persuasive arguments.
   • Students can analyze and evaluate others’ arguments.
   • Students can recognize credible information.
   • Students can reflect on self concepts and behaviors.
   • Students can appraise appropriateness of their own and other communication behaviors.
   • Students can analyze and critique media and other public discourses.

3. Expressing
   • Students can analyze and adapt to audiences and situations in their speaking and writing.
   • Students can write college-level expository and persuasive essays.
   • Students can write college-level communication research papers.
   • Students can use correctly major citation styles, including APA and MLA.
   • Students can perform skilled public speaking, including informational, persuasive, and team presentations.

4. Interacting
   • Students can identify and refine their interaction in one or more of the following: interpersonal relationships, problem-solving groups, organizations, intercultural settings.
   • Students can listen actively across contexts.
   • Students can cooperate and solve problems in decision-making groups.

5. Valuing
   • Students participate in guided discussions regarding diverse perspectives.
   • Students engage in community-based learning with diverse organizations and populations.
   • Students partake in guided discussions regarding ethical choices. They recognize the consequences of actions on themselves and diverse communities in our complex world.
IV. Actual Outcomes Associated with Each Objective

Following the completion of our Communication Major Curriculum Map, our department will begin the process of developing direct and indirect methods for assessing actual outcomes. Appendix: Learning Outcomes by Assessment Method Matrix shows how program-level outcomes may be assessed at various points in the major, as specified in the matrix.

V. Assessment Methods for Each Outcome

This was updated during the 2009 – 10 academic year as per the Appendix: Linking Outcomes to Data Gathering Tools.
**Assessment Matrix: Linking Outcomes to Data Gathering Tools**

**Core Curricular Areas:**
- Intercultural
- Organizational/Professional
- Interpersonal/Small Group
- Rhetoric/Persuasion
- Media
- Educational Training

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Entrance Portfolios</th>
<th>Senior Surveys</th>
<th>318 Portfolios</th>
<th>Focus Group Interviews</th>
<th>GPA</th>
<th>Internship Supervisor Surveys</th>
<th>Internship Portfolios</th>
<th>Institutional Data (#apps, # majors, # grads)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowing</strong></td>
<td></td>
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<tr>
<td>Students can define communication.</td>
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<td>Students can explain major theoretical communication perspectives.</td>
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<td>Students can discuss major contexts of human communication.</td>
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<td>Students can read and use communication literature.</td>
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<td><strong>Thinking</strong></td>
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<td>Students can construct persuasive arguments.</td>
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<tr>
<td>Students can analyze and evaluate others' arguments.</td>
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<tr>
<td>Students can recognize credible information.</td>
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<tr>
<td>Students can reflect on self concepts and behaviors.</td>
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<tr>
<td>Students can appraise appropriateness of their own and other communication behaviors.</td>
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<tr>
<td>Students can analyze and critique media and other public discourses.</td>
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</table>
### Expressing

<table>
<thead>
<tr>
<th>Students can analyze and adapt to various audiences and situations in their speaking and writing.</th>
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</thead>
<tbody>
<tr>
<td>Students can write college-level expository and persuasive essays.</td>
<td></td>
</tr>
<tr>
<td>Students can write college-level communication research papers.</td>
<td>Entrance Portfolios</td>
</tr>
<tr>
<td>2008-10</td>
<td>2008-10</td>
</tr>
<tr>
<td>Students can use correctly major citation styles, including APA and MLA.</td>
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<tr>
<td>Students can perform skilled public speaking, including informational, persuasive, and team presentations.</td>
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</tbody>
</table>

### Interacting

<table>
<thead>
<tr>
<th>Students can identify and refine their interaction in one or more of the following: interpersonal relationships, problem-solving groups, organizations, intercultural settings.</th>
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<tbody>
<tr>
<td>Students can listen actively across contexts.</td>
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<tr>
<td>Students can cooperate and solve problems in decision-making groups.</td>
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</table>

### Valuing

<table>
<thead>
<tr>
<th>Students participate in guided discussions regarding diverse perspectives.</th>
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<tbody>
<tr>
<td>Students engage in community-based learning with diverse organizations and populations.</td>
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<tr>
<td>Students partake in guided discussions regarding ethical choices. They recognize the consequences of actions on themselves and varying communities in our complex world.</td>
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<tr>
<td>Outcomes</td>
<td>Reflective Essays</td>
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<tr>
<td><strong>Knowing</strong></td>
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<tr>
<td>Students can define communication.</td>
<td></td>
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<tr>
<td>Students can explain major theoretical communication perspectives.</td>
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<tr>
<td>Students can discuss major contexts of human communication.</td>
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<tr>
<td>Students can read and use communication literature.</td>
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<tr>
<td><strong>Thinking</strong></td>
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<td>Students can construct persuasive arguments.</td>
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<td><strong>Expressing</strong></td>
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<tr>
<td>Reflective Essays</td>
<td>Scoring Rubrics</td>
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</table>
VI. Criteria by Which Outcomes will be Judged

A curricular change related to student research writing and its assessment are noted in the matrix above and described below.

VII. Timelines

2010-11: We will continue to monitor the curricular change, using additional assessment methods to monitor student research writing outcomes.

2010-12: In addition, we will introduce one more curricular change and associated assessment by 2012. The planned change is the implementation of an exit portfolio in Comm 498, one of our core classes. This will allow us to assess outcomes associated with one or more of our goals. Although we had hoped to implement this change sooner, we are still in the early planning stage of the exit portfolio, which we expect to begin in 2011. Our task this year is to submit the supporting documents to the college and university curriculum committees in order to change Comm 498, Communication Ethics to a 5-credit course with this capstone experience. Throughout the 2010-11 academic year we will decide how to implement the portfolio and which outcome(s) to assess.

VIII. Who Is Responsible for Coordinating the Assessment Process

The chair takes final responsibility for the assessment process but is not directly compensated for this activity (e.g., course release, extra summer salary or stipend).
IX. Student Learning Outcome Assessed:

Goal: Expressing
Outcome assessed: Students can write college-level Communication research papers
<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance Portfolios:</td>
<td>Portfolios include two writing samples. All students are encouraged to present their best samples, including research papers. Some do not include a research paper, noting that they have never written a research paper.</td>
<td>Students without research writing samples or with writing samples judged less that college-level by reviewers are counseled to take extra writing proficiency classes. See discussion below; Comm WP courses now include research papers.</td>
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<tr>
<td>Submitted no earlier that the junior year for admission to the majors. Reviewed by faculty.</td>
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</table>
| Senior Exit Surveys 2008-2010                                                               | Students expressed dissatisfaction with Comm 398, Research Methods. Representative student comments included: “Recommend 398 students select a topic that may be adapted to another class to do more intensive research in one area of interest.” (2008)  
  “No exams, just focus on the paper.” (2008)  
  “I believe that the content can be reduced or more spread out to ensure students’ capability with the course.” (2009)  
  “Comm 398: Not writing the long research paper.” (2009)                                                                                      | Comm 398 Research Methods content was revised to emphasize methodology. This curricular change spreads the methods across the entire quarter rather than concentrating it early so that students could prepare methods sections of their long research papers. |
| Item 6. “What, if any, changes in course content would you recommend?”                        |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                |
| Faculty Curriculum Discussion Group, 2008-2009                                              | Faculty members had previously expressed concerns about teaching Research Methods content with the combination of methodology and writing proficiency in a single quarter.  
  We decided that the design of the course did not allow adequate time for in-depth instruction in methods and detailed guidance on writing a research paper.   | Comm 398 Research Methods content was revised to emphasize methodology and the Writing Proficiency component was removed. Now students use short writing assignments, exams, and activities to demonstrate understanding of research methods and research paper format rather than writing a major paper in this class.  
  Additional 400-level classes were designated Writing Proficiency so that students could demonstrate their research writing in a thematically-focused research paper (for example, Interpersonal or Rhetoric). Criteria for judging the Outcome “college level student research papers” was the number of debut papers accepted for presentation at regional or national conferences. This increased from 1 in both 2007-08 and 2008-09 to 3 in 2009-10. In addition, student-faculty journal articles increased from none in the two academic years 2007-2009 to 2 journal articles in 2009-10. |
“Closing the Loop” Reporting Template

Department: English

Departmental Mission

The English major engages students in reflective reading, creative inquiry, composition, critical analysis, contextual analysis, research methods and effective communication. The study of literature and culture, creative writing, pedagogy, linguistics, rhetoric and composition, film, and technical communication prepares graduates to pursue a variety of careers, including writing, publishing and editing, government and law, business, public relations, advertising, technology and education. These studies also prepare students for graduate study.

The Department of English provides a dynamic intellectual environment and learning community. Faculty introduce diverse historical and cultural contexts, as well as new genres of creative and professional expression, fields of critical inquiry and communication technologies to provide our students with the best possible education. The Department of English offers small, student-centered classes, innovative pedagogy, and close faculty-student interaction.

Departmental Goals

Goal 1: Write English effectively in a variety of genres.

Competencies:
• Know genre expectations
• Revise appropriately
• Apply research expertise
• Develop sophisticated analyses of literary forms
• Understand rules of evidence and how to construct an essay
• Understand writing theory and pedagogy
• Understand and use various forms of assessment
• Demonstrate expertise in lyric and narrative elements
Goal 2: Speak English effectively and persuasively.

Competencies:
- Know audience expectations
- Understand and use the art of persuasion
- Effectively use evidence, figures of speech, and organization when speaking on advanced topics in English Studies
- Demonstrate sensitivity to diversity and cultural differences
- Engage in dialogues and reflective discussion
- Understand one’s own place in social, artistic, political, and literary histories

Goal 3: Read English critically in a variety of literary genres and media from a variety of historical periods and cultures.

Competencies:
- Demonstrate fluency in genre discourses
- Apply contextual analysis
- Understand and evaluate the cultural significance of literary criticism
- Read critically as a writer
- Apply theoretical and methodological concepts for reading critically
- Demonstrate sophisticated visual literacy to complement and enhance reading skills
- Apply media specific analysis

Goal 4: Comprehend the structure and history of language with a focus on the English language.

Competencies:
- Recognize discriminatory myths and stereotypes about language
- Recognize linguistic diversity
- Understand language change and the history of English
- Understand the structure of language (phonetics, phonology, morphology, syntax, and semantics) and how to analyze it
### Outcome Assessment Activities

**1. Direct Measures**
- Embedded assignments in all courses offered by the Department
- Student test results in comprehensive exams (graduate program only)
- Final projects and portfolios in senior seminars and workshops
- Placement of graduates in graduate programs

**2. Indirect Measures**
- Periodic review of student evaluations, peer observations, syllabi, textbooks, exams, etc.
- Surveys of alumni
- Exit interviews/questionnaires
- Transcript analyses

**3. Assessment via Blackboard**
- Individual embedded assignments and assessment analysis
- Individual student learning outcomes for each competency
- Individual rubrics designed to assess student learning outcomes
- Shared examples of activities and exercises that address the competencies and goals listed above

**4. Syllabi**

### Results

1. Results from our assessment of research competencies have led the department to eliminate English 203 and put in its place a new course, English 201, which will focus more on research writing. English 201 will also provide an effective sequel to the skills learned in English 101. This change will appear in the 2010-11 catalog.

2. Based on its assessment of research and contextual analysis competencies, the department has also revised English 202 in order to allow for more specific research writing course topics and for writing with an awareness of the relationship of literature to cultural contexts. This change will appear in the 2010-11 catalog.

3. Based on its assessment of research skills in the literature emphasis major, the department is developing a writing/research intensive course at the 300-level in order to develop more fully student research skills in preparation for the more demanding expectations in the 400-level seminars. If resources are available this course should be ready for the 2011-12 catalog.

4. The department is currently assessing competencies in genre analysis and language change and variation via our Blackboard embedded assessment plan. In its Fall 2010 retreat, the department is scheduled to review the results and adopt curricular changes to implement improvements.

5. The department has developed more internship opportunities for our majors, as a response to a recent survey of alumni and student exit survey that found students would have liked more internship opportunities. In 2009-10 the department developed and offered a new section of English 462 taught entirely using internships, and a section of English 402 also taught entirely using internships. Thus, the department increased the number of internship classes available to students from two to three. In 2010-11 the department additionally will offer a new fourth section of English 459, the publishing and editing course devoted to preparing students for internships in publishing.

### Program Improvements Made on the Basis of Assessment Results

**Faculty positions**
Given the fact that the department is so under supported in terms of TT lines for technical writing and creative writing (only 20% of 300- and 400-level technical writing courses are taught by TT faculty; the number for creative writing is 40%), the first priority has to be to address these glaring issues so that we have more TT faculty involved in assessment.

**Curriculum development**
Given our evaluation of student access to technology and new media, the department is considering a new track/emphasis in Film & New Media studies to complement our Literature and Creative Writing emphases. As is true for the current emphases, the emphasis in film & new media studies would include current courses from other emphases (e.g. the creative writing emphasis requires 25 credits in literature); thus, we would not expect to increase SCH dramatically as some students who would have chosen Literature or Creative Writing will choose English-Film & New Media Emphasis instead. However, this effort has been put on hold due to the current lack of new resources.

**General University Courses**
See the 2010-11 changes to English 202 and 203, as well as the new English 201, in the previous column. Additionally, the department in Fall 2010 will significantly expand its participation in the Freshman Interest Group program and link three new GUR literature GURs (English 236, 238, and 239) to GURs in other departments. The FIG cluster in English 214 will also double in size.

**Career Advising**
In response to recent alumni and student exit surveys, the department also developed new career advising sessions for our students. Last quarter the department offered three career advising sessions: one featuring 5 alumni working in a variety of positions as writers, and two more focused on applying to to graduate programs in literature, composition, creative writing, and the law.
“Closing the Loop” Reporting Template

Department: History

The history department, like many departments has been discussing how to make requirements for program assessment work for the particularities of a discipline in which resists easy quantification. At the same time members of the department are increasingly using assessment techniques to gather information to help them make necessary changes to their courses. Our primary initiative this year and next is to 1. use our senior history capstone class to measure how well students are integrating the basic skills necessary for historical analysis into their own research 2. To make changes to that capstone courses that will enable our students to better fulfill our requirements in that course and 3. To examine across the curriculum changes that will enable our students to better fulfill our requirements in that course. To this end, we have set the following time-table

Winter and Spring 2010: To ask instructors to voluntarily gather information about how well students are applying basic skills of historical thinking and research in their capstone projects (see grid below)

Summer 2010: Prepare this data and present it to the department

Fall 2010 Retreat: Discuss the preliminary findings and charge the Undergraduate Committee with further developing our assessment tool

Fall, 2010: Propose changing History 499 from 4 to 7 credits by expanding its library component and classroom instruction. We will discuss these plans this summer with the new Associate Dean

Fall 2010, Winter 2011 and Spring 2011: Continue to assess 499 papers and discuss the type of broad curriculum changes that may be necessary based on the data collected

Fall, Winter, and Spring 2012: Make the necessary adjustment to individual courses to better stress areas of weakness and improve areas of strength.
Assessment

**Mission Statement:** The Department of History seeks to facilitate student understanding of historical and historiographical context by offering broad and deep course offerings that challenge students in research, analysis and synthesis through intensive writing and ample discussion opportunities. The Department’s curriculum teaches about the American and global past in all its diversity. American citizens today must understand not only their own past but about the entire world. Our classes therefore lay an intellectual foundation for a lifetime of thoughtful and informed civic engagement. We encourage our students to be actively engaged in their own learning and to formulate and present their own interpretations of the historical record. History majors cap their educational experience by writing an original research paper most often in their chosen specialty within the program.

**Programmatic Learning Objectives:** As students progress through the major or minor they learn to master the following objectives that are based on B.S. Bloom’s taxonomy for categorizing different intellectual skills and abilities.

**Knowledge:**

--Students can identify elementary concepts in history such as theories of causation, issues of agency, and periodization.
--Students understand the basic content or information relevant to the subject at hand.
--Students will be able to place in time key historical events and actors
--Students will be able to create a proper foot/endnote
--Students will be able to distinguish between a primary and secondary source.

**Comprehension:**

--Students will be able to summarize and paraphrase the arguments and interpretations of historians, social scientists, and cultural theorists relevant to the subject at hand.
--Students will be able to summarize and describe key items and issues presented in individual courses.
---Students will be able to explain changes over time.
Analysis and Application:

--Students will be able to locate and interpret different types of evidence.
--Students will be able to detect and evaluate biases, points of view, frames of references and cultural differences primary and secondary sources
--Students will be able to draw conclusions and inferences from historical evidence.
--Students will be able to formulate historical questions.

Integration/Synthesis:

--Students will be able to create, organize and support an historical argument in written and oral presentation
--Students will be able to assess and prioritize multiple historical causes
--Students will be able to develop a clear, precise thesis that is supported by primary evidence.
--Students will be able to compare and evaluate the arguments of historians.
Assessment: As students move through the program they are assessed on their reading, oral and writing skills. The following tools are examples of those used by members of the History Department to assess student learning.

Knowledge:

--Geography quizzes that ask students to master the geography of particular regions at specific moments in history

--Midterm and Final exams in which students identify and explain the significance of key historical concepts, actors and events

Analysis and Comprehension:

--Midterms and Final exams in which students identify and explain the significance of key historical concepts, actors and events

--Book reviews in which students summarize arguments made by historians.

--Short papers in which students summarize primary sources

--In class writing assignments in which students summarize and ask questions about the lecture presented.

Analysis and Application:

---Expository and persuasive papers in which students analyze and make arguments about particular historical sources.

--Oral Presentations in which students report on assigned readings and develop historical questions for the class to address

--Book reviews in which students analyze the argument made by historians.

--Group papers and presentations in which students analyze and make historical arguments.
Integration/Synthesis:

Original research papers in which students conduct original research and draw conclusions from that research.

--Historiographical papers in which students compare and analyze the work of historians.

--Oral presentations in which students report and defend their original research

--Peer editing in which students offer critical feedback to their colleagues on their original research

--Portfolios in which students present and continuously revise and often self-evaluate their work throughout the course.
### Assessment of Standards of 499 Students

<table>
<thead>
<tr>
<th>Student</th>
<th>Clear thesis &amp; sustained argument</th>
<th>Analytical reading of primary sources</th>
<th>Understanding of secondary sources</th>
<th>Clear expression &amp; presentation</th>
<th>Effective engagement in peer review</th>
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“Closing the Loop Reporting Template”

Department: Journalism

Departmental Mission:

Provide students with educational excellence in an experiential learning environment leading to an understanding of the role of mass media in a diverse democratic society, while teaching critical thinking, and the ethical use of traditional and new media.

Student Learning Outcomes Assessed:
• To learn the gathering, writing and ethical presentation of news.
• To learn the news processes and learn to report with accuracy, clarity and precision.
• To learn to communicate ethically, swiftly and lucidly in a changing world.
• To learn skills in writing and critical thinking so that students may use these skills in media, public relations, public affairs and graduate study.
• To develop the knowledge of the technological means of producing and communicating meaningful content as citizens, media professionals, leaders and educators.

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Senior exit interviews.</td>
<td>1. Request for Visual Journalism Sequence to better prepare students for digital world.</td>
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<tr>
<td>2. Annual input from Professional Advisory Committee.</td>
<td>2. Advice about adding Visual Journalism Sequence from professionals.</td>
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<tr>
<td>3. Periodic assessment of post-graduate employment data.</td>
<td>3. Analyze how and where students use skills in the field; success rate in field, employer comments.</td>
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</tr>
<tr>
<td>4. Interviews with employers and intern supervisors assessing writing, media, public relations skills.</td>
<td>4. Majors require internships; visit employers; interview students and employers.</td>
<td>1. Added new Visual Journalism sequence, which has become most popular sequence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Continue to meet annually with Professional Advisory Committee to develop and refine program.</td>
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<td></td>
<td></td>
<td>3. Help keep students connected with employers by new Facebook site, our annual Alumni Newsletter, and by department's large source of network of professionals in field.</td>
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<tr>
<td></td>
<td></td>
<td>4. Developed two questionnaires to assess how students perform and ways to improve; assess results.</td>
</tr>
</tbody>
</table>
“Closing the Loop” Reporting Template

Department: Liberal Studies

Departmental Mission:

The Department of Liberal Studies is an interdisciplinary humanities department. The department’s mission is to support excellent interdisciplinary programs for teaching, learning, and scholarship in the humanities. The department meets this mission through its GUR courses, its B.A. Humanities majors, its minors, by administering the Student-Faculty Designed Major in the College of Humanities and Social Sciences, and by participation in interdisciplinary programs of other departments and centers in the university.

Student Learning Outcomes Assessed:

**Senior Project.** The senior paper is the most important direct way we assess learning outcomes for majors in the B.A. Humanities program. We append the rubric adopted by the department for grading senior papers. A subcommittee of the Department meets each fall quarter to review senior papers submitted during the previous academic year, together with the rubrics submitted by their faculty advisors. Based on their review, the subcommittee may propose curricular or instructional changes for consideration of the department as a whole.

<table>
<thead>
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<th>Outcome Assessment Activities</th>
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</thead>
<tbody>
<tr>
<td>Assessed effectiveness of Senior Paper/Project: written and researched under faculty advisement: Part One.</td>
<td>Discovered that students were having difficulty narrowing their subject down to allow enough time for adequate college-level research.</td>
<td>Split the Senior Project 5-credit course into: 1) LBRL 498: reading and research course (2 credits) and 2) LBRL 499: writing (3 credits).</td>
</tr>
<tr>
<td>Assessed effectiveness of Senior Paper/Project: written and researched under faculty advisement: Part Two.</td>
<td>Discovered that while the split Senior Project design was having positive results, those results still weren’t up to the standards the department wanted to achieve.</td>
<td>Added to LBRL 498 the requirement that students submit formal research proposal for their senior paper, including a working bibliography with both primary and secondary sources. This proposal is graded.</td>
</tr>
</tbody>
</table>
“Closing the Loop” Reporting Template

Department: Modern and Classical Languages

Departmental Mission:

Provide students with the skills to learn firsthand about major world societies through language, literature, culture and civilization.

Program Goals:

Students will:

• write effectively in target language;
• speak effectively in target language;
• read critically in target language;
• comprehend target language when spoken;
• demonstrate knowledge of cultural awareness;
• demonstrate familiarity with social, artistic, political and literary histories appropriate to the language studied;
• demonstrate sensitivity to difference; and
• demonstrate an understanding of linguistic structure (grammar, syntax, phonology).

Student Learning Outcomes Assessed:

<table>
<thead>
<tr>
<th>Outcome Assessment Activities:</th>
<th>Results (2008-2009):</th>
<th>Program Improvements Made on the Basis of Assessment Results:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Portfolios</td>
<td>1. The Department assessment plan confirms the kinds of outcomes expected from courses and their articulation, especially between lower and upper division courses. Surveys indicate: a. general student satisfaction with major and minor programs, b. student satisfaction with the new Arabic courses, c. student frustration with access to Spanish 401 and major electives at the 300/400 level. 2. Only 2 exit questionnaires were turned in during this academic year. The questionnaires have not been introduced systematically into the major and minor evaluation process.</td>
<td>Next year, a revised ‘Exit questionnaire’ will be introduced that students will be required to complete before they can pick up their major/minor evaluation form. The chair will work with the Advisory Committee to inform students and faculty of this new measure. The questionnaire’s results will be charted and distributed to language sections on an annual basis for their action. This will constitute the first step in a programmatic assessment initiative which will be conducted over the next 2-3 years.</td>
</tr>
<tr>
<td>• Competency tests</td>
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<td>• Embedded curricular assessment</td>
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<tr>
<td>• Alumni survey</td>
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<tr>
<td>• Exit interview</td>
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<tr>
<td>• Exit questionnaire</td>
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### Outcome Assessment Activities:

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<tbody>
<tr>
<td>1.</td>
<td>This year, departmental faculty participated in a series of discussions based on readings specific to assessment processes in higher education, and, particularly, to the changing curricular needs of foreign-language educators and students. Those discussions focused on how assessment measures can be used to improve program offerings, to evaluate and survey student success, and to facilitate long-term planning. Synopses of those discussions have been posted on the departmental Blackboard for further consultation. As a result of our discussions, we have identified the following goals for the 2010-2011 academic year: to include a link to the department’s student learning outcomes report on all course syllabi; to engage each language section in one assessment exercise annually; and, to continue our discussions about which on-going measures are most effective and most efficient.</td>
</tr>
<tr>
<td>2.</td>
<td>We have also collected more than 150 exit questionnaires from major and minor students this academic year as a result of a new procedure put in place last fall. The information on them has been collated and remitted to section coordinators for their use in planning and in curricular review. The coordinators will meet in fall quarter 2010 to evaluate the questionnaire’s usefulness and to identify its most pertinent questions for integration into the university-wide exit questionnaire for next year. It is anticipated that we will make on-going use of the information from the questionnaire for future planning.</td>
</tr>
<tr>
<td>3.</td>
<td>As part of the university-wide initiative, we have also identified a departmental assessment coordinator.</td>
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<tr>
<td>4.</td>
<td>In addition, the Classics section has prepared a diagnostic tool for Greek and Latin students in the first- and second-year programs to determine the relevancy of guidelines prepared four years ago to today’s in-class standards.</td>
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<tr>
<td>5.</td>
<td>The French section is planning a placement exam for the end of the 200-level series to determine the level of linguistic and cultural skills that students actually bring into the major and minor programs. That information will be used to improve articulation between the 200 and 300 levels. Changes to the French literature survey series are also anticipated, in response to national reports on the integration of culture into traditional literature offerings.</td>
</tr>
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<td>6.</td>
<td>Spanish-section faculty have undertaken major revisions of the 314 Phonetics course, incorporating self-evaluation software for phonetic correction. A Spanish 450 course included student presentations for the first time.</td>
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<td>7.</td>
<td>The German section has matched its own offerings to the European Reference Frame (A1-B2 scale) for language acquisition. They are also implementing a portfolio in a number of courses; that portfolio will serve as a repository of learned material and will mark student progress. Students in German 450 (Haunted Memories) will build their own Holocaust Memorial, applying their theoretical learning to this simulation exercise.</td>
</tr>
<tr>
<td>8.</td>
<td>Finally, in discussing the 5-credit curricular initiative that is currently part of a university-wide conversation, and in reaction to the current financial crisis, the department has begun a close analysis of its offerings, both in terms of how we might improve student success and in terms of faculty workload constraints.</td>
</tr>
</tbody>
</table>

### Results (2008-2009):

Same as above

### Program Improvements Made on the Basis of Assessment Results:

The department exit questionnaire was much more successful this year, as the increase from 2 to 150 responses indicates. Still, we noted that initially some students were not following through with this exercise before coming to retrieve their major evaluation sheet. The learning curve on that exercise was fairly short, fortunately, requiring only that we reiterate to advisors and students that requirement during fall and winter quarters. In all, student responses to the questionnaire confirmed the university-wide exit survey results pertaining to over-all satisfaction with our major and minor programs, but also provided more detailed data related to specific programs, faculty effectiveness, and the role of study abroad programs and other ancillary activities. Our advising process was praised by students. So too were the diverse perspectives and approaches represented by departmental faculty. The department earned high marks for the world views that it imparted via its curriculum. We also learned that nearly half of our students study more than one language in the department. On the other hand, since students rarely participated in department-sponsored activities but are very interested in study abroad possibilities, for example, we will tailor our extra-curricular offerings next year to better serve that need. Students also cited the relative lack of elective credits at the 300/400 level, making it difficult for them to complete their major in a timely fashion. This will be addressed as part of our curricular discussions during the next academic year.
"Closing the Loop Reporting Template"

Department: Philosophy

Departmental Mission:

The department of philosophy aims to provide excellent undergraduate education in the major subfields of philosophy and to provide high quality contributions to the strong liberal arts foundation at Western Washington University. Our courses are designed to help students learn to think for themselves and to become proficient at conducting careful, rigorous, deep, and critical analyses of concepts, problems and arguments. We strive to help our students become excellent critical thinkers, readers, writers, and speakers.

Student Learning Outcomes Assessed:

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio of student work for each student completing the department’s Senior Seminar: Philosophy 417, a Writing Proficiency-3 course.</td>
<td>At the beginning of each academic year, the chair reviews the portfolio files of the students who have completed the senior seminar in the preceding year. Then, at the first departmental meeting of the subsequent academic year, the chair (with the assistance of the faculty who have taught the senior seminar) reports to the rest of the department on the facts, figures, and character of the self evaluations, the faculty evaluations, and the writing samples of our advanced students.</td>
<td>This last year we had a number of informative and helpful departmental discussions about the weaknesses we perceived in our body of majors, leading to a number of revisions that we have adopted on an individual basis. In particular, as a consequence of these (weekly) discussions, we identified two primary areas of concern. Accordingly, many of us have changed course content in our general education courses, placing new and rigorous emphasis on techniques of argument reconstruction and evaluation. Additionally, several of us have also reworked upper-division course content, concentrating on instruction designed to improve the philosophical writing skills of our advanced students.</td>
</tr>
<tr>
<td>Self-evaluation questionnaire for each student completing the department’s Senior Seminar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty-evaluation questionnaire for each student completing the department’s Senior Seminar.</td>
<td></td>
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</tbody>
</table>
The Department of Physical Education, Health, and Recreation (PEHR) consists of three academic programs: Kinesiology/Physical Education, Community Health, and Recreation. For the purpose of outcomes assessment, Charles Sylvester, the PEHR Chair, is responsible for assessment coordination. The PEHR Assessment Committee consists of the program coordinators, including:

Dr. Lorrie Brilla, Kinesiology/Physical Education
Dr. Billie Lindsey, Community Health
Dr. Keith Russell, Recreation

While PEHR consists of three academic programs, the Department shares a common mission and goals. Accordingly, besides assessment conducted at the program level, PEHR also addresses assessment at the department level in order to improve on educational goals common to all programs, such as writing, critical thinking, and diversity.

**PEHR MISSION**

The mission of the Department of Physical Education, Health and Recreation is to educate individuals to improve personal and community wellness and quality of life through human movement, health and leisure experiences.

**PEHR GOALS/OBJECTIVES**

The goal of the department is excellence in teaching, research and service. Programs in the department:

- Provide professional preparation based on a foundation of liberal education.
- Provide intellectually challenging programs of study through a variety of teaching techniques, including active student involvement in the learning process, practica, service learning and participation in faculty research.
- Provide instruction that enables students to communicate effectively, think critically and creatively and to work cooperatively.
- Provide academic advisement that assists students in achieving their academic and professional goals.
- Prepare students to be competent and ethical professionals who model a commitment to lifelong learning and healthy living.
- Prepare students to be stewards of environments that promote healthy living and quality of life.
- Prepare students to live and work in a culturally diverse society.

Each of the programs in PEHR has been active in the assessment process, developing activities, collecting data, interpreting results, and making improvements based on assessment results. The following templates summarize assessment for each of the programs for approximately the past two years.
Kinesiology & Physical Education Program

Mission: The educational mission of the Kinesiology and Physical Education Program is to develop individuals who make informed decisions about exercise, human movement, and performance, that foster health and physically active lifestyles.

To this end faculty are dedicated to quality teaching, scholarship and service.

Goals related to the education of students:
I. Quality

A. Goals Related to Kinesiology and Physical Education Majors
   1. Process
      a. Graduates of the kinesiology and physical education program will be skilled written and oral communicators, informed and critical thinkers, collaborative workers, information seekers, and effective technology and computer users.
      b. Graduates of the kinesiology and physical education program will be life long learners who work with a professional, altruistic approach.
   2. Content
      a. Graduates of the kinesiology and physical education program will demonstrate mastery of content in the core areas of physical activity, exercise science, and psychological/social aspects.
      b. Graduates of the kinesiology and physical education program will have in-depth knowledge and competency in one area of specialization.
   3. Product
      a. Graduates of the kinesiology and physical education program will be able to assess and make prescriptions for improving exercise, human movement, and performance.
      b. Graduates of the kinesiology and physical education program will be able to design and implement effective programs, and assess program effectiveness.

B. Goals Related to General Education

The kinesiology and physical education program will contribute to liberal and professional education by providing courses that allow students to gain and implement knowledge of physical activity and health.
II. Diversity
   A. Graduates of the kinesiology and physical education program will be able to think critically and creatively as they work and learn in a diverse society.

   B. Graduates of the kinesiology and physical education program will be able to understand the effects of diversity (i.e., age, race, sex, learning styles, differing abilities, socio-economic backgrounds, cultural backgrounds, etc.) on exercise, human movement, and performance.

III. Service
   Graduates of the kinesiology physical education program will contribute to the community and profession with leadership and expertise.

The KPE program conducts curriculum outcome assessments as a part of the department planning cycle. The next outcomes assessment activity reviewing the curriculum and outcome measures will be conducted in 2010-2011. The following table illustrates various points included in broad scoped program outcome assessment activities for the Kinesiology and Physical Education Program.
<table>
<thead>
<tr>
<th><strong>Outcome Assessment Activities</strong></th>
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</table>
| **External Standards**         | a. The Kinesiology Health and Fitness Specialist option has been part of the ACSM University Connection program since it originated in 2004. That program is being phased out December 2010.  
   b. The KPE program is currently conducting a self study for accreditation through CAAHEP which accredits programs upon the recommendation of the Committee on Accreditation for the Exercise Sciences (COAES).  
   c. With the change from ACSM to COAES, the program will not offer KIN 316 Group Fitness Instructor Training which prepared students for American Council of Exercise (ACE) certification. ACE is one of the sponsoring organizations in COAES. The deletion results in eliminating the necessity for temporary faculty hires to cover such a course and does not negatively affect seeking accreditation. The program is exploring NSCA program affiliation. NSCA is one of the sponsoring organizations in COAES. In addition to the core curriculum, KIN 416 is the main preparatory course. | Based on the accreditation review, the program will address any deficiencies. The program review will continue through the 2010-2011 academic year. With the conformation of the curriculum to the ACSM University Connection Program Knowledge, Skills, and Abilities (KSAs), it is anticipated that the curriculum will match the standards. |
<p>| <strong>Professional Certifications</strong> (voluntarily taken in the senior year or after graduation) | Based on 2009, 91% of KPE students passed the ACSM Certified Health Fitness Specialist (HFS) exam. The national pass rate is 82%. Students also successfully obtained certifications as: NSCA Certified Strength and Conditioning Specialist (CSCS) and ACE Personal Trainer or Group Fitness Instructor. There are no statistics available for the NSCA or ACE exams. | The program continues to address the competencies for national professional certifications in the health/fitness field. |
| <strong>Professional input:</strong> Course embedded assessment | In response to programmatic need and informal input from employers, KPE added a new course: KIN 315, Fitness Instruction Leadership. | A formal employer assessment will be conducted in 2010 to determine any additional needs to facilitate employment of graduates. |</p>
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<tr>
<td>Teacher Credentialing</td>
<td>As part of the pedagogy program, entrance and exit examinations must be passed. WWU is the only university that has a 100% pass rate on the exams such as the WEST-E.</td>
<td>Students will continue to be prepared for success on these pedagogy credentialing examinations.</td>
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<td>Alumni Survey</td>
<td>There was a 45% response rate compared to the College of Humanities and Social Sciences (CHSS) with a 47% response rate. Most KPE graduates sought employment with 13% going on to further education such as the doctorate in physical therapy. On a 5-point scale, in response to how well did your education prepare you for the job market, KPE graduates scored 3.58 compared to 3.18 for CHSS and 3.49 for all WWU. For the item described as currently employed in major field, KPE 59.3%, CHSS 21.4%, WWU 46.3%. From the competency aspect of the survey, graduates felt strongly prepared, but noted a need for more communication skill development.</td>
<td>Graduates who responded to this survey felt very prepared for their fitness and health-related careers. In addressing the request for additional communication skill development, Communication and Psychology courses were added to electives that count towards the Kinesiology major.</td>
</tr>
<tr>
<td>Faculty Resignation</td>
<td>A key faculty resignation does not substantially change the curriculum but will result in a proposal for a TT FTE. Courses for the coming academic year will be covered with temporary faculty and reassignment of courses to current TT faculty which best utilizes their expertise.</td>
<td>With the resignation of a senior faculty member this Spring, the KPE program will reconfigure the position to best contribute to the existing curriculum.</td>
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Community Health Program

Mission: The mission of the Community Health Program is to provide student colleagues with a challenging and rewarding educational experience and to prepare them, through the principles and practices of Health Education, to effectively and compassionately address health issues of the 21st century.

The Community Health major prepares students to perform all seven of the health education responsibilities and the 29 competencies and 82 sub-competencies specifically identified as entry-level by the National Center for Health Education Credentialing, Inc. As a result of completing the Community Health major, students are able to apply for an examination to become a Certified Health Education Specialist (CHES) through the national credentialing agency.

The goals of the Community Health major reflect the responsibilities of the most recent Competency Update Project, published in 2006.

Goals/Student Learning Outcomes Assessed:

- Assess Individual and Community Needs for Health Education
- Plan Health Education Strategies, Interventions, and Programs
- Implement Health Education Strategies, Interventions, and Programs
- Conduct evaluation and research related to health education
- Administer health education strategies, interventions, and programs
- Serve as a health education resource person
- Communicate and advocate for health and health education.
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| **We administer a CHES-proxy examination (75 questions)** during Spring quarter of the Senior year. Our objective: 80% of the students will achieve a score of 70 or higher. | Based on the 2007-2009 cycle, our objective was met.  
- 2007: 97% scored >70 (69-92) Average: 79  
- 2008: 82% scored >70 (63-88) Average: 79  
- 2009: 95% scored >70 (65-93) Average: 81  
There are 4-5 questions that a majority of students consistently miss. These questions indicate the need to reinforce information/terminology related to community analysis vs needs assessment, cost of data collection strategies, formative and process evaluation, epidemiology, percentage of contributing factors to premature death. | These questions tend to mirror the national CHES examination questions. In some cases these are not clearly written and pose what appears to be more than one equally valid answer. We did not believe that we needed to make changes to the curriculum as much as reinforce certain terminology. As is, there will be a new national examination with new competencies, plus knowledge questions, implemented in 2011. This will result in a major revision of our CHES proxy examination. |
| **National CHES exam (Voluntarily taken after graduation by 5-8 students/year)** | Based on 2007-2009 cycle:  
- 100% pass (114.7 WWU total score vs. 103.3 national score in 2007; 120.75 vs. 105.12 in 2008; 121.0 vs. 105.72 in 2009)  
- National pass rate for each year: 76.73% in 2007; 79.18% in 2008; and 77% in 2009. | Except for Program Evaluation & Program Implementation in 2007, for each of the 7 major responsibilities as subsets of the total score (see goals above), WWU exceeded the national sub-scores. In 2008, we implemented HLED 465: Program Evaluation and Research Design for the first time. Scores have subsequently increased to higher than the national average in both program evaluation and implementation. |
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| **Senior exit surveys** are administered at the end of the full-time internship and prior to graduation. This survey includes examples of goal attainment; strengths of the major; and recommendations to improve the program. | Based on the 2007-2009 cycle, students provided examples of Major goal achievement through classroom projects and/or through their internship experience. We pay particular attention to their suggestions for improvements. For example, move HLED 447: Community Health and HLED 450: Methods and Materials in Health Education to earlier in the major and include more on web design, In Design, Publisher, and Photoshop; more grant writing direction; more actual survey and evaluation; change HLED 435: Worksite Wellness Programs due to similarities to Program Planning; hire additional faculty; more on global health, epidemiology, policy, and interviewing for jobs; Math 240 as a pre-req for HLED 420: Epi/Biostats; better communication between professors, their assignments, deadlines, and overlap; writing the grant proposal in Spring based on Program Plan of Winter; among others. | Since 2007, the Community Health faculty has grown from 2 to 3 full-time faculty and we have added three new classes to the major: HLED 420: Epidemiology and Biostatistics; HLED 432: Organization & Administration of Health Programs; and HLED 465: Program Planning & Research Design in Health Education. These were implemented to address the recommendations of the National Task Force on Accreditation of Undergraduate Programs and the likelihood that the Council on Education for Public Health (CEPH) will be the accrediting body. By adding faculty and courses, we were able to address many of the student suggestions.  
- We now offer HLED 447 and 450 in the Junior year.  
- We have included webpage design and video development in HLED 450.  
- We have changed the grant assignment to match the program plan and assign it as an individual vs group project.  
- We have dropped HLED 435 as a required class. It will be changed to a KIN class next year.  
- We have reinstated Math 240 as a pre-requisite to HLED 420.  
- Through course readings and discussion in HLED 407 and 460, more emphasis has been given to global health issues. In addition, students are encouraged to take Sociology classes related to global health to fulfill electives.  
- We review senior exit surveys during Fall quarter and note students’ comments about strengths of the major as well as suggestions for improvements.  
- We discuss syllabi and assignments, looking for overlap or absence of content or assignments related to competency achievement. |
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| **CHES Self-Assessment of Perceived Competence in 79-82 skills** is administered in the majors’ first 400 level course in Winter of their Junior year. Students take this a second time prior to graduation, near the completion of their internship. Skill level is rated from 1 indicating not competent to 4 indicating very competent. | Based on the 2007 assessment, which included 79 sub-competencies, students, at the completion of the major, reported being competent to very competent on all skills. In 2007, the skills with the lowest mean score included the following:  
- Incorporate feasible ideas and recommendations into the planning process (3.3);  
- Develop subordinate measurable objectives as needed for instruction (3.4);  
- Utilize instructional resources that meet a variety of in-service training needs (3.3);  
- Access principal online and other data-based health information resources (3.2); and  
- Analyze parameters of effective consultative relationships (3.4) | We feel confident in the students’ ability to succeed as health educators and that work experience will help them feel more confident in several of these skills. However, we have implemented several changes in class assignments. The students design, conduct, and evaluate a research study in HLED 465. They participate in problem-based case studies in HLED 420. They participate in more professional/personal growth planning in HLED 407 and 432, including written assignments, job interview skills, and portfolio development prior to the internship. Inviting community health professionals to discuss in-service trainings and consultative relationships is a strategy we plan to employ to enhance students’ feeling of competency in these skills. |
| **In 2008, majors reported being competent to very competent in all 82 skills. Those with the lowest mean score included the following:**  
- Implement appropriate measures to assess capacity for improving health status (3.2);  
- Select a data system commensurate with program needs (3.1);  
- Analyze parameters of effective consultative relationships (3.2);  
- Facilitate collaborative training efforts among health agencies and organizations (3.2); and  
- Develop a personal plan for professional growth (3.3). | |
| **In 2009, majors reported being competent to very competent in 52 of the skills. Those with the lowest mean score included the following:**  
- Develop plan for promoting collaborative efforts among health agencies and organizations with mutual interest (3.1);  
- Develop methods to evaluate factors that influence shifts in health status (2.9);  
- Develop valid and reliable evaluation instruments (2.8); Analyze evaluation data (3.0);  
- Apply networking skills to develop and maintain consultative relationships (3.0). | |
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<tr>
<td><strong>Alumni Survey.</strong> We conducted an alumni survey for graduates from the 2004-2007 classes.</td>
<td>We emailed 66 graduates: 89% responded. Of those, 78% worked in health-related positions, both in health education and clinical settings. Students identified their academic degree and training, internship, and perseverance as the most important factors to their hire. Organization, interpersonal, computer, and serving as a health resource were key work skills.</td>
<td>Graduates who responded to this survey felt very prepared for their health education or health-related careers. Comments or insights did not alert us to make any major changes to our program of study or rigor of the major.</td>
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</table>
Recreation Program

Mission: Conducted from a foundation of liberal education, the Recreation Program prepares students to enhance the quality of individual and community life through the provision of recreation and leisure services for all people. Based on this mission, students shall develop the values, knowledge, skill, and qualities to perform proficiently and ethically as citizens and professionals. In particular, they shall:

- Understand principles of social justice and be able to develop policies and practices that make recreation and leisure opportunities available to all people.
- Understand the relation between leisure and the arts, the humanities, and the social and natural sciences.
- Be able to think critically and use diverse methods of understanding, including logic, scientific method, philosophical argument, ethical reasoning, and systems-thinking.
- Be able to speak and write effectively.
- Understand ethical principles, be able to make sound ethical judgments, and understand the importance of moral character.
- Acquire a basic knowledge of the history, philosophy, and science of recreation and leisure.
- Understand the benefits of leisure and recreation for the well-being of individuals and the welfare of communities.
- Be able to work effectively in a multicultural society by understanding how diversity affects leisure and recreation and how recreation and leisure contribute to the diverse threads and the common fabric of society.
- Understand the relationship between leisure behavior and the natural environment.
- Be able to analyze contemporary moral, social, and political issues in relation to recreation and leisure.
- Possess the technical knowledge and skills required of recreation professionals, including the areas of planning, management, assessment, leadership, evaluation, and budget and finance.
- Be well prepared in their area of specialization, including ecotourism, outdoor recreation, community recreation, and therapeutic recreation.

Student Learning Outcomes Assessed:

- Understand principles of social justice and be able to develop policies and practices that make recreation and leisure opportunities available to all people.
- Be able to speak and write effectively.
- Understand the benefits of leisure and recreation for the well-being of individuals and the welfare of communities.
- Be able to work effectively in a multicultural society by understanding how diversity affects leisure and recreation and how recreation and leisure contribute to the diverse threads and the common fabric of society.
- Be able to analyze contemporary moral, social, and political issues in relation to recreation and leisure.
- Be well prepared in their area of specialization, including ecotourism, outdoor recreation, community recreation, and therapeutic recreation.
- Possess the technical knowledge and skills required of recreation professionals, including the areas of planning, management, assessment, leadership, evaluation, and budget and finance.
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| Graduating Student Assessments  
Fall 2009 (Conducted annually) | • Pleased with many aspects of program which were highlighted.  
• Students were less satisfied with:  
  o Ability to work with technology  
  o Working effectively with other cultures | • Implementing labs in classes to prepare students in Excel, Publisher (RECR 373), and implemented video project in RECR 378: Human Relations.  
• Curriculum redesign to focus on social justice and cultural competency. |
| Alumni Assessments  
Fall 2008 (Conducted every three years) | • Importance and number of group-based projects was questioned  
• Importance of fieldwork and practicum visits to their overall experience was highlighted  
• Importance of Phase retreats was highlighted | • Examined the number and timing of group-based projects and our preparation of students for group-based projects. Changes are being made to be aware of the number and timing of the projects and are beginning to prepare students in Phase I for what it means to function effectively as a group.  
• Fieldwork was examined as to the importance and where possible continued and accentuated in certain classes, including RECR 276, 275, 372, 373, 470, 450  
• Retreats are on-going |
| Faculty Retreats  
Academic Year 2009/2010 (On-going)  
Based on student feedback from student evaluations and from mid-class assessments, faculty retreats are held to examine the feedback provided by students. Faculty also provide feedback to each other regarding curricular improvements | • Based on faculty feedback, student evaluations and mid-class assessments, social justice and systems theory was identified as an important framework for the Recreation curricula.  
• From observation and listening to student comments, students needed to be more knowledgeable of recreation benefits and their relation to all field of recreation  
• Based on faculty considerations, the senior capstone writing project needed to be revised to better facilitate student writing of papers.  
• Based on student feedback, debates needed to be based on current trends in the field of recreation. | • Curriculum redesigned to focus on social justice and systems theory.  
• RECR 201 Foundation Course: Better prepare students in their understanding of the professional recreation fields and opportunities, including research-based benefits of recreation.  
• RECR 480: Redesigned senior capstone writing assignment to build in information literacy, critical thinking, peer feedback, topic generation, peer feedback and assessment, and multiple drafts.  
• RECR 480: Redesigned debate scenarios to reflect current trends in Recreation and issues of social justice. |
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<td><strong>Professional Advisory Committee</strong>&lt;br&gt;Spring 2010  (Conducted annually)</td>
<td>Program needs to address diversity and social justice in tangible ways throughout the curriculum.</td>
<td>Taking a developmental approach, curriculum redesign to focus on social justice and systems theory throughout all phases of program and specifically in class assignments, projects and exams.  •  Example: RECR 275: Redesigned practicum to introduce social justice at a foundational level.  •  Example: RECR 480: Redesigned debate scenarios to reflect current trends in Recreation and social justice.</td>
</tr>
<tr>
<td><strong>Certification Exams</strong>&lt;br&gt;National Council for Therapeutic Recreation Certification&lt;br&gt;(Reporting years 2008 &amp; 2009)</td>
<td>The pass rate for graduates taking the NCTRC certification exam was 94.7% compared to the national average of 66%. The report provides diagnostic score information. Graduates taking the exam did well in the areas of Foundational Knowledge and Practice of RT/TR (89.5% performance at or above the minimum acceptable competency level. 63/2% were at or above the minimum competency level for Organization of TR/RT and 68.4% were at or above the minimum acceptable competency level for Advancement of the Profession</td>
<td>More content will be incorporated into RECR 274, Introduction to Therapeutic Recreation, and RECR 421, Trends and Issues in Therapeutic Recreation, in order to improve performance in the areas of Organization of TR/RT and Advancement of the Profession</td>
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“Closing the Loop Reporting Template”

Department: Political Science

Departmental Mission:

The mission of the Political Science Department is to provide programs that foster critical, independent thinking about politics and public life among our students. Courses provide an understanding of political concepts and the organization and functioning of political systems. Our major programs equip students with the ability to understand political theories and to gain knowledge and experience through written work, lectures, reading, active learning and internships. The department offers courses that are a central part of Western's General University Requirements and that are requirements for other programs and joint majors in the college and in the University. In addition, the department plays an important role in the broader arena of civic education in the university, the community and the state.

Goals:

Our goal is to graduate majors with a firm grasp of the American political system and other political systems within the context of global forces, international conflicts, social movements, ideological systems, and cultural diversity. Courses are designed to help students establish the basis for independent judgment and critical awareness and to familiarize students with library and Internet information sources available as lifelong learning tools. To this end, political science majors are required to take sixty credit hours distributed among three areas: American politics and public policy, international and comparative politics; and political theory. Majors are required to complete core courses in all fields, take at least fifteen additional credits in one area; at least ten additional credits in a second field; at least four additional credits in the remaining field; and a senior “capstone” seminar. These requirements are aimed at insuring that graduates are familiar with different substantive areas of the discipline and are introduced to various research models and analytical frameworks.

Objectives and Expected Outcomes:

Expected student learning outcomes include substantive knowledge in the student’s area of concentration; analytical skills in interpreting data and identifying value conflicts in public issues. In addition, students must attain writing proficiency and the ability to engage in independent research. Our program objectives include providing students with the skills necessary to apply political science knowledge in the appropriate job setting; preparing them for responsible informed citizenship, teaching students to test ideas and theories against evidence in dealing with complex questions of fact and value; and preparing the most academically inclined for graduate studies.
Our program objectives are achieved by maintaining high academic standards. Political science professors systematically require heavy reading schedules in courses designed for majors. Course performance criteria include essay exams and writing assignments that require independent research, use of analytical frameworks, formal citation of sources, and coherent presentation of material. Most written assignments oblige students to draw and defend conclusions based on the research. Since many students come to political science courses with preconceived notions and assumptions about politics we attempt to provide information for critical self awareness and objective criteria for assessing various points of view as a basis for mature judgment. Most classes emphasize student participation in classroom and on-line discussion. Political science faculty members are mindful of the need to accommodate diverse perspectives and respect differences.

Political science maintains a strong intern program that places students in the state legislature, the national Congress, various state and local government agencies, and in many other countries. Intern supervisors have expressed satisfaction with the academic preparation of the students selected and high quality of the internship portfolios they are required to prepare as the basis for academic credit. Interns have also voiced satisfaction with the background and skills learned in the classroom as preparation for their internship. The emphasis on applied knowledge in the internship is particularly appreciated.
### Student Learning Outcomes Assessed:

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptual learning assessment</td>
<td>Too often basic concepts, terms and theories were taught for the first time in advanced, upper division courses</td>
<td>Assessment of conceptual learning helped us decide to offer all core courses at the 200 level and to add more 300 level courses. This insures that less remedial work is included in advanced courses, such as senior seminars.&lt;br&gt;&lt;br&gt;In the near future, we will assess student performance in senior seminars, to confirm the value of our “conceptual learning assessment” and the changes we made as a result of the findings.</td>
</tr>
<tr>
<td>Reflection papers exploring what has been learned by students in internships (PS 44, 444)</td>
<td>We will be adding a required learning objectives statement at the beginning of the internship, encouraging students to reflect on that statement in their final reflection paper.</td>
<td>We expect to find ways to improve the internship experience, in light of the more structured final reflection paper.</td>
</tr>
<tr>
<td>Alumni survey</td>
<td>Under consideration</td>
<td></td>
</tr>
</tbody>
</table>
“Closing the Loop Reporting Template”

Department: Psychology
Assessment Coordinator: Dr. Jeffrey Grimm

Departmental Mission:
The primary goal of the Faculty of the Western Washington University Department of Psychology is to provide an exemplary educational program based on the scientific study of emotional, cognitive, and behavioral processes. We strive to represent the comprehensive scope of psychology including its historical, developmental, biological, cognitive, social, and cultural foundations as well as its applications to the world’s needs and problems.

In teaching the content of psychology, the faculty emphasize scientific methodology to enhance students' basic skills in critical thinking and writing, in quantitative and qualitative research, and in ways in which psychological knowledge can be applied. We regard Psychology as a "Life Science" in which we create new knowledge about living organisms through research, both individually and collaboratively with our students as part of their educational processes. To foster this process we provide our students with opportunities for independent study and research, small group seminars and laboratories, and individual consultation.

Our educational audiences are numerous and diverse. They include undergraduate students (Psychology majors and minors, students from other majors who seek to broaden their psychological knowledge), graduate students (general and applied programs), and the larger community (public schools, legal systems and the courts, social agencies, health and mental health professionals, and the university as a whole).

Student Learning Outcomes Assessed:
• Design and implement methodologically sound research projects
• Analyze quantitative data and draw appropriate conclusions
• Critically evaluate psychological research
• Recognize the applicability of psychological theories and principles in real world settings
• View their education in Psychology as relevant to their lives post-graduation
• Communicate effectively in both oral and written formats
• Recognize the interrelationships between the various domains of psychology as well as with other disciplines
• Understand how individual differences impact human behavior
• Understand and use technology and/or other resources effectively in their learning
• Recognize the various career paths available to a psychology major and how to pursue those careers

NOTE: In the past, multiple assessment activities have been considered in making program improvements. Thus, I will not list singular assessments activities in the table that follows.
<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Embedded course assessment</td>
<td>Students have requested more internships and opportunities for service learning.</td>
<td>1. We have discussed the appropriateness of internships and concluded that there are ethical problems with internships in the mental health counseling area.</td>
</tr>
<tr>
<td>Informal student input</td>
<td></td>
<td>2. We are in the process of establishing internships at the Cascade Brain and Surgery Center for the students in the Interdisciplinary Behavioral Neuroscience program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Service learning opportunities have been incorporated in three classes (Psychology 274, 332, 411).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Capstone courses at the Psychology of Happiness and Well-Being (Psychology 118). We have also created a new class in Positive Psychology (Psychology 377). In addition, we have discussed adding more emphasis to positive psychology constructs in existing courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Alumni surveys</td>
</tr>
<tr>
<td>Outcome Assessment Activities</td>
<td>Results</td>
<td>Program Improvements Made on the Basis of Assessment Results</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Informal student input</td>
<td>1. Students are requesting laboratory-based courses in the behavioral and cognitive neuroscience areas.</td>
<td>1. We have added three laboratory-based classes—two in behavioral neuroscience (Psychology 328 and 428) and one in cognitive neuroscience (Psychology 327).</td>
</tr>
<tr>
<td>Embedded course assessment</td>
<td>2. Students have requested that the senior seminars (Psychology 410-424; 430-451) be increased from 3 to 5 credits with an emphasis on research projects.</td>
<td>2. We have increased the number of credits in the senior seminars from 3 to 5 credits with the expectation that the extra credits will focus on research-based experiences.</td>
</tr>
<tr>
<td>Alumni surveys</td>
<td>Both alumni and employers of our students indicate that they would like more emphasis on:</td>
<td>1. In our upper division classes, we are emphasizing group projects more than individual projects. This will require a different set of skills that require compromise and team-building.</td>
</tr>
<tr>
<td>Employer surveys</td>
<td>1. Group projects vs. individual projects</td>
<td>2. In our upper division classes, students are required to make at least one formal oral presentation that involves technology and PowerPoint software. These presentations can be either individual presentations or group presentations.</td>
</tr>
<tr>
<td></td>
<td>2. Formal oral presentations using technology and current software such as PowerPoint</td>
<td></td>
</tr>
<tr>
<td>Outcome Assessment Activities</td>
<td>Results</td>
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</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Informal student input</td>
<td>Student have indicated some lack of consistency in the emphasis on writing using the APA Publication Manual. They would like to see more consistency emphasis as reflected in scoring rubrics.</td>
<td>The faculty frequently meet in groups from the six different areas of emphasis in our curriculum to discuss concerns that students have expressed. We frequently discuss writing requirements relative to the APA Publication Manual and how we assess student writing as reflected in scoring rubrics. Over the last two years, we have seen more consistency across faculty on these issues.</td>
</tr>
<tr>
<td>Embedded course assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal student input</td>
<td>1. Students have suggested that they would like to see more inclusion of primary reading sources (journal articles) in 300-level content classes relative to primary reading sources (textbooks).</td>
<td>1. Faculty have consistently increased the usage of journal articles as the source of information and critical thinking in the 300-level classes. The current usage of primary sources of information in the 300-level content classes has ranged between 60%-100%, an increase from the 40%-50% at five years ago.</td>
</tr>
<tr>
<td>Embedded course assessment</td>
<td>2. Students would like to have less lecture and more discussion in the 300-level content classes.</td>
<td>2. Across the 300-level content classes, approximately 75% of the content involves class discussion compared to approximately 50% several years ago.</td>
</tr>
<tr>
<td>Capstone courses</td>
<td>3. Students would like to see increased emphasis in the upper division classes to effect sizes and confidence intervals and less emphasis on null hypothesis testing.</td>
<td>3. There is more emphasis on effect sizes and confidence intervals in Psychology 301-303 as well as in other upper division classes. However, because null hypothesis testing has been historically predominant in the field of psychology, we continue to emphasize this process for comprehensive understanding of the research literature.</td>
</tr>
</tbody>
</table>
“Closing the Loop” Reporting Template

**Department:** Sociology

**Departmental Mission:**
Provide students with a greater understanding of basic social structures and processes that underlie our daily lives and asks students to develop a critical awareness of the possibilities and limits on social-scientific research.

**Program Goals:**
- Provide undergraduate instruction that develops students’ analytical skills, including quantitative and qualitative research methods, and the development of written and verbal skills.
- Engage students in collaborative research and hands-on learning opportunities with faculty.
- Provide students with service and internship opportunities to enhance career exploration and develop additional transferable skills.

**Student Learning Outcomes Assessed:**

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Embedded assessment in courses</td>
<td>Our outcomes assessment procedures led to the implementation of a new core sequence. We changed the sequencing of two courses and added a fourth course to the core.</td>
<td>• Faculty positions: We take into account curricular structure and student demand.</td>
</tr>
<tr>
<td>Capstone course</td>
<td>We continue to rely on our capstone and advanced statistical methods courses to give us feedback on student skills that need development. As a result of student performance in these classes (and experience in some other courses), we are exploring redistribution of our WP credits from their sole location in the advanced methods course (310) to another course earlier in the students' curriculum (possibly 210, Introduction to Research Methods).</td>
<td>• Curriculum development</td>
</tr>
<tr>
<td>Alumni survey</td>
<td></td>
<td>• General University Courses: We have not identified any areas that need to be altered in the GER courses from our departmental assessment at this time.</td>
</tr>
<tr>
<td>In development: Exit survey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Department: Communication Sciences and Disorders

Departmental Mission:
The Department of Communication Sciences and Disorders is committed to providing a student-centered learning environment of the highest quality where undergraduate and graduate students develop the knowledge, clinical skills, and life-long learning skills to prepare them for professional careers and advanced study in speech-language pathology and audiology. The faculty and staff are dedicated to engaged excellence as we focus on:

- Fostering the critical thinking, intellectual rigor, curiosity, and creativity that will provide the foundation for ongoing learning about communication and its disorders.
- Providing supervised clinical experiences where students have multiple opportunities to provide high quality client/patient care.
- Creating opportunities for students to understand and engage in research related to normal and disordered communication.
- Promoting an understanding of social, political, and multicultural issues that impact learning, research, and clinical service delivery.
- Encouraging and supporting civic engagement, leadership, and active involvement in campus-life and the broader community.
- Promoting scholarship, educational innovation, and instructional excellence.

Student Learning Outcomes Assessed: We have course embedded assessment (see undergraduate syllabi on our website) as well as program assessment (http://www.wwu.edu/csd/Undergrad_program_assessment_plan.shtml).

This past year we have focused on writing skills (See Standard IV-B) undergraduate knowledge in the area of autism-spectrum disorders (See Standard III-C)

Standard IV-B: The student must possess skills in oral and written or other forms of communication sufficient for entry into graduate study and the workplace.

Implementation:

The student must demonstrate communication skills sufficient to begin developing effective clinical and professional interaction with clients/patients and relevant others. For oral communication, the student must demonstrate speech and language skills in English,
which, at a minimum, are consistent with ASHA’s most current position statement on students and professionals who speak English with accents and nonstandard dialects. For written communication, the student must be able to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence. Students also must learn the writing style and conventions of the disciplines (speech-language pathology and audiology), and they must develop skills in integrating evidence into scholarly papers.

**Standard III-C: The student must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:**

- articulation
- fluency
- voice and resonance, including respiration and phonation
- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- hearing, including the impact on speech and language
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

**Implementation:**

The student must demonstrate the acquisition of information delineated in this standard. While it is expected that course work addressing the professional knowledge specified in Standard III-C will occur primarily at the graduate level, undergraduate learning provides the foundation for graduate study.
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Course embedded assessment; course feedback; faculty reflection in annual report; curriculum review; exit surveys</td>
<td>Students are responding positively to academic <strong>writing</strong> labs linked to courses, in addition to the writing proficiency course that focuses on professional writing (clinic reports; professional letters). Faculty have made an effort to be consistent in pedagogy and resources. Nevertheless, students suggest that there is some redundancy/inconsistency of information across labs.</td>
<td>Strengths: Continue with implementation of course-linked writing labs, with students completing a plan of study and departmental registration process via departmental advising sessions. Faculty will continue to share teaching and writing evaluation methods with one another. Change: When resources permit, one faculty member will teach all sections of the first writing lab experience to improve the quality and consistency of input and writing exercises.</td>
</tr>
<tr>
<td>Course embedded assessment; course feedback; faculty reflection in annual report; curriculum review; exit surveys</td>
<td>Assessment suggested that students would benefit from additional study of <strong>autism</strong>.</td>
<td>CSD 361 was revised to incorporate more exposure to autism. One credit was added to the course. Course feedback following implementation of this change has been positive. Enriching learning activities, including service-learning projects, are being developed for students who desire additional exposure to the study of autism.</td>
</tr>
</tbody>
</table>
College of Sciences & Technology
"Closing the Loop" Reporting Template
College of Science & Technology

Department: Biology
Assessment coordinator: Deb Donovan

Departmental Mission: Our mission is to provide an outstanding learning environment that integrates education, scholarship, and service to actively engage students in the biological sciences and to foster their development as lifelong learners.

Outcome Assessment Activity #1
Jan. 2007 The Department finalized its Outcomes Assessment Plan. The key elements of the plan include enumeration of the Content and Process Goals for our students, the Learning Objectives for each Goal, the Measurable Learning Outcomes for each Learning Objective, and identification of the courses in which particular Learning Objectives are experienced.

Result: Faculty members reached a common understanding of our Content and Process Goals and on their course syllabi began to identify the particular Goals that were addressed by the course.

Outcome Assessment Activity #2
March 2009 Department Retreat to discuss courses required of most majors (Biol 204, 205, 206, 321, 323, 325, and 432). There were also meetings of instructors of these courses prior to the Retreat to decide upon common content for these required courses. This had been done several years previously for the 200-series, but not for the 300-level courses or 432.

Result: The faculty was made aware of the content of all required courses. Overlap in coverage of particular topics in different courses was discussed extensively and the coverage of these topics was revised for some courses. The Biol 206 lab, particularly the animal portion, was also discussed and targeted for future revision. There is now more uniformity in the content of each required course.

Outcome Assessment Activity #3
Academic year 2009-2010 Multiple faculty meetings were devoted to discussion of which courses to assess and how to do the assessment.

Result: We decided to assess our learning objectives for the courses that are required of most of our majors (Biol204, 205, 206, 321, 323, 325, and 432). We recognize that for our 200-level courses (and to some extent the 300-level courses) we will be assessing non-majors who represent a large fraction of the students in these courses. However, these courses are the only ones common to most majors.
We also decided to use the assessment tool developed by David Bover to quantify results. To do this, the groups of faculty members who teach the required courses met to assign values to each learning objective (see Appendix I). Then, individual instructors assigned values for each learning objective for the assessments done in their individual sections.

Outcome Assessment Activity #4

Spring 2010 Our assessment plan was implemented. Each of us sent student scores for each assessment item to Deb Donovan to enter into common assessment spread sheets for analysis.

Result: Pasted below is the preliminary analysis of our assessment analysis. Also see Appendix I. Deb Donovan is currently working on data analysis.

Program Improvements Made on the Basis of Assessment Results:

One element of our Outcome Assessment Plan is to utilize an iterative approach for our learning objectives. For example, one learning objective is for students to explain and apply their understanding of the principles of evolutionary biology and the phylogenetic relationships of the major groups of organisms. This objective is addressed in Biol 204, 205, 206, 323 and 432. However, some instructors in Biol 205 and 323 did not address this objective as extensively as was thought necessary by the Department. This is being rectified. All faculty members are now aware of the necessity of covering specified course objectives in their courses.

Analysis of the extent to which the Core Courses address the Biology Course Outcomes

Background

The faculty of the Biology Department worked together to determine the extent to which the core and breadth courses address the course outcomes (COs) that we developed during the 2008-2009 academic year. In discipline groups, we determined whether each course strongly addressed a CO (rank of 3), moderately addressed a CO (rank of 2), or weakly addressed a CO (rank of 1). These rankings will be used to determine the extent to which our classes are assessing each CO and the extent to which our students are meeting the COs.
Analysis

1. All of the Program Outcomes are assessed in multiple core and breadth courses. All of our majors will further meet these outcomes in their 400-level specialty courses that they take for their emphases.

2. All of the Biology course outcomes are assessed in one or more of the core and/or breadth courses. Most are assessed in several (3-7) courses. Only our core and breadth courses were assessed since all of our majors take these courses. We expect that students will further master many, but not all, of the course outcomes in the specialty courses that they take for their emphases.

3. One course outcome is only assessed by one course. CO8 (Students will be able to explain and apply their understanding of the cellular basis of physiological processes in Biol 323.)

4. Three course outcomes are only assessed in two courses.
   - CO9 (Students will be able to explain and apply their understanding of the cellular basis of developmental processes) is only assessed in Biol 323 (moderate) and Biol 432 (weak).
   - CO12 (Students will be able to perform a variety of field techniques) is only assessed in Biol 204 (weak) and Biol 326 (strong).
   - CO25 (Students will be able to evaluate the work of their peers) is only assessed in Biol 324 (moderate) and Biol 326 (moderate).

5. One course outcome is assessed in three courses but only weakly in two of them.
   - CO24 (Students will be able to place their research in a broader scientific context based on current literature) is assessed in Biol 323 (weak), Biol 324 (weak), and Biol 326 (strong).

Suggestions to bring to the faculty

1. Although our assessment only covered the core and breadth courses, it is important that each course outcome be assessed in more than one course that all students take. We should determine whether CO8 can be assessed in any other courses (Biol 324?) and develop assessment(s) to address this.

2. We should determine whether there is a need to further assess the three COs that are assessed in only two courses. It may be important to further assess CO9 since it is only weakly assessed in one of the two courses. CO12 may not be important to assess to a greater degree since the students that need these skills will further develop them in 400-level courses. We should determine if this is indeed the case. We should determine whether we want to incorporate and assess CO25 in other core or breadth courses. Alternatively, we should determine the extent to which this CO is assessed in 400-level courses and make sure it is assessed in a variety of courses such that students in different emphases will get a chance to practice it. This is a higher-level skill that is important for all of our students.

3. We should determine whether there is a need to further assess the CO that is assessed in three courses, but only weakly in two of them.
4. We should determine whether we want to incorporate and assess C024 in other core or breadth courses. Alternatively, we should determine the extent to which this CO is assessed in 400-level courses and make sure it is assessed in a variety of courses such that students in different emphases will get a chance to practice it. This is a higher-level skill that is important for all of our students.
**Department**: Chemistry  
**Assessment coordinator**: Gerry Prody

*Department Assessment Activity Responsibilities*

The department has an assessment committee. For the past 1.5 years the assessment committee has consisted of Emily Borda and Steve Gammon). Emily is going on Maternity leave until 2011 and Steve Gammon (Chair) will be on leave until the start of the 2011-2012 academic year. George Kriz, the Interim Department Chair, will serve on the assessment committee with Gerry.

*Summary of Department Assessment Activities*

The bulk of the work done in the chemistry department over the past two-year period has been in the following areas.

- Formation of an assessment committee.
- The development of an assessment plan.
- Creation of course outcomes for every course in the department.
- Piloting the data gathering of assessment data at the course level.

The department continues to collect enrollment data that directs the allocation of instructional resources. This data also impacts the creation of new courses to better serve WWU students. We also continue to collect data on our graduates via exit surveys. This data allows us to determine the quality of our instruction and how well we are serving our students.

*Chemistry Department Recent Assessment Activity*

Example 1: Organic Chemistry Course Revision (Creation of Chemistry 356 Laboratory Course). Note: Chemistry 355 was the only second quarter organic laboratory course offered by the department.

**Assessment of current program limitations**

1. Chemistry 355 serves as an advanced organic chemistry laboratory that provides students with technical skills to prepare them for graduate school or a career in chemistry. The majority of life sciences majors enrolled in this course were required to perform experiments that were not relevant to their fields of study.
2. Chemistry 355 was recently changed to be a writing proficiency course (WP1). The number of sections required each year to meet enrollment demand placed a huge burden on the faculty striving to ensure that students were instructed in scientific writing. Due to the overwhelming number students enrolled in Chemistry 355, the chemistry majors were not receiving the needed report writing instruction.
3. High course demand for Chemistry 355 (for chemistry, pre-healthcare and life sciences majors) typically resulted in waiting lists for this course. Because of the over enrollment many students were taking Chemistry 255 much later than the corresponding lecture course (Chemistry 353). Rather than have the lecture and laboratory course reinforce each other, students are typically trying to remember material from the lecture up to two years in the past.
Addressing the Limitations

1. Chemistry 356 (Organic Chemistry Laboratory II for Life Sciences Majors) is has been designed as a separate course that would involve experiments geared specifically to life sciences majors. Many of the experiments will be bio-organic and will be more appropriate preparation of these students for future studies.

2. The addition of Chemistry 356 to the curriculum limits the number of Chemistry 355 courses from 4 to 2 sections. The reduced number of chemistry 355 sections reduces the frequency and quantity of students that any instructor will be asked to teach the chemistry 355 laboratory. This change will improve our ability to make meaningful changes in the scientific writing proficiency of our majors. It also removes the arbitrary requirement for life sciences majors learn to write chemistry specific reports.

3. By replacing 2 section of chemistry 355 with 3 sections of chemistry 356, faculty teaching loads have not increased, but many more students are accommodated each year. Instead of 96 available seats (from 4 sections of 355), we now have 120 seats available (from 2 sections of 355 and 3 sections of 356).

Example 2: Revision of Chemistry 101

Emily Borda has been using student learning data to revise the curriculum for chemistry 101 as part of an NSF-CCLI project since the summer of 2008. In the summer of 2009, Dr. Borda met with the co-PI’s on this grant for 2 weeks. The following data sources informed our work during the 2-week session:

- Responses to the two assessment instruments (Chemical Concept Inventory and Student Understanding of Science and Scientific Inquiry) administered at the beginning and end of every course using the curriculum
- Samples of student responses to selected portions of the curriculum
- Suggestions from the implementation of the curriculum in the Seattle Public Schools Institute, recorded by the teachers themselves and also by myself on the basis of their interaction with it
- Research on common student misconceptions in chemistry and teaching the concept of bonding

Using these data and suggestions, we collaboratively brainstormed, grouped and prioritized initiatives for improvement and ultimately decided on the following four goals:

- Improve the curriculum’s development of energy concepts and their application to chemical and physical phenomena.
- Improve the curriculum’s development of chemical bonding concepts, including the driving forces for bonding, the energy involved in bond formation and dissociation events, and the differences between inter- and intramolecular bonds.
- More explicitly introduce the idea of scientific models and help students learn how to use and evaluate them.
- Help students build the skill of metacognition, or thinking about one’s thinking. This is a skill that is known to be essential for meaningful learning and that students are often not very good at.

Although revisions spanned the entire curriculum, three of the most obvious products of our work were:
• Rewritten and added sections of an inquiry-based classroom activity (ICA) and lab activity that deal explicitly with metacognition
• A new inquiry-based classroom activity (ICA) on scientific models
• A new ICA on energy and bonding

Example 3: Revision of Biochemistry Courses (Chemistry 471 and 472)

The biochemistry, cell molec, and molecular biology faculty performed a careful analysis of the course content in Chemistry 471 and 472. The intent of this analysis was to determine if the content in these courses was serving students majoring in biochemistry, molecular biology, and cell molec. These two courses are the foundational, prerequisite biochemistry courses that support these majors in their more advanced studies. Analysis of the course content indicated that there were significant omissions in the current courses that would severely hamper students when they moved into additional courses within their respective majors and when they entered the workforce or graduate school. Analysis also indicated that the content of the current courses was all critical. Based on this data, the faculty proposed that the course be expanded to have more class meetings per week.
Department: Geology

Assessment coordinator: Sue DeBari

During the 2009-2010 academic year, faculty and staff of the Geology Department engaged themselves in a review of our assessment procedures and materials, both at the program level, and at the level of individual courses. Our main targets of investigation were elements related to the core curriculum of the Geology BS major degree- the assessment plan and other related materials for this core program follow. Over the summer, the Geology Chair and interested faculty will work on assessment plans for the other degrees offered, for our graduate program, and for the concentration-related courses in the BS major.

As part of this process, we have identified three assessment “themes” that will be evaluated in detail for the 2010-2011 academic year. The first will be an evaluation of the goals and content for our two introductory-level geology courses, Geology 101 (Intro to Geology) and Geology 211 (Physical Geology). The second will be an assessment of our relatively new GIS content (Geology 213 and Geology 447) for its effectiveness, with a goal being to enable our faculty to determine if requiring Geol 213 as a prerequisite for several courses in the major is justified and feasible at this time, based on our assessment findings. The third will be to examine a set of longitudinal data spanning several courses to assess student learning of concepts regarding the interpretation and portrayal of 3-D spatial data, in the form of geological maps and associated cross-sections.

Finally, as part of this process we identified a clear need for better organization of assessment-related materials development, evaluations, and communications within our department. As a result, a curriculum and assessment committee, consisting of 3 faculty, has been formed. Professor Susan DeBari will chair this committee.

The details of the Geology Dept assessment plan, including program matrices and course-specific assessment information, can be found online here: (http://geology.wwu.edu/dept/visitors/mission.shtml)

Mission Statement

The Geology Department at WWU is committed to excellence in both teaching and research. Our goal is to offer the highest possible quality education in the geological sciences at the undergraduate and graduate levels. The mission of our department is to serve three main populations: graduate students, undergraduate geology majors, and undergraduates from other departments for their general education courses. For all of these students we strive to create excitement about discovery and the process of geologic inquiry. We want to develop in all students an appreciation of how geological processes affect the earth and society so that they will be environmentally responsible, scientifically literate citizens. We strive to produce majors with an interdisciplinary content background in geology and the physical sciences who are competent in the field, who can work collaboratively, conduct original research, and effectively communicate their results.

Program outcomes

B.S. Geology Core (these are our learning goals for all students who complete a B.S. in Geology, regardless of their concentration. Specific learning goals for each of the three concentrations are currently being developed.
A. List of program outcomes

Cognitive Outcomes (see Matrix A for details)

1. Students have mastered the essential concepts and facts of geology, and related math, physics, and chemistry
2. Students are critical thinkers (skeptical) and have developed their analytical skills
3. Students understand the important connections between geology and society

Behavioral Outcomes (Matrix B)

1. Students can implement the research process
2. Students are proficient in the basic field skills of geological inquiry
3. Students can communicate their ideas
4. Students are proficient users of Geographic Information Systems (GIS)
5. Students are proficient in the use of field and laboratory equipment
6. Students have basic computer literacy skills (use of basic software and discipline specific software, and can demonstrate troubleshooting skills)

Affective Outcomes (Matrix C)

1. Students can work with others to accomplish shared goals

Core course outcomes and objectives: Specific course outcomes and objectives and how they relate to the Program outcomes are presently available for these courses that form the core part of the Geology BS major degrees:

- Geology 211 Physical Geology
- Geology 212 Historical Geology
- Geology 213 GIS in Geology
- Geology 306 Mineralogy
- Geology 310 Geomorphology
- Geology 318 Structural Geology
- Geology 352 Introduction to Geophysics
- Geology 406 Igneous and Metamorphic Petrology
- Geology 409/410 Field Methods/Geologic Mapping (capstone course)
Outcomes Assessment Framework

We have developed matrices of program outcomes (listed in IIA above) with relevance to core courses. These matrices show where Geology program outcomes are assessed across the curriculum.

Course outcomes and objectives (listed in IIB above and posted on the department’s outcomes website) provide the framework for the assessments listed in the matrices. The linkage of the matrices and the course outcomes and objectives will help us to streamline and focus our program.

B. Assessment data collection

1. Passing rate on the Association of State Boards of Geology (ASBOG) Exams (geology licensing exam). Some of our graduates take this exam, and it is an excellent assessment of Cognitive Outcome #1. The Geology Department will collect data on the number of students who pass the exam within 5 years after graduation. These data will be collected by a faculty member currently on the WA State licensing board, or the Chair. Anecdotal evidence suggests that our graduates have some of the highest rates of passing in the state. For our students who graduate with a BA in Education – Earth Science, the Washington State WEST-E exam can serve the same purpose.

2. Successful employment in a geology field or acceptance into graduate school. The chair will keep a record of the number of graduates employed in a geology field or accepted to graduate school. These data will be collected via the department newsletter. Employment in the field or acceptance to graduate school reflects the preparedness of our students to move on in their profession, signifying that cognitive, behavioral, and affective outcomes of the program have been met by these students.

3. Individual course assessments: The course outcomes and objectives described in Section IIB will be used by professors to assess their courses. The Department will decide the appropriate frequency of assessment of courses.

4. Checklists in a capstone course. Almost all of the behavioral and affective program outcomes can be assessed by use of a checklist (does not meet, meets, exceeds expectations) at field camp. Field camp (Geology 409/410) is the capstone course for the B.S. in Geology. Similar outcomes checklists will be developed for other core courses with behavioral and affective outcomes in the coming year.

5. Longitudinal studies. We will assess one of the cognitive course outcomes “Students will understand how information about Earth can be presented on maps and cross sections” over the duration of the major. A simple assessment will be given in Geology 211 (and 211a) each year, another more complicated one in Geology 318, and another in 409/410. The percent of students successful on these assessments will be recorded and evaluated by the chair. We will develop a similar assessment for GIS once this becomes established in all of our core courses.

6. Course Linkage: In addition to course outcomes and objectives, professors who teach courses for which there is a geology prerequisite will make a brief list of subjects they would like their students to have a working knowledge of when they come into their class. We encourage feedback between professors, e.g. tell a professor of a prerequisite class that students are (or are not) remembering how to identify rocks.
How will the assessment data be used

1. The assessment data collected through individual course assessments will be the evidence used for course revision. Each professor will submit, as part of their annual report, the outcome(s) assessed for their courses in that academic year and a summary of any changes made as a result of their assessment.
2. The Chair will collect annual course assessments and program assessments as described above and consult with the Geology Department Curriculum & Assessment committee. This group will submit an annual report to the Chair, who will include it in his/her annual report to the Dean and Provost.
3. The Chair will work together with the Curriculum & Assessment Committee to make changes in the program or allocate resources based on analysis of the data collected. This may involve request for resources from the college, changes in resource use, change in number of course offerings, changes in course structure, etc.

Program outcomes: B.A. in Geology in progress

Program outcomes: B.A. in Education

A. List of program outcomes
   1. Students will gain an understanding of the content of Earth Science at a level sufficient to teach K-12 students.
   2. Students will understand appropriate pedagogy for teaching science
   3. Students can communicate their ideas
   4. Students can implement the research process
   5. Students understand the important connections between geology and society
   6. Students can work with others to accomplish shared goals
This is a course-level example, from Geol 316 (Research in Marine Paleoecology), taught by Thor Hansen:

**Engage in paleontological research and communicate results in writing**

In Fall 2009, I assigned four research papers, each of which followed the scientific format of Introduction, Methods, Results, Discussion and Conclusion. I assessed Outcome 3 ("Engage in paleontological research and communicate results in writing.") using metrics for objectives 3.2 and 3.3 tabulating their scores on specific parts of their class projects. Project 2 had a heavy emphasis on literature review and I used their discussion score on this project to assess Objective 3.2 ("Write a thorough review of the literature."). The students averaged 12.8 out of 15 points on this metric or 85%. I used their overall score on Project 3 to assess Objective 3.3 ("Persuasively discuss a hypothesis with supporting evidence."). I chose this project for the assessment tool because it is the only one that they work on alone (the other projects involve teamwork) and create their own hypothesis to test. The students averaged 10.9 out of 12 points on this metric or 91%.

Although both of these assessments are highly satisfactory, I found a problem that was not addressed by my current assessment tools. In most cases the students were not reading the background literature thoroughly enough before collecting data for their projects. Instead they glanced over the literature, collected data, and then went back and read the literature more thoroughly while writing their discussion. This somewhat backwards approach meant they often neglected to collect data that would have been useful to their project had they been better prepared before the data collection phase. I am going to change the way I teach the class next year by reducing the number of projects from four to three and including structured classroom discussions of readings.

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At the program level, in 2008 we examined the possible need and curricular role of Geographic Information Systems (GIS) content in geology

Through alumni and employer surveys, student interviews, and informal surveys of other geology programs, we identified additional GIS training and experience, and the ability to utilize GIS as a tool in a range of geology-related problems, as the most important drawback in our department’s geology major degrees

We developed a new course (Geol 213, Intro to GIS) in 2008-2009, and taught several sections of 213 for the first time during the 2009-2010 year. One of our assessment activities for 2010-2011 will be to evaluate the effectiveness of the resources committed to this additional aspect of our program, and to determine if student understanding of GIS concepts is sufficient to enable GIS content taught in 213 to be prerequisite for other courses in the major.

Student proficiency in GIS is now embodied as a Behavioral Outcome in our department’s assessment matrix.
### Outcome Assessment Activities

As part of our first Program Outcome:

Students have mastered the essential concepts and facts of geology, and related math, physics, and chemistry.

One of our core courses, Geol 318, has a course-outcome that is used to assess part of this larger program outcome:

Understand how information about Earth can be presented on maps and cross sections (aka 2D representations of 3D features)

### Results

This past year, Liz Schermer evaluated this in her Geol 318 course:

I assessed the objective SWBAT “construct a geologically viable cross section across a geologic map” in two recent versions of my 318 class. In fall 2009, which was the field version of the class, the average grade on the cross section lab was 70%, while in Fall 2008, a classroom version of the course, the average grade was 84%. The difference in format of these two classes allows for more time to be spent on cross sections in the classroom version, where they complete two cross section labs and a peer-review process, compared to the field version, where they only complete one cross section lab (identical to the second lab in the classroom version). The students who have difficulty with cross sections get to improve their skills by relearning the technique in Geology 409/410, but it would be better if they could come to the field course already proficient at cross sections.

### Program Improvements Made on the Basis of Assessment Results

I plan to improve my teaching of cross sections in the next instance of the field course (2011) by spending more time practicing the technique, giving students two smaller assignments instead of one larger one, and providing opportunity for peer review after the first assignment.
**Department:** Computer Science  
**Assessment coordinator:** Dave Bover

**Mission Statement:**

The mission of the Computer Science Department is to provide students with an understanding of computer science concepts, processes, and tools and to equip students with the analytical, design, and communication skills necessary to build computing systems. This training is offered in the context of the liberal arts philosophy of Western Washington University.

The applied nature of computer science necessitates involving students in software development projects, research projects, and/or internships as part of their learning experience. Undergraduate and graduate students are presented opportunities to investigate in depth those areas of computer science that correspond to faculty research, creative projects and interests, and are provided an understanding of the open questions in those areas.

The department provides courses to other undergraduate programs to meet their computing needs, and offers courses and programs in which knowledge and training in computing enhances and complements other majors. Scholarly investigations, software development, and research are an integral part of the department's instructional mission.

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement of student performance in analysis and design</td>
<td>Students are deficient in software design concepts</td>
<td>Modification of method of presenting design concepts in CSCI492</td>
</tr>
<tr>
<td>Measurement of student performance in selection of data structures and algorithms</td>
<td>Students are generally strong in these aspects but lack knowledge of database systems.</td>
<td>New course CSCI 330 introduced as a required course from Fall 2010 -</td>
</tr>
<tr>
<td>Measurement of student awareness of social and ethical issues in computer science</td>
<td>Students are generally strong in this aspect</td>
<td>No change needed</td>
</tr>
</tbody>
</table>
**Department:** Physics and Astronomy  
**Assessment coordinator:** Brad Johnson

**Mission Statement:**

As part of the overall mission of Western Washington University and the College of Sciences and Technology, the mission of the Department of Physics and Astronomy is to:

- Provide a curriculum in Physics and Astronomy with the breadth and depth to facilitate and support effective learning in the core areas of the discipline at all levels;
- Provide a range of courses in Physics and Astronomy that enhance the education of students of the Humanities, Arts, and Social Sciences;
- Provide the core curriculum in Physics for future Physics teachers and for science teachers in all disciplines;
- Provide courses at a variety of levels that serve the needs of other major programs within the College of Sciences and Technology;
- Provide students with opportunities to participate in original research, and encourage and support faculty research and the improvement of pedagogical methods;
- Provide an overall supportive and sustainable working and learning environment for students, faculty, and staff.

**Objectives:** Within three to five years of graduation, graduates of the program will:

1. Utilize conceptual knowledge and problem-solving skills in a variety of situations.
2. Apply core Physics principles to problems in professional or academic settings.
3. Effectively communicate ideas and strategies to colleagues.
4. Actively demonstrate the ability to work individually and in groups.
5. Continue to add to personal core knowledge and professional skill sets as life-long learners.

**Outcomes:** Upon graduation from the department of Physics and Astronomy, students will:

1. Have demonstrated mastery of the core concepts of Physics.
2. Have demonstrated understanding of quantitative reasoning and scientific inquiry.
3. Have demonstrated an ability to use lab equipment and interpret data.
4. Have demonstrated an ability to communicate ideas effectively, both verbally and in written form.
5. Have demonstrated an ability to solve problems, both independently and in groups.
Mapping of Program Objectives to Program Outcomes.

**Table 1:** The relationships between program outcomes and the program objectives.

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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<td>X</td>
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<tr>
<td>5</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Table 2:** The relationships between student course performance and program outcomes.

<table>
<thead>
<tr>
<th>Courses</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Phys 363</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Phys 335</td>
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<td>Phys 368</td>
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<td>Phys 455</td>
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<td>Phys 419</td>
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<td>Phys/Astr 39X</td>
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<td>X</td>
<td>X</td>
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</tbody>
</table>
Course outcomes for courses listed in Table 2.

Course outcomes are measured according to particular assessment tools.

**Physics 455 Quantum Mechanics I (QM).**
After completing Physics 455, students should have:

- Thorough understanding of the core concepts of QM, including probability, Schrodinger’s equation, wave function mechanics, ensemble averages, and measurement.
- Thorough understanding of the mathematical tools for QM, including linear algebra, expansion of functions in discrete and continuous bases, partial differential equations, and Dirac notation.
- Thorough understanding of the relationship between the QM theoretical structure and the outcomes of measurements in the lab.

**Physics 363 Classical Mechanics.**
After completing Physics 363, students should:

- Understand and be able to apply core concepts of classical mechanics, including Newton’s laws, conservation principles, the principle of superposition, variational principles, and fictitious forces in non-inertial reference frames.
- Demonstrate facility with the mathematical tools and methods of classical mechanics, including the use of non-Cartesian coordinate systems, generating and solving the differential equations that describe the behavior of physical systems, Taylor and Fourier series, gradient and curl, and the calculus of variations.
- Be able to apply concepts and mathematical tools to thoroughly analyze and understand selected “touchstone” physical systems, such as the oscillator and the two-body central force problem.

**Physics 335, Statistical Mechanics.**
After completing Physics 335, students should:

- Have a thorough understanding of the core concepts of Thermodynamics and Statistical Mechanics, including the laws of thermodynamics, multiplicities and Entropy, Free energies, Boltzmann Statistics and Quantum Statistics.
- Be able to apply of these concepts to model systems like paramagnets, ideal gases and Einstein solids.
- Be able to use computational tools for statistical analysis.

**Physics 368 Electricity and Magnetism.**
After completing Physics 368, students should:

- Have a thorough understanding of the core concepts of vector analysis, including scalar and vector products, differential and integral vector calculus in rectangular and curvilinear coordinates, the Dirac delta function.
- Have a thorough understanding of electrostatics in free space and in matter, including the divergence and curl of electric fields, electric potential, work and energy in electrostatics, and electrostatics in conductors.
- Have a thorough understanding of magnetostatics in free space and in matter, including the divergence and curl of magnetic fields due to steady currents, and magnetization
- Be able to apply the theory to dielectrics and magnetic materials, including connections to measurements.
<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Data from Junior Lab Sequence</td>
<td>Lack of working knowledge of error analysis</td>
<td>Creation of ‘Tools and Data Analysis’ course, Phys 326, as a prerequisite for Junior lab sequence.</td>
</tr>
<tr>
<td></td>
<td>Lack of consistent analysis tools (computational and software)</td>
<td></td>
</tr>
<tr>
<td>Assessment Data from Senior Exit Surveys.</td>
<td>Lack of preparation from Classical Mechanics (Phys 363) for later course.</td>
<td>Addition of a credit to Phys 363 for inclusion of Lagrangian/Hamiltoninan mechanics.</td>
</tr>
<tr>
<td></td>
<td>Repetition/ineffective transfer of topics of Math tools from Phys 325 and Math courses, Physics 485 (Mathematical Physics)</td>
<td>Dropped Physics 325, added credits to other course (363, 368 and 369) for specialized math applications.</td>
</tr>
<tr>
<td>Assessment Data from Alumni Surveys</td>
<td>Usefulness of specific lab-based tools for graduate school and industrial lab work.</td>
<td>Added ‘LabView’ package to formal course descriptions and execution of all program-specific lab courses (upper division).</td>
</tr>
</tbody>
</table>
**Department**: Engineering Technology Department

**Assessment coordinator**: Todd Morton

**Mission Statement:**

The principal mission of the Engineering Technology Department is to provide the highest quality education possible for our students. The intent of this document is to set in motion an ongoing process of reflection, study, analysis and assessment consistent with a continuous improvement philosophy that brings the Department of Engineering Technology to the highest achievable standard of excellence.

Emphasizing excellence in undergraduate education and graduate programs, Western Washington University is a comprehensive university with selected professional and applied programs. According to its Strategic Plan, Western Washington University is committed to providing advanced programs that give depth of knowledge and that enhance undergraduate and post-baccalaureate programs to meet the professional and leadership responsibilities of the state. In fact, the basic legislation, written by legislative representatives for the citizens of the State of Washington [Chapter 169, section 2, Laws of 1977, First Extraordinary Session of the Forty-fifth Legislature] defines the role of regional universities. “The primary purposes of the regional universities shall be to offer undergraduate and graduate education programs through the Master’s degree, including programs of a practical and applied nature, directed to the educational and professional needs of the residents of the regions they serve; to act as receiving institutions for transferring community college students; and to provide extended occupational and complimentary studies programs that continue or are otherwise integrated with the educational services of the region’s community colleges.”

Thus, the Department of Engineering Technology is clearly a significant, essential and fundamental component of Western Washington University’s basic mission. The practical and applied nature of our programs enables the Department of Engineering Technology to fulfill not only its strategic plan, mission and goals, but the basic mission of Western Washington University. Included in the department strategic plan and mission statement is the desire of the Department of Engineering Technology to produce graduates who are immediately employable and ready to excel in and make significant contributions to the industrial/business/education workplace. We expect our department and our graduates to have a major positive influence on the economy of the State of Washington.

Each member of the Department of Engineering Technology is fundamentally important and plays an essential part in fulfilling the Department’s goals. The Department views its diversity as one of its greatest strengths. Currently, there are three engineering technology majors: electronics, manufacturing and plastics; three options in the industrial technology major: CAD/CAM, vehicle design and student-designed; an industrial design major; and a technology education major that also includes a Master of Education degree program. Each major within the department makes a unique contribution to the mission of the department and all are considered to be essential components in fulfilling our basic role at Western and to the citizens of the State of Washington. Graduates from all our programs have already demonstrated success in the workplace and have made significant contributions to industry and business.
Department: Electronic Engineering Technology (EET)

Educational Objectives
The Electronics Engineering Technology program at Western Washington University will prepare graduates with the technical and managerial skills necessary to enter careers in the design, application, installation, manufacturing, operation and/or maintenance of electronic systems. Graduates will

- Be able to apply mathematics, established scientific and engineering knowledge, for the development and implementation of a broad range of electronic systems
- Be knowledgeable about current technologies and be prepared to adapt to technology advances and ensure professional growth through an appreciation for lifelong learning.
- Demonstrate strong communication skills, be able to work as an individual or as a member of a team, and show the ability to work in an efficient, timely manner to meet quality and economic goals.
- Have a well rounded education in order to understand their professional and ethical responsibility and the impact of engineering solutions in a global and societal context.

Western’s Electronics Engineering Technology program is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, phone 410-347-7700.

Formal Documentation
Website, Catalog

Assessment
Assessment plan will include graduate and employer surveys (1yr and 3-5yr) and career placement numbers.

Update/Revision Plan
Based on assessment data, faculty, and constituency input, the program objectives may be updated during an Industrial Advisory meeting.
Links to ABET Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>ABET Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be prepared to apply mathematics, established scientific and engineering knowledge, for the development and implementation of a broad range of electronic systems</td>
<td>a, b, c, d, f, A, B, C, E</td>
</tr>
<tr>
<td>Be knowledgeable about current technologies and be prepared to adapt to technology advances and ensure professional growth through an appreciation for lifelong learning.</td>
<td>a, b, d, f, h</td>
</tr>
<tr>
<td>Demonstrate strong communication skills, be able to work as an individual or as a member of a team, and show the ability to work in an efficient, timely manner to meet quality and economic goals.</td>
<td>e, g, k, D</td>
</tr>
<tr>
<td>Have a well rounded education in order to understand their professional and ethical responsibility and the impact of engineering solutions in a global and societal context</td>
<td>g, i, j</td>
</tr>
</tbody>
</table>

Outcomes:

The graduates of the Electronics Engineering Technology program must have:

a1. An appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines. Specifically, the application of circuit analysis and design, computer programming, associated software, analog and digital electronics, and microcomputers to the building, testing, operation, and maintenance of electrical/electronic(s) systems.

a2. An appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines. Specifically, the ability to analyze, design, and implement control systems, instrumentation systems, communications systems, computer systems, or power systems.

a3. An appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines. Specifically, the ability to apply project management techniques to electrical/electronic(s) systems.

b1. An ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology. Specifically, the applications of physics or chemistry to electrical/electronic(s) circuits in a rigorous mathematical environment at or above the level of algebra and trigonometry.
b2. An ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology. Specifically, the ability to utilize statistics/probability, transform methods, discrete mathematics, or applied differential equations in support of electrical/electronic(s) systems.

c. An ability to conduct, analyze and interpret experiments and apply experimental results to improve processes.

d. An ability to apply creativity in the design of systems, components or processes appropriate to program objectives.

e. An ability to function effectively on teams.

f. An ability to identify, analyze and solve technical problems.

g. An ability to communicate effectively.

h. A recognition of the need for, and an ability to engage in lifelong learning.

i. An ability to understand professional, ethical and social responsibilities.

j. A respect for diversity and a knowledge of contemporary professional, societal and global issues.

k. A commitment to quality, timeliness, and continuous improvement.

<table>
<thead>
<tr>
<th>Objectives to ABET Outcome Links</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>Be prepared to apply mathematics, established scientific and engineering knowledge, for the development and implementation of a broad range of electronic systems</td>
</tr>
<tr>
<td>Be knowledgeable about current technologies and be prepared to adapt to technology advances and ensure professional growth through an appreciation for lifelong learning.</td>
</tr>
<tr>
<td>Be prepared to have strong communication skills and work as an individual or as a member of a team.</td>
</tr>
<tr>
<td>Have a well rounded education in order to understand their professional and ethical responsibility and the impact of engineering solutions in a global and societal context</td>
</tr>
</tbody>
</table>
Department: Manufacturing Engineering Technology (MET)

Educational Objectives:
The MET program at Western Washington University prepares graduates to provide effective results for American and Global manufacturing industries. Graduates will:

- Be able to apply the engineering design process, including mathematics, science, and engineering knowledge, to solve open-ended manufacturing problems.
- Be knowledgeable about current technologies, prepared to adapt to advances in technology, and have the desire to constantly improve their skills.
- Demonstrate strong communication skills through written, verbal, and graphical mediums.
- Be able to work as an individual or as a team member, while demonstrating efficiency and timeliness in order to satisfy project goals.
- Have a well-rounded education in order to understand their professional and ethical responsibility and the impact of engineering solutions in a global and societal context.

Program Outcomes:

A. An appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines.
   - Materials used in manufacturing, including, but not limited to, metals and polymers.
   - Processes used in manufacturing, including, but not limited to, machining, foundry, forming, joining, assembly, and automation.
   - Utilize Computer-Aided Design (CAD) software in order to support manufacturing processes, including, but not limited to, part design, assembly modeling, and engineering documentation.
   - An appropriate mastery of the knowledge and applications of quality assurance, operations management, and project management.
   - The design and/or use of tooling to support manufacturing processes.
   - Safety, ergonomics and maintenance as applied to manufacturing processes and equipment.

B. An ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology.

C. An ability to conduct, analyze and interpret experiments and apply experimental results to improve processes.
   - Apply statistics and design of experiments to find solutions to manufacturing problems.
D. An ability to apply creativity in the design of systems, components or processes appropriate to program objectives.
   • Apply the engineering design process to successfully complete a design project related to manufacturing.
E. An ability to function effectively on teams.
F. An ability to identify, analyze and solve technical problems.
   • Apply statistics and design of experiments to find solutions to manufacturing problems.
   • Apply the engineering design process to successfully complete a design project related to manufacturing.
G. An ability to communicate effectively.
H. A recognition of the need for, and an ability to engage in lifelong learning.
I. An ability to understand professional, ethical and social responsibilities.
J. A respect for diversity and a knowledge of contemporary professional, societal and global issues.
K. A commitment to quality, timeliness, and continuous improvement.
Department: Plastics Engineering Technology (PET)

Objectives:

The Plastics Engineering Technology program at Western Washington University will prepare graduates with the skills to enter careers in the plastics and composites industries in the areas of: processing, materials, product design, molds/tooling, quality, sales, and technical management. Graduates will:

- Maintain a working knowledge of mathematics, physics, chemistry, and materials science for the development of a broad range of plastics and composites manufacturing components.
- Have extensive knowledge of current polymeric and composite materials and processing methods and are able to adapt to emerging technologies.
- Have breadth to be capable of understanding areas of manufacturing and business outside their primary discipline.
- Have the ability to apply creativity in the design of systems, components, or processes and use appropriate tools to solve problems.
- Demonstrate strong organizational skills and oral, written, and graphical communication skills, be able to work as an individual, leader, or as a member of a team, and show the ability to work in an efficient, timely manner to meet technical and business goals.
- Have a well rounded education in order to understand their professional and ethical responsibility and the impact of engineering solutions in a global and societal context.

Outcomes:

A. An appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines.
- Materials: material science concepts, test methods, design of material formulations, material selection based on application requirements.
- Tooling to Support Manufacturing Processes: design, construction, materials, economics.
- Processing: ability to safely perform primary and secondary manufacturing operations, understand relationship between material, product, and processing, adapt processing to different materials and product designs, ability to troubleshoot and optimize.
- Design: design process, economics, knowledge of the tools of design including CAD, CAM, statics, strengths.
- Quality: ability to quantify and interpret performance in relationship to objectives.
- Management: ability to successfully manage projects and operations to meet objectives and milestones.

B. An ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology.

C. An ability to design, conduct, analyze and interpret experiments and apply experimental results to improve processes.
• Ability to determine appropriate processing and analytical techniques to solve problems.
D. An ability to apply creativity in the design of systems, components or processes appropriate to program objectives.
  • Ability to develop innovative ideas and use appropriate tools to solve problems
E. An ability to function effectively on teams.
F. An ability to identify, analyze and solve technical problems.
  • Ability to quantify performance in relationship to objectives.
G. An ability to communicate effectively.
  • Ability to communicate technical information to supervisors and peers.
H. A recognition of the need for, and an ability to engage in lifelong learning.
  • Ability to find technical information needed to solve problems.
I. An ability to understand professional, ethical and social responsibilities.
J. A respect for diversity and a knowledge of contemporary professional, societal and global issues.
K. A commitment to quality, timeliness, and continuous improvement.
**Department:** Industrial Design (ID)

1) ID graduates should become creative problem solvers

2) ID graduates should become fluent visual communicators

<table>
<thead>
<tr>
<th>Performance criteria</th>
<th>Assessment Method</th>
<th>Time of Data Collection</th>
<th>Assessment Coordinator</th>
<th>Evaluation of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative product solutions</td>
<td>Review of senior portfolios</td>
<td>End of academic year</td>
<td>Arunas Oslapas</td>
<td>Rating sheet/Oslapas</td>
</tr>
<tr>
<td>Hand drawing skills</td>
<td>Review of senior portfolios</td>
<td>End of academic year</td>
<td>Arunas Oslapas</td>
<td>Rating sheet/Oslapas</td>
</tr>
<tr>
<td>Computer drawing skills</td>
<td>Review of senior portfolios</td>
<td>End of academic year</td>
<td>Arunas Oslapas</td>
<td>Rating sheet/Oslapas</td>
</tr>
</tbody>
</table>
Department: Mathematics
Assessment coordinator: Dave Hartenstine

The Mathematics Department offers a total of 10 major options, including combined majors with other departments. These can be grouped into three degree categories: Bachelor of Arts, Bachelor of Arts in Education and Bachelor of Science.

Below is a list of student learning outcomes that are relevant to one or more of our major options. None of our majors require the achievement of all of them. A table below summarizes which of these outcomes we expect for each of our major options. In completing a major in the Mathematics Department, for each of the following items relevant to that major we expect a student to demonstrate:

1. Mastery of the essentials of core lower division mathematics courses: calculus and linear algebra. (Core Math)
2. Understanding of the importance of abstraction and rigor in mathematics, ability to construct complete proofs and to critically examine the correctness of mathematical work and logical arguments. (Rigor)
3. Knowledge of concepts and techniques from a variety of mathematical areas, by demonstrating understanding of material in upper division courses in at least two of the following disciplines: abstract algebra, differential equations, geometry, linear algebra, mathematical analysis, number theory, optimization, numerical analysis and probability and statistics. (Breadth)
4. Awareness of the historical context of areas of mathematics studied and familiarity with major contributions of some prominent mathematicians of the past and present. (History)
5. In-depth understanding of at least two mathematical subjects at an advanced level, by showing understanding of material in a second course of a sequence in these subjects. (Depth)
6. Completion of the appropriate professional preparation program, including the earning of the appropriate professional certification. (Certification)

Core Math Assessed every year. Since success in Math 224 depends heavily on success in Math 124 and 125, we will record the grades of graduating seniors in Math 224 and 204. Since calculus and Math 204 classes are made up largely of non-majors, assessment of learning in those courses does not tell us how our majors are achieving this outcome. Exit Survey. "In later courses that do require the mastery of this material, instructors who are teaching courses that are used for assessment of other outcomes.

Rigor Assessed by in-class performance every other year, using a three-course cycle (Math 312, 302, 360). Instructor of each section of that course could count students who “met/exceeded/did not meet expectations” concerning, for example, the ability to independently construct a complete and correct proof of a theorem not seen before. How this will be measured would be up to the individual instructor, but there should be agreement among instructors about what the expectations are. Data collected and used to improve course, if warranted. Exit Survey.
**Depth Assessed** by in-class performance every other year, using the following courses: Math 402, Math 475, and Math 430 and/or 432. Most of these courses, with the possible exception of 475, are taken by a large number of students. Math 475 is required for the BS Applied Math major, and 435 is required for the Operations Research concentration for the BS Applied. Similar to assessment in the breadth category (except that there will typically only be one section of each course used for assessment of this outcome): instructor of the course could choose some combination of homework and exam questions clearly connected to course objectives to measure student understanding of course material. Data collected and analyzed to improve course, if warranted. Count the number of sequences successfully completed.

**History Assessed** every year. Since many instructors incorporate history into their classes as time permits and when appropriate, this is maybe best measured by the question on the exit survey. It seems that most of our majors take Math 419, although it is required only of our BA and BAE students. Count the number of graduating students who take Math 419. Maintain a list of topics of term papers completed by students in Math 419 to document what students actually study outside of class, and maintain an archive of completed term papers.

**Breadth Assessed** by in-class performance every other year, using a three-course cycle (Math 331, 304, 341). These courses are taken by a large number of students from all of our major options. At the beginning of the year, instructors of course used for assessment agree on which course objectives to measure that year. Instructors choose how to assess the achievement of those objectives in their classes. Data compiled and used to improve course, if warranted. Count of number of different areas studied (successfully) at upper division level by graduating seniors (every year). Exit Survey (New question needed).

**Certification Assessed** every year. Count the number of students who get certification.

The table below summarizes which student learning outcomes we expect for each of our major options. The combined majors combine in-depth study of another discipline with the mathematics most relevant for that subject.

The following table indicates when and how we will assess each of the outcomes over the next six years, realizing that the results of and experience with assessment in the beginning of this schedule may suggest changes to this schedule and the way in which the outcomes themselves are assessed. ES stands for Exit Survey, given to each of our graduating students, and Ct stands for Count. More specific comments about the assessment of each of them follow.
## Expected Student Learning Outcomes and Major Options

<table>
<thead>
<tr>
<th>Degree/Major</th>
<th>Core Math</th>
<th>Rigor</th>
<th>Breadth</th>
<th>History</th>
<th>Depth</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA, Math</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BA, Econ/Math</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>BAE, Math (Elem)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BAE, Math (Sec)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BAE, Chem/Math (Sec)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BAE, Physics/Math (Sec)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BS, Math</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BS, Applied Math</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BS, Math/CS</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>BS, Bio/Math</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
**Review of Assessment Data and Activities**

The department’s assessment coordinator will collect data from the instructors of the courses used for assessment, and assist those instructors in their assessment activities. This person will also analyze the data from the exit survey and from the analysis of transcripts of graduating majors. The results of all of these activities will be reviewed and discussed in the department’s curriculum committee. This committee will also decide what action and additional assessment activities, if any, should be taken as a result of the collected information.

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merged all exit survey results of the last 3 years, tabulating undergraduate student views of how well each of our overall program objectives is met as well as various other factors.</td>
<td>Student satisfaction is high in each category, except in academic advising and awareness of math career options.</td>
<td>These factors cannot really be addressed by curricular or program changes. We are seeking ways to more widely and effectively disseminate career information (website, Math Center,…). The advising concerns are more nebulous (and widely prevalent), and might refer to course scheduling rather than actual advisement regarding math courses.</td>
</tr>
<tr>
<td>Used performance on standard test questions to measure student mastery of core topics in two core math classes (204, linear algebra, and 224, multivariable calculus).</td>
<td>The vast majority of students have adequately mastered the fundamental skills in these courses.</td>
<td>None required.</td>
</tr>
<tr>
<td>Merged all exit survey results of the last 3 years, tabulating graduate student views of how well each of our overall “UG” program objectives is met as well as many other factors.</td>
<td>Generally very satisfactory, but less so for: modeling, the use of technology, and recognizing connecting themes.</td>
<td>The first two are more UG (not graduate) program objectives; appropriate grad programs (with an analytic focus) could sidestep these areas. The last issue may be advising-related: some grad students may not have a very coherent program—perhaps due to budgetary program cutbacks.</td>
</tr>
</tbody>
</table>
**Department:** Science, Mathematics, and Technology Education (SMATE)

**Program Assessment Plan**

I. Assessment committee

The Science Education faculty members serve as an assessment committee of the whole to develop and execute a plan to assess the impact of our programs on our students and to use assessment data to improve our programs. Assessment activities will be reported to university stakeholders on the program website.

II. Assessment strategy

Our programs are assessed at four levels. Each level is defined by a set of specific outcomes or objectives to be assessed. These levels are designed to correspond with each other so that the more specific outcomes near the bottom of the hierarchy directly relate to one or more outcome from the level above it. The four levels are:

1. *Mission Statement:* The overall broad goal/vision.
2. *Program Objectives:* Objectives we expect our students to meet 3-5 years after graduation.
3. *Program Outcomes:* Outcomes that we expect our students to meet on graduation.
4. *Course Outcomes:* Outcomes that we expect our students to meet in specific courses.

Each section below summarizes the outcomes/objectives at each level, as well as a plan to assess each set of outcomes/objectives. This document concludes with a description of how assessment data is used to improve the program at all levels.

III. Mission statement

To be a national model of effective recruiting and preparation of the highest quality future elementary and secondary mathematics and science teachers. We will participate in research and dissemination of new knowledge in mathematics and science education reform to the university and K-12 communities, and serve as a valuable resource to the university and broader community to improve mathematics and science teaching and learning.
IV. Program objectives: Alumni

Our Alumni will:

1. Effectively teach all of their students as demonstrated by individual student performance.
2. Demonstrate deep content knowledge of science necessary for effective teaching.
3. Demonstrate deep pedagogical content knowledge in science.
4. Demonstrate the capacity to continuously improve their science instruction through collaboration with their peers analyzing their student’s learning as represented by their work.
5. Engage in ongoing professional growth as science educators.
6. Assume leadership roles in their buildings and districts.

Assessment. We will survey a sample of our graduates periodically to assess the program objectives. This self-report data will be supplemented by analysis of student learning measured with the state assessments.

SMATE has collected significant data over the past seven years through our NSF grant funded work that demonstrates the success of our graduates in meeting the program objectives.

V. Program Objectives: BA/Ed.

Future Elementary School Teacher Graduates from our B.A.Ed program will:

1. Understand the basic scientific concepts at a depth necessary to teach effectively, including:
   a. The transformation and transfer of matter and energy in physical, Earth and living systems.
   b. Fundamental concepts of force, motion, and interactions.
   c. Fundamental processes in Earth systems.
   d. Fundamental processes in living systems.
2. Understand the nature of scientific inquiry.
3. Understand the principals and values of the scientific enterprise.
4. Understand their own science learning.
5. Develop a beginning understanding of pedagogical content knowledge in science.
6. Develop knowledge and capacity to use assessment for learning.
7. Develop a beginning capacity to differentiate science instruction so that all students have the opportunity to learn.
8. Develop the belief that effective science learning in the elementary grades is critical for all students.
9. Develop the confidence that they can effectively teach science to all of their students.
10. Develop the understanding that collaboration with peers around evidence of their student’s learning is critical to improving their instruction.
11. Develop knowledge of and facility with using resources, tools, and materials to plan and implement effective science instruction.

**Future Middle and High School Teacher Graduates from our B.A.Ed program will:**

1. Understand the fundamental concepts and principals of the disciplines they will be teaching. (Biology, Chemistry, Earth and Space Science, and/or Physics)
2. Understand the nature of scientific inquiry.
3. Understand the principals and values of the scientific enterprise.
4. Develop a beginning understanding of pedagogical content knowledge in science.
5. Develop knowledge and capacity to use assessment for learning.
6. Develop a beginning capacity to differentiate science instruction so all students have the opportunity to learn.
7. Develop the belief that effective science learning in the elementary grades is critical for all students.
8. Develop the confidence that they can effectively teach science to all of their students.
9. Develop the understanding that collaboration with peers around evidence of their student’s learning is critical to improving their instruction.
10. Develop knowledge of and facility with using resources, tools, and materials to plan and implement effective science instruction.

**Assessment.** The main source of data at this level comes from assessment items at the course level. Each course outcome for the science content courses for future elementary teacher candidates, developed and delivered in SMATE, links to a specific program outcome. These courses are also taught at our partner two-year colleges (Everett CC, Skagit Valley College, Whatcom CC). We collect common data for those classes to feed into the analysis that is used in making course modifications. Assessment data from the teaching methods and practicum courses also link to program outcomes. For future middle and high school teachers, course grades from science content courses are used to judge content knowledge.

We have developed an exit interview for our graduating general science majors to assess the quality of the SMATE academic programs and connections to the broader teacher preparation program and disciplinary programs. The interviews will begin in Spring 2010. Results of the interviews will be discussed by the faculty each fall to respond to common feedback and trends that may appear over time.
VI. Course Outcomes

See appendix A for a full set of course outcomes. All faculty members are required to list the relevant course outcomes on the syllabi for the classes they teach each quarter. Faculty members meet each year to discuss possible course changes suggested by the data/evidence collected during the previous year. Common course outcomes, syllabi, and assessments are used for all the courses taught at SMATE.

Assessment. Pre- and post-test results for the content courses are used to assess student achievement of disciplinary knowledge. In the teaching methods courses students write a final reflective essay which is scored against a common rubric. In the elementary practicum course students make a final presentation of evidence of their students’ learning based on results of their planned classroom assessments.

This evidence is used by the faculty members that teach the respective courses to propose revisions to the courses. New course elements include assessments designed to measure their effectiveness at achieving their stated purpose. This evidence becomes part of the next year’s review.

VII. Use of Assessment Data

The director of SMATE will summarize the data in an annual internal report. Faculty meetings will be devoted to identifying weaknesses revealed by the data at each assessment level. The group will then determine 1-3 priorities for improvement based on those data and will begin to discuss: a) possible improvements that can be made, and b) additional data that need to be collected to further illuminate the problem. In response to these discussions, the faculty will develop and implement a plan for making improvements and collecting additional data.
APPENDIX A: SMATE COURSE OUTCOMES

In each course listed below, students will:

SCED 201: Matter and Energy in Physical Systems
1. Understand the nature of physical interactions, how they are responsible for the transfer and transformation of energy and the basic concepts of force and motion;
2. Understand the concept of the conservation of energy and its use in explaining phenomena;
3. Develop a deep understanding of physics ideas that can be used to explain interesting phenomena, and are included in the elementary school science curriculum;
4. Practice and develop an understanding of how knowledge is developed within a scientific community: that doing science involves using evidence and creative thinking, that knowledge is established through collaboration and consensus, and that science knowledge can change over time;
5. Appreciate the thinking of elementary students while they engage in scientific inquiry, and to make connections with your own learning of physics; and
6. Become more aware of how their own physics ideas change and develop over time, and how the structure of the learning environment and curriculum facilitate these changes.

SCED 202: Matter and Energy in Earth Systems
1. Understand how the transfer of heat from the interior of the Earth toward the surface causes slow changes in the position of the Earth’s plates (e.g., formations of mountains and ocean basins) and relatively rapid changes at the surface (e.g., volcanic eruptions and earthquakes);
2. Understand that physical evidence, such as fossils, relationships between rock units, and radiometric dating, provide evidence for the Earth’s evolution and development;
3. Understand how energy interactions and changes are fundamental in explaining the dynamics of living organisms, the earth and the universe;
4. Develop a deep understanding of geologic ideas that can be used to explain natural phenomena, and that are included in the elementary school science curriculum;
5. Practice and develop an understanding of how knowledge is developed within a scientific community: that doing science involves using evidence and creative thinking, that knowledge is established through collaboration and consensus, and that science knowledge can change over time;
6. Become more aware of how their own geologic ideas change and develop over time, and how the structure of the learning environment and curriculum facilitate these changes.

SCED 203: Matter and Energy in Living Systems
1. Describe how energy and matter are acquired by and transferred through living organisms;
2. Describe how an ecosystem is structured according to flows of matter and energy;
3. Understand how the flow of energy and matter influences the evolution of living organisms;
4. Understand that science and common sense use similar thought processes (logic);
5. Make detailed observations and descriptions of patterns;
6. Formulate hypotheses and predictions;
7. Identify and control variables;
8. Conduct precise and accurate measurements;
9. Read and interpret scientific data presented graphically;
10. Learn about your own and your peers’ science learning.

SCED 294: Investigative Science
1. Understanding of what matter is composed of and how it behaves;
2. Understand the small particle model of matter;
3. Understanding of how scientific knowledge is generated and used, and begin to fathom its power as well as its limitations;
4. Be able to ask and answer a simple scientific question by conducting a scientific inquiry.

SCED 370 Science and Society
1. Understand basic models for how scientific knowledge is generated and gains reliability.
2. Explore and understand how science is used to inform a variety of issues having significant global importance such as: proliferation of nuclear weapons, the possibility of global climate change, energy resources, the AIDS crisis, deforestation, large-scale extinction of species, availability of potable water, depletion of the ozone layer, energy usage and the population crisis.
3. Compare and contrast science and pseudo-science.

SCED 480 Science Methods and Curriculum for the Elementary School
1. Demonstrate dispositions to teach science;
2. Understand the nature of science and its importance in science instruction, how scientific inquiry is important and useful to understanding nature and participation in society;
3. Understand and implement strategies to ensure that all students learn;
4. Understand how students learn science and how to design appropriate learning environments;
5. Develop understanding of how content, learning and pedagogy are related in science learning;
6. Understand and develop assessments that support and document student understanding;

SCED 481 Fundamentals of Teaching Science
1. Develop an understanding of the nature of science;
2. Become familiar with current research on how people learn;
3. Become acquainted with the Washington State Science Standards and the National Science Education Standards and their roles; and
4. Become familiar with documents on reformed science teaching.
SCED 490 Laboratory/Field Experience in Elementary Science
1. Adapt an assigned research-based curriculum to create a coherent science unit;
2. Demonstrate knowledge of a variety of methods found to be effective in the teaching of science.
3. Develop an authentic classroom assessment strategy appropriate to the science topic and grade level.
4. Progress in understanding and performance as excellent science teachers.

SCED 491 Methods in Secondary Education for Science Teachers
1. Develop an understanding of the national and state standards for science education;
2. Design or adapt and test a sequence of science lessons appropriate to address those standards in the secondary classroom;
3. Gain practical experience with teaching and learning science through inquiry methods;
4. Gain a deeper understanding of assessing for student understanding in science;
5. Begin to become collaborative professional science educators.
**Closing the Loop Examples: 2010 SMATE**

**SMATE Mission:** To be a national model of effective recruiting and preparation of the highest quality future elementary and secondary mathematics and science teachers. We will participate in research and dissemination of new knowledge in mathematics and science education reform to the university and K-12 communities, and serve as a valuable resource to the university and broader community to improve mathematics and science teaching and learning.

**Student Outcome Assessed:**
SCED 202, Develop a deep understanding of geologic ideas that can be used to explain natural phenomena, and that are included in the elementary school science curriculum;
SCED 203, Understand how the flow of energy and matter influences the evolution of living organisms;
SCED 490, Demonstrate knowledge of a variety of methods found to be effective in the teaching of science.

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- and post-content and attitude assessments for SCED 202, and 203</td>
<td>The result are contained in the following URLs. (<a href="http://www.ncosp.wwu.edu/content_assessment/results/">http://www.ncosp.wwu.edu/content_assessment/results/</a>, <a href="http://www.ncosp.wwu.edu/class_survey/results/">http://www.ncosp.wwu.edu/class_survey/results/</a>)</td>
<td>The courses are revised each year, based on data and student feedback, by a team consisting of the faculty and six NSF supported master teachers. The biology course is being further developed as part of an NSF CCLI grant through Cal State Chico.</td>
</tr>
<tr>
<td>Outcome Assessment Activities</td>
<td>Results</td>
<td>Program Improvements Made on the Basis of Assessment Results</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Annual Review of SCED 490 based on student learning commentaries and feedback</td>
<td>Students were overwhelmed by the lesson study aspect of the course. There were not enough days to have sufficient training on this, and as a result, the quality of student work was poor. Their analysis of student learning in the K-5 classroom using a lesson study protocol was shallow. Lesson plans and evaluations of students by their cooperating teachers show that student work needs significant improvement.</td>
<td>SCED 490 Revisions for Fall quarter 2010 (First Draft)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Based on results from 2009-2010, class will be scaled back to 18 students to allow time for observations and feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Outcomes (same as before, but with modification of assessments)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Effective Science Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Adaptation of research-based curriculum (assessed by lesson plans)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Instructional Strategies (assessed by lesson plans, lesson implementation, lesson reflection)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Assessment (assessed by SLE final presentation, uses pre-, formative-, and post-assessment data, and by individual lesson reflections)</td>
</tr>
<tr>
<td></td>
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<td>2. Professional Growth (assessed by reflection papers, self assessment on lesson plans, peer HPL reflection on lessons, and participation)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Woodring Standard 5: pre-service teacher collect K-6 data/analyze and inform instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Formative assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Pre/post. Pre-service teacher must decide what is appropriate &amp; take responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lesson plan changes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Learning goal, assessment, &amp; objectives due from lead teacher two days prior to lesson (but not instructional plan). Sced 490 instructor gives feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Full lesson plan due from lead teacher to cooperating teacher when cooperating teacher wants it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Full lesson plan and reflection due from lead teacher to 490 instructor by day after lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Reflection from supporting teachers – two reflections from each pre-service teacher per quarter (one for each peer), based on HPL (initial ideas, conceptual framework, metacognition)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grading (100 pts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Attendance (10%).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Participation (5%).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Lesson plans/implementation/reflections (40%).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Reflection essays (15%).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Student Learning Evidence (15%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Collaboration (5%) / 7. Classroom teacher evaluation (10%)</td>
</tr>
</tbody>
</table>
College of Business & Economics

(More examples available upon request.)
“Closing the Loop” Reporting Template

**Department:** Accounting

**Assessment Coordinator:** Brian Burton/George Sanders

**Departmental Mission**

**Program Goals:**

**Student Learning Outcomes Assessed**

<table>
<thead>
<tr>
<th>Outcome Assessment Activities</th>
<th>Results</th>
<th>Program Improvements Made on the Basis of Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation and analysis of pass rates on different sections of the CPA exam</td>
<td>WWU students behind peers on Financial Analysis and Reporting section pass rates</td>
<td>Open advanced, graduate level courses to seniors to allow further course coverage of specific topics</td>
</tr>
</tbody>
</table>
Huxley College of the Environment
The names of the individuals responsible for assessment coordination in each department:

- Leo Bodensteiner, Chair, Department of Environmental Sciences
- Thomas Terich, Chair, Department of Environmental Studies: Policy, Planning, Education and Geography

The name of the individual or committee responsible for your college’s assessment activities:

- Brad Smith, Dean, Huxley College of the Environment

A brief summary of each department’s assessment activities over the past two years:

Huxley College of the Environment actively participates in ongoing, continuous assessment, including:

- Conducted listening sessions with internal and external stakeholder constituent groups (alum, graduate students, undergraduate students, faculty, staff, employers and potential employers) - Discussions held with employers who hire (or provide internships for) graduates/current students to assess skill development provided by Huxley College’s academic offerings.

- Revised Strategic Plan - College approved June 2009 (see appendix)

- Department of Environmental Studies ad hoc Curriculum Visioning Committee (created in AY 2009-10); bi-weekly meetings

- Bi-weekly Huxley College Curriculum Committee meetings

- Semi-annual all-college retreats

- Monthly all-college meetings

- Bi-weekly individual department meetings

A summary of how each college and department has “closed the loop” by using assessment data to make program improvements.

- See attached “Closing the Loop Report” for each department
Closing the Loop Report

Department:
Department of Environmental Sciences, Huxley College of the Environment

Departmental Mission:
The mission of the Department is to be a regional partner and national leader in environmental science and management, research and education; providing information and training to both students and professionals in the environmental sciences.

Student Learning Outcomes Assessed:
We teach environmental sciences by having the students participate in the process to the point where they can perform research, transmit the results to the scientific community, and participate in the environmental management process. Each objective is presented in more detail below.

Perform Research
Obtaining information that accurately reflects the nature of the environment.
- The student will understand the basic philosophies of the scientific method and the culture of the scientific community specific to the areas of emphasis.
- The student will be able to read and critique the scientific literature appropriate for their area of emphasis.
- The student will become versed with experimental design and laboratory/field research methods in each of the five areas of emphasis and be able to perform each at a professional level.
- The student will become versed with data analysis methods and modeling techniques in each of the five areas of emphasis and be able to perform each at a professional level.

Transmission of Scientific Results
Results from modeling, field research, laboratory experiments and other avenues of investigation can not be applied to understanding the environment unless it is presented as a talk or poster at a scientific conference or published as a manuscript. In order to meet this goal the students will have specific skills.
- The student will be able to summarize the results of a laboratory, field or model based research, or a summary of current literature in the three dominant methods of scientific communication.
- The student will be able to construct and present an oral presentation using current computer based techniques for preparation of graphs, tables and graphics that summarizes the results of a scientific investigation.
- The student will be able to construct and present a platform (poster) presentation using current computer based techniques for preparation of graphs, tables and graphics applicable to this format.
- The student will be able to prepare a scientific manuscript using a first-person active voice style following the typical manuscript requirements for journals appropriate to the five areas of emphasis. Graphs, tables and other materials will be produced in a manner reflecting the requirements of the type of publication.
Participate in the environmental management process
In the environmental sciences information is generated to inform the management process for environmental systems for all levels of governmental agencies, Non-governmental organizations and industry. Students need to be able to integrate the science into this broader process and need the knowledge and skills to accomplish this task.

- The student will become familiar with the appropriate International, Federal, State and Local legislation governing the management of environmental systems and the goals of each.
- Students will be knowledgeable of State and other agencies and the missions of each that manages natural resources or environmental services.
- Students will acquire the skills necessary to working within interdisciplinary groups including other specialists, managers and representatives of the non-technical public.
- Students will become familiar with a number of decision making tools, such as risk analysis, so that they are familiar with the processes.
- The success of this approach is in part reflected by the continuing demand for our program and the success of its graduates. However, we take care to track the true measure of success in the sciences, the transmission of research to the scientific community. One of the outstanding aspects of the Department is the publication and presentation record of our undergraduate and graduate students.

Outcome Assessment Activities:
- Conducted listening sessions with internal and external stakeholder constituent groups (alum, graduate students, undergraduate students, faculty, staff, employers and potential employers) - Discussions held with employers who hire (or provide internships for) graduates/current students to assess skill development provided by Huxley College’s academic offerings.

- Revised Strategic Plan - College approved June 2009 (see appendix)

- Department of Environmental Studies ad hoc Curriculum Visioning Committee (created in AY 2009-10); created to mirror success of Environmental Sciences Department in assessment and streamlining of degree emphasize and tracks offered in previous years

- Bi-weekly Huxley College Curriculum Committee meetings

- Semi-annual all-college retreats

- Monthly all-college meetings

- Bi-weekly individual department meetings

Results/Program Improvements Made on the Basis of Assessment Results:
Huxley College of the Environment actively participates in continuous assessment of curricular offerings – resulting in ongoing course creation, revision and elimination, as necessary.
Closing the Loop Report

Department:
Department of Environmental Studies: Policy, Planning, Education and Geography; Huxley College of the Environment

Departmental Mission:
The mission of the Department of Environmental Studies is to affirm and work within the broader mission of Huxley College -- *interdisciplinary education for undergraduate and graduate students through diverse programs*. Through the integration of the natural and social sciences, and allied professions, the Department endeavors to educate problem solvers who are able to meet the environmental challenges of our times.

Student Learning Outcomes Assessed:
As a first step to assessment, we identify the attributes of a Huxley graduate. These attributes, hopefully, are the result of achieving expected learner outcomes in coursework and other experiences (such as internships and capstone courses), and thus the achievement of our programmatic objectives.

The attributes of a Huxley graduate are as follows:

- Understand the natural environment as a system and how human enterprise affects that system.
- Acquire the knowledge and skill to apply a systems approach to the analysis and management of natural and human-made environments.
- Understand that the modern world is an entity that is ecologically, economically, and politically interconnected and interdependent and what the implications are of this for environmental problem solving.
- Be able to deal in complex wholes – to view the self and social situation in their full ecological, cultural, and social context.
- Understand the temporal dimension of the environment, including what forces have created the contemporary environment and what effects current behavior may have on future environments.
- Perceive the future of society and environment as a range of alternate possibilities, which will be determined by the policies and decisions of the present, and understand the processes through which these policies and decisions are made.
- Acquire a measure of logical skill in working through the moral dilemmas implicit in the assignment of social priorities and in the risks involved in seeking to attain those priorities.
- Acquire specific skills necessary to achieve understanding of and solutions to environmental problems, including those necessary for assessment of environmental impact of human activity, and for monitoring of the health of environmental systems.
- Be prepared for entry into professions involved in environmental monitoring, assessment, management and education, and/or for entry into graduate and professional school.
Three common components of learning reflected in these attributes are of interest across all programs: content knowledge, intellectual development, and problem solving skills. Together these reflect some important goals for all of our courses.

Other examples of assessment are:

- Use of Capstone courses. The complexity of thinking and depth of course work indicates to what extent the student has been able to integrate study at Huxley into real-world problem solving.
- Use of Internships and final projects. These contain the elements of the entire suite of skills a Huxley grad should have. Advisors approve the internship reports and final projects in light of the goal statements that the student specifies.
- Development, implementation, and administration of alumnae survey. This comprehensive survey, the results of which were mentioned throughout this review, offers detailed information on the success of our graduates, and strengths or weaknesses of the program, as expressed by the graduates now in the workforce.
- Use of Huxley Advisory Board, which counsels on the real-world utility of certain features of our curricula, and the attributes of a successful Huxley graduate.

**Learning Outcomes, Assessment, Program Improvement by Specific Program**

**Planning and Environmental Policy**

**Program Skills Objectives**

- To introduce integrative approaches to understanding of human/environment interactions.
- To encourage the identification of problem analysis skills and evaluative methods in the evaluation of policy alternatives.
- To construct methods for alternative policy analysis and construction of policy action plans.
- To develop skills to evaluate assumptions, values, beliefs, regarding diverse local, regional, national, and global issues.
- To assist students in developing improved environmental literacy as it pertains to human and environmental balance.
- To provide students with the analytical tools needed to assess impacts to human and environmental resources.
- To assist students in locating and analyzing research and reports in the field of environmental policy and planning.
- To assist students in engaging in critical thinking about issues and concepts in environmental policy and planning.
- To assist students in gaining active listening behaviors which are demonstrated through such skills as asking questions of clarification, offering constructive feedback, summarizing group comments, nodding in affirmation while others are speaking, paraphrasing for comprehension, etc.
- To assist students in gaining a greater understanding of the complexities of diverse perspectives, including appreciation for social, political, and cultural contexts.
To assist students in actively incorporating diverse perspectives into group decisions when appropriate.
To assist students in writing and speaking effectively and persuasively. To assist students in successfully working in uncertain settings with conflict.

**Environmental Education**

In terms of program goals, the graduate in environmental education will:

1. Achieve a level of environmental literacy sufficient to enable them to educate others;
2. Be knowledgeable of the goals, theory, practice, and history of the field of environmental education;
3. Understand and accept the responsibilities associated with practicing environmental education;
4. Be proficient in design and implementation of effective instruction about the environment;
5. Be proficient in facilitating learning about the environment and about issues and problems of that environment; and,
6. Be able to effectively assess and evaluate the outcomes of environmental education instructional programs.

In terms of program objectives,

Goal #1: The student will achieve a level of environmental literacy sufficient to enable them to educate others.

- Objective #1. The student will demonstrate skills of questioning, analysis, and interpretation.
- Objective #2. The student will gather information on complex questions, analyze that information, and explain conclusions drawn from this analysis in written and oral presentations.
- Objective #3. The student will describe the earth as a physical system and how human societies do and have in the past interacted with and affected that system.
- Objective #4. The student will describe the perceptions of nature that have governed human interactions with the environment over time.
- Objective #5. The student will exercise skills in analyzing issues about the environment, reviewing a range of positions on issues, and making decisions regarding resolution of issues.
- Objective #6. The student will be motivated to learn about, evaluate, and act on environmental issues.
- Objective #7. The student will enjoy a sense of self efficacy regarding the challenges of addressing and solving environmental issues and problems.

Goal #2: The student will be knowledgeable of the goals, theory, practice, and history of the field of environmental education.
• Objective #1. The student will be able to state the goals of the field of EE as described in the Belgrade Charter, the Tbilisi Declaration, and other historically important formulations in the field.
• Objective #2. The student will be able to define "environmental education" and explain the broad view that EE takes of "environment."
• Objective #3. The student will describe the commonly accepted qualities of good EE, including that it is interdisciplinary, integrative, and involves a process of moving learners from awareness to action.
• Objective #4. The student will be able to describe the variety of settings in which EE is commonly delivered, the difference between formal and non-formal delivery systems, and the special challenges and opportunities of the various settings.
• Objective #5. The student will be able to explain how the field has changed over time, moving from nature study to conservation education to outdoor education to environmental education and how and why the field evolved in this way.
• Objective #6. The student will be able to describe the nature and broad conclusions of environmental education research and how that has and is affecting practice.
• Objective #7. The student will identify current and emerging issues in the field.

Goal #3: The student will understand and accept the responsibilities associated with practicing environment education.

• Objective #1. The student will understand the need for fairness and balance in addressing issues of the environment.
• Objective #2. The student will accept the responsibility of developing EE that is developmentally appropriate.
• Objective #3. The student will understand and accept the challenge of relating EE to accepted curriculum standards and educational reform goals.
• Objective #4. The student will model responsible, respectful, and reasoned behavior during instruction.
• Objective #5. The student will be able to identify instructional materials, strategies, and techniques that allow learners to form their own opinion, draw informed and reasoned conclusions, and make independent judgments.

Goal #4: The student will be proficient in design and implementation of effective instruction about the environment.

• Objective #1. The student will design lessons based on knowledge of learners which will involve understanding of learning theories and theories of cognitive and moral development.
• Objective #2. The student will be familiar with instructional strategies identified by the North American Association for Environmental Education as "essential," such as: hands-on observation and discovery in the environment; inquiry; cooperative learning, community-based action research and problem-solving; service learning; and project-based learning, among others.
• Objective #3. The student will be able to plan instruction from multiple-lesson programs to individual lesson plans.
• Objective #4. The student will know of the wide range of materials and resources available for EE, and understand how to access, evaluate, and use these resources.
Objective #5. The student will be proficient in using a range of technologies available to assist student learning.

Objective #6. The student will be able to design safe and conducive learning environments both indoors and outside.

Objective #7. The student can use the process of curriculum design and development that involves steps from needs assessment through development of goals and objectives to selection of content and process and assessment of outcomes.

Goal #5: The student will be proficient in facilitating learning about the environment and about issues and problems of that environment.

Objective #1. The student will be able to create a learning climate in which learners are motivated to study the environment.

Objective #2. The student will understand the importance of allowing learners to have firsthand experiences of the world around them, and will facilitate such experience in implementing EE programs.

Objective #3. The student will value the diverse backgrounds and perspectives of learners and incorporate this diversity into the learning experiences.

Objective #4. The student will understand the need for flexibility and be adept at modifying programs and lessons plans to take advantage of unanticipated learning opportunities.

Objective #5. The student will smoothly blend a variety of instructional methods and activities to meet instructional objectives according to the learner variables present in the instructional situation.

Goal #6: The student will be able to successfully assess and evaluate the outcomes of environmental education instructional programs.

Objectives #1. The student will be skilled at writing learning objectives that clearly state the learner outcomes intended in programs and lessons.

Objective #2. The student will identify standards (where there are any) that apply to the EE curriculum and link assessment of EE to them.

Objective #3. The student will understand assessment and evaluation options and be adept at prescribing appropriate strategies to understand the outcomes of educational programs.

Objective #4. The student will recognize the value of assessment and evaluation to program development and improvement, and will use them to improve future instruction.

Objective #5. The student will understand why it is important to constantly evaluate EE programs.

Environmental Journalism

In terms of program objectives, reporting on the environment requires an understanding of science, economics, human values, and an ability to cover a contentious subject with accuracy, fairness, and balance. The environmental journalism major is designed to provide this understanding.

The first objective is to provide undergraduates with an academic foundation. To that end, prospective Huxley students complete 100-level courses in chemistry and biology, take an
additional laboratory course in physics or geology, and take basic math, economics, political science, and journalism courses.

The second objective is to prepare them to understand environmental issues. Majors take upper-division Huxley courses in ecological processes, applied environmental science, and select electives among environmental pollution, environmental systems, fundamentals of ecology, oceanography, the natural history of the Pacific Northwest, environmental toxicology, water quality, and wastewater treatment.

The third objective is to teach them journalistic techniques and ethics. Students take eight academic courses in the Journalism Department on reporting, news writing, media law, and the mass media, plus at least one quarter on each of three student publications: the Western Front newspaper, Klipsun Magazine, and The Planet magazine.

The fourth objective is to bring skills together in ‘capstone’ courses: environmental journalism, and The Planet. Here the skills they have acquired are applied to covering and writing about environmental issues.

At the conclusion of their course of study, students should be able to:

- Display critical thinking skills, verbally and in writing, about environmental issues that integrate scientific, economic, political, and moral understanding.
- Write an effective magazine-length environmental journalism essay, under deadline.
- Work effectively with their peers on student publications.
- Have some understanding of how the media works.
- Have a strong understanding of basic environmental science and research that is reflected in their writing.

In terms of program outcomes, the success or failure of the environmental journalism program is in part on public display in published student work in The Planet, Klipsun, and the Western Front. Additionally, their knowledge and thinking skills are tested by their upper-division writing courses: student essays are a clear indication of how successful they are in effectively using what they have been taught. Other ways in which the Environmental Journalism program can measure its success in meeting its objectives:

- Huxley College’s survey of its graduates (see Appendix 6).
- The Planet’s success at winning journalism awards. The publication has established a strong record in past years.
- The job-placement success of environmental journalism majors. Because journalism is more vocationally-oriented than some academic majors, its effectiveness can be assessed by how graduates are faring in journalism, environmental, or public relations careers.
- Student assessment of individual courses.

Geography

The programmatic objectives include:

- To introduce geography’s integrative approach towards an understanding of human and environmental interactions;
• To enable students to recognize spatial patterns on the earth's surface and understand the processes that create them;
• To encourage the identification and analysis of spatial patterns of human/environmental interactions for the purpose of prediction and policy action;
• To help students to evaluate the assumptions, values, beliefs, and policies regarding diverse local, regional, national, and global issues;
• To have students gain an understanding of and appreciation for the diversity of national and global cultures;
• To assist students in developing improved understanding of geographic literacy: space, place, and relative and absolute location as it pertains to human and environmental conditions;
• To provide students with the analytic tools needed in order to assess human and environmental issues/problems using the latest technologies, i.e., Geographic Information Systems and Global Positioning Systems;

Outcome Assessment Activities:

• Conducted listening sessions with internal and external stakeholder constituent groups (alum, graduate students, undergraduate students, faculty, staff, employers and potential employers) - Discussions held with employers who hire (or provide internships for) graduates/current students to assess skill development provided by Huxley College’s academic offerings.
• Revised Strategic Plan - College approved June 2009 (see appendix)
• Department of Environmental Studies ad hoc Curriculum Visioning Committee (created in AY 2009-10); bi-weekly meetings
• Bi-weekly Huxley College Curriculum Committee meetings
• Semi-annual all-college retreats
• Monthly all-college meetings
• Bi-weekly individual department meetings

Results/Program Improvements Made on the Basis of Assessment Results:
Huxley College of the Environment actively participates in continuous assessment of curricular offerings – resulting in ongoing course creation, revision and elimination, as necessary.
Woodring College of Education
Closing the Assessment Loop Report

**Purpose:** To summarize department-level discussions of assessment data and uses of data for documenting candidate performance and improving the quality of programs and operations.

**Background:** Woodring College of Education undergraduate and graduate programs use assessment systems to document candidate performance relative to institutional, state, and national standards and to evaluate the quality of programs and operations. On a regular basis, summaries of data are distributed to the departments by the College Director of Assessment and posted on the College Assessment and Evaluation website, along with program learning outcomes and assessment systems. See [http://www.wce.wwu.edu/Resources/AE](http://www.wce.wwu.edu/Resources/AE)

**Process:** All Woodring College of Education programs regularly and systematically analyze and evaluate assessment data for purposes of documenting candidate performance and evaluating the quality of programs and operations. Completed annually at the department level, the *Closing the Assessment Loop* report serves as a mechanism for documenting the discussion and use of data for continuous improvement. The reports are posted on the Woodring College of Education Assessment and Evaluation website along with program assessment systems and data summaries.

Departments use the following four-step process for developing and submitting *Closing the Assessment Loop* reports for each of the programs in the department.

1. The College Director of Assessment sends reminder letter to department chairs no later than September 30. The reminder letter includes links to data reports and summaries posted on the College Assessment and Evaluation website and a copy of the directions and format for completing the report.
2. The Chair designates lead faculty in each program to organize the discussion of assessment data.
3. Program faculty review and discuss data from reports posted on the Assessment and Evaluation website, data collected via other sources, and informal feedback from candidates and constituents. Suggested framing questions for the discussions of data include:
   - What data are/can we consider for program change?
   - What is our ongoing process for considering program data for program change?
   - What are potential program improvements based on the analysis of assessment data? These improvements may include, but are not limited to, changes in programs, assessment, and operations (e.g., curriculum, advising, scheduling, school and community partnerships and field experiences).
4. Department chairs, in consultation with program directors and faculty, compile the *Closing the Assessment Loop* report. The report should use the format on the following page.
Format:
The following format must be used for the *Closing the Assessment Loop* report. The report should be limited to no more than three pages for each program in the department.

Section 1: Program Assessment System: Transition Point Assessments
For the first section of the report, summarize the key assessments used at each major transition point in a candidate’s program. *Key assessments* are ones that all candidates in a program must complete before moving to the next stage of a program. The following table provides several completed rows as examples.

<table>
<thead>
<tr>
<th>Admission</th>
<th>Entry to internship</th>
<th>Exit from internship</th>
<th>Program completion</th>
<th>After program completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2.75 GPA</td>
<td>• 2.75 GPA</td>
<td>• 2.75 GPA</td>
<td>• 2.75 GPA</td>
<td>• Follow-up surveys with graduates</td>
</tr>
<tr>
<td>• WEST-B</td>
<td>• WEST-E</td>
<td>• IDES</td>
<td>• Internship Survey</td>
<td>• Follow-up surveys with employers</td>
</tr>
<tr>
<td>• Essay</td>
<td>• Performance evaluations during practica</td>
<td>• State Pedagogy Assessment</td>
<td></td>
<td>• Focus groups with graduates and employers</td>
</tr>
<tr>
<td>• Interview</td>
<td>• Professional Dispositions Assessment</td>
<td>• Teacher Work Sample</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 2: Use of Data for Improvements of Programs and/or Operations
For three key assessments, provide a summary of the changes discussed or initiated in operations, the program, or the assessment as a result of data from the assessments. Examples:

- A new faculty-based advising process is instituted as a result of data from follow-up surveys showing candidates voiced concerns regarding accessibility and accuracy of advising. (Improvement of Operations)
- A course is restructured to include more content and emphasis on “principles of sound assessment” as a result of data showing relatively low student performance on the assessment section of the Teacher Work Sample. (Program Improvement)
- Prompt for the Admissions Essay is revised in order to gather more valid and reliable information regarding applicant’s belief that all students can learn. (Change in Process Assessment)

Deadline
Reports are submitted to the Director of Certification and Accreditation by the first day of winter quarter.

January 30, 2010
Woodring College of Education: Links to Program Improvement Reports

Woodring College of Education (WCE) has posted its program improvement reports on the WCE Assessment & Evaluation web site as documentation of how assessment data is utilized to improve programs and operations. These reports document WCE’s use of assessment data by program. The links below can also be found at WCE’s main page: http://www.wce.wwu.edu/About/index.shtml#assessment

Elementary Education:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-ELED.pdf

Secondary Education:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-SEC.pdf

Masters in Teaching:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-MIT.pdf

Special Education:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-SPED.pdf

Continuing and College Education:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-CCE.pdf

Educational Administration:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-EDAD.pdf

Professional Administrator Certification:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseOfData-APC.pdf

Superintendent Certification:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-Sup.pdf

Student Affairs Administration:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-SAA.pdf

Human Resources:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-HS.pdf

Rehabilitation Counseling:
http://www.wce.wwu.edu/Resources/AE/Assessment/UseofData-RC.pdf
Fairhaven College of Interdisciplinary Studies
STRATEGIC PLANNING
Self-Study Report on Standard 2 for The Northwestern Commission on Colleges and Universities: Assessment

Fairhaven College of Interdisciplinary Studies

September 2010: Up-Date; See last Page: Appendix E

Fairhaven College of Interdisciplinary Studies
WESTERN WASHINGTON UNIVERSITY
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I. Introduction
Assessment activities at Fairhaven College cannot be understood apart from understanding the unique mission, curriculum, and pedagogy of the college within Western Washington University and within the arena of Higher Education in the United States.

Fairhaven College of Interdisciplinary Studies is one of the six undergraduate colleges of Western Washington University. Its purpose is to offer students the opportunity to take an uncommon degree of responsibility for the structure and content of their own education and through its flexible curriculum to provide a site for innovation at Western Washington University. Fairhaven is a small learning community where students design their own degree programs by drawing on the resources of a larger University. The College offers training in writing and research, critical thought and creative expression, independent judgment and scholarship, and narrative self evaluation.

As a learning community, Fairhaven is defined by five attributes: (1) interdisciplinary study, (2) student designed studies and evaluation of learning, (3) examination of issues arising from a diverse society, (4) development of leadership and a sense of social responsibility, and (5) curricular, instructional and evaluative innovation.

Fairhaven has a national reputation for student involvement in learning. The College leads the University in its commitment to interdisciplinary study and in serving a diverse student body in terms of age, ethnic background, academic interest, and life experience.

At Fairhaven, students are challenged to bring what they learn to bear on human concerns and crucial social problems, to experiment, to discover and to act. This style of education supports the development of certain values, virtues and skills: self-discipline, resourcefulness, initiative, self-development, adaptability, reasonable risk-taking, leadership, sensitivity to injustice, and respect for persons.

Engagement in Fairhaven learning experiences prepare students to listen carefully and engage respectfully in discussion, to value different world views, and to appreciate multiple voices expressing the diversity of human experience and dialogue openly and honestly with those in our society and those around the world. To this end Fairhaven values multi-lingualism, study and travel abroad, and attention to international and global issues.

Fairhaven College is committed to gender-conscious and multi-cultural approaches to topics, resources and classroom practices. Courses and other learning experiences provide opportunities to examine the roots and impacts of race, class, and gender relations. They also provide the opportunity to understand long-term ecologically sensitive, sustainable lifestyles. Justice and sustainability are two foci of concern at Fairhaven.

Students in the College are encouraged to find their connection with the world, to understand relationships of thought and action, theory and experience, to cultivate opportunities to apply what they learn and to develop a strong sense of themselves as individuals in a community, including an acknowledgement of the benefits and responsibilities that come from membership in community.
Students are encouraged while at Fairhaven to take on leadership roles and learn to negotiate with other leaders in a responsible and effective manner.

Fairhaven College's role in the University is not only to provide a learning environment for students interested in self-designed study and interdisciplinary learning, but also to help the University ask questions about and experiment with solutions to challenges of teaching and learning. Members of the Fairhaven community seek to learn from colleagues in other colleges both within and outside of Western – through the Fairhaven Distinguished Teaching Colleague program, through other exchange and guest teaching opportunities at Fairhaven and through programs such as the Center for Law, Diversity and Justice and the World Issues Forum. Through programs such as these, Fairhaven provides the opportunity for faculty from other colleges to develop courses with an interdisciplinary approach, to experiment with new styles of pedagogy and to collaborate on issues of common interest. This makes Fairhaven a valuable faculty development resource for the whole University.

Fairhaven plays several roles in support of the larger mission of Western Washington University. The College has provided leadership in diversifying the curriculum and student body, in addressing international and global issues, and in demonstrating models for alternative pedagogical approaches to support development of critical thinking, creative expression, and independent learning skills. Fairhaven's programs have contributed to Western's strong national reputation by providing the opportunity for students to find a small college offering a personally tailored education within a large publicly purposed university with all its resources. In addition, the College provides an alternative for University students seeking more ownership of their education.

II. Learning Objectives and Outcomes Assessment

The College offers several undergraduate degrees in conjunction with Western Washington University with unique, alternative ways of satisfying standard degree requirements. Students may either design an interdisciplinary degree in consultation with a faculty committee or combine their Fairhaven Core studies with a traditional major from any of Western's departments and colleges. About 64% of Fairhaven students choose the interdisciplinary concentration route.

The structure of learning at Fairhaven College consists of close working relationships between teachers and students; we are known for our practice of student-centered learning. Classes are small and the emphasis is on open discussion and the exchange of ideas. Our classes are interactive; we believe everyone is an essential participant in the creation of knowledge and value – the discovery and decision process.

In any given quarter, students may select classes offered at Fairhaven, in other departments and colleges across the University, and/or design independent study projects in consultation with their faculty advisor. Students are encouraged to formulate and carry out independent research projects. Faculty members sponsor and monitor these projects and help students develop the resources necessary to complete them. [About one-third of a Fairhaven professor’s credit-load in a given year are engaged in independent study projects.] Field work, practica, internships, and study abroad can also form an important part of a Fairhaven education. Students are encouraged to work outside their comfort zone and to find ways to connect their learning with challenges and opportunities in the real world, ways to understand relationships of thought and action, theory and expertise, ways to cultivate opportunities for applying what they learn through campus and community volunteer activities, and through internships.

Narrative assessments, including student self-assessments (and written responses to these from faculty),
replace letter grades. These narrative assessments form an “academic autobiography” (soon to be in electronic portfolio form) that charts a student’s growth and learning experience. The whole structure of the learning environment at Fairhaven is designed to encourage students to take reasonable risks in exploring new ideas.

The intended Learning Outcomes for Fairhaven students are:
- Critical thinking and problem-solving
- Quantitative and logical reasoning
- Interdisciplinary research and explanation
- General knowledge across the disciplines (physical and cultural sciences; humanities and arts)
- Multicultural knowledge and sensitivity
- Global and local perspective-taking
- Gender, race and class analysis
- Independent learning and judgment
- Collaborative learning and judgment
- Insightful and honest self-assessment
- Persuasive writing
- Effective oral presentation
- Creative expression
- A sense of social and ecological responsibility
- Leadership skills

The Core curriculum provides the structure for many of these learning objectives. The learning of basic skills and knowledge across the curriculum are the priority goals of the first two years of Fairhaven's educational program; integrating higher order skills and attitudes is the goal of the later years of the program. The student learning outcomes which are currently assessed are: critical thinking, persuasive writing, oral presentation, and self-assessment skills.

III. General Education

Comprehending the overall requirements for the award of a bachelor’s degree by Fairhaven College provides a context for understanding its general education program:

The Fairhaven Core Curriculum
A self-designed Fairhaven Interdisciplinary Concentration, or the Law, Diversity and Justice concentration, the Upside Down program, or a major in one of Western's disciplinary departments housed in one of its other colleges.
Minimum of 180 credits, including 60 credits at the upper division level and 45 credits in residence.
Completion of at least 25 credits at Fairhaven and 50 credits outside of Fairhaven.
Completion of Western's writing proficiency requirements (satisfactorily completing FAIR 201a and FAIR 305a fulfill this requirement).
Satisfaction of scholarship and credit standards as prescribed in the Student Guide to Fairhaven College.

The General Education CORE Program at Fairhaven College consists of three curricular stages of classes.

This program, unique to the College, includes a series of courses designed to widen students' exposure to areas of study, to connections among disciplines, and to interdisciplinary theory and practice. Its
purpose is to help students become perceptive, probing learners who can ask questions and pursue answers with care and confidence. Skills in reading, writing, presenting, and analyzing are emphasized. Each course deals with methods of understanding and valuing, topics and themes, modes of creativity and practical application to be found in and across the disciplines of academic study.

Seven ingredients of this CORE experience contribute to its unique and effective character:
Courses are conducted in a collaborative seminar format.
Class size seldom exceeds 20 students.
Where scheduling permits, students learn as members of a cohort in a learning community of linked classes.
A strong mentoring and advising relationship is established between teachers and students.
Interdisciplinary studies are problem-centered.
Instruction in the CORE is shared by all Fairhaven College faculty members – artists, scientists, historians, philosophers, poets, and so on – who adapt the diverse themes of their disciplines to the purposes of core studies.
Student self-evaluation precedes Faculty evaluation of students; both evaluations are in narrative (rather than letter grade) form.

Fairhaven students complete the CORE program in lieu of Western’s General University Requirements (GURs). [A student who leaves Fairhaven College for another WWU college or program must complete the GURs. Fairhaven offers the opportunity for self-motivated students who have demonstrated exceptional learning skills to design an individualized version to parts of the CORE via existing course-challenge procedures.]

There are CORE courses in each of the three curricular stages in a Fairhaven education. Students need not complete one curricular stage before advancing to the next.

**Stage One: Exploratory Studies**
101a An Introduction to Interdisciplinary Study at Fairhaven College (Must be taken in the first quarter at Fairhaven College)
201a An Introduction to Critical and Reflective Inquiry (Must be taken in the first quarter at Fairhaven College)
202a The Humanities and Expressive Arts, I
203a Social Relationships and Responsibility: Theories and Critique (Must be taken within the two quarters at Fairhaven College)
206a Science and Our Place on the Planet, I
One 300-level course in each of the following areas, with the specific course in each area selected from a listing of approved courses found in the quarterly Fairhaven Course Description Booklet:
- Humanities and the Expressive Arts
- Society and the Individual
- Science and Our Place on the Planet
305a Writing Portfolio and Transition Conference

In the revision of the Core curriculum, the faculty agreed on common learning outcomes for the 200 level courses in the Core, including some common readings and assignments to develop these outcomes. The 300 level of the Core is intended to allow students to continue to develop the lenses of these disciplines as they explore more focused problem-based curriculum in those areas.

**Stage Two: Concentrated Studies: (complete one of the following options)**
OPTION A: a “Fairhaven Interdisciplinary Concentration” – the individually designed major includes:
The 303a Concentration Seminar in which the student develops all the components of a self-designed Interdisciplinary Concentration, including a rationale and a proposed course of study. This proposal is approved by a three member committee comprised of faculty and/or experts in the field. The Senior Project designed by the student as a demonstration of learning in the Concentration

Since two thirds of Fairhaven students complete an interdisciplinary concentration and because this opportunity is a large part of what makes the College unique, further detail on this program is necessary to understanding Fairhaven culture of learning. This option allows maximal flexibility in formulating a program of study to meet personal and career goals, bringing together a student’s interests from more than one discipline into a cohesive learning project.

The self-designed concentration process allows students to work with a faculty member committee to articulate a sound rationale for their area of study and to develop a learning plan that includes course work and independent studies, a senior project, and where applicable, internships and apprenticeships. Students are assisted in completing their Learning Plan by taking the Concentration Seminar and by working with their Faculty Advisors and the members of their Concentration Committee. At the conclusion of the program, a Senior Project and a concentration Summary and Evaluation help each candidate for graduation to assess her or his own work and to look toward a future after college.

Concentrations have been developed in a wide range of areas not available through traditional majors in traditional departments in traditional colleges. Examples of previously approved and completed concentrations and further information pertaining to concentrations – their possibilities and prospects – may be found in the Student Guide to Fairhaven College.

OPTION B: A major in a department of a college other than Fairhaven at Western Washington University. Students selecting Option B combine their Fairhaven Core studies with one of the traditional majors at Western. [See the University Catalog for details regarding requirements for these majors. Note that Fairhaven students may not complete the General Studies degree program of the University.

OPTION C: the Law, Diversity and Justice Concentration
The 303a Concentration Seminar in which the student develops all the components of a selfdesigned Interdisciplinary Concentration, including a rationale and a proposed course of study. This proposal is approved by a three member committee comprised of faculty and/or experts in the field. Students in the Law, Diversity and Justice Concentration begin with a prescribed sequence of classes

Critical and Reflective Inquiry (201a); Social Relationships and Responsibilities (203a); The American Legal System (211b); Rights, Liberties and Justice in America (393a); Advanced Topics in Law (412e); and Advanced Legal Writing and Analysis (422k)

Through the Concentration process, they add electives from the Fairhaven curriculum or from offerings in other colleges at Western (under advisement) that support their unique studies in Law, Diversity and Justice.

OPTION D: the Upside Down Program (for transfer students who are graduates of a community college
in Washington State who hold the ATA or AAS degree).

This program is open to a limited number of students and to a restricted slate ATA or AAS degrees. Upside-down students enter Fairhaven College with a technical degree which becomes a ‘major’ with the expectation. During their time at Fairhaven they complete the liberal arts Core and augment their degrees with additional upper division coursework. For all Upsidedown students, the Writing Portfolio and Transition Conference (305a) occurs no later than their second quarter at Fairhaven. The Transition Conference focuses on providing coherent advising and the development of a plan of study to complete Core work and work to deepen the degree.

The student prepares a proposed plan of study that addresses the following questions:
Core requirements – How are you planning to meet your Core requirements? As anUpsidedown student, you are required to take the standard Core sequences to fulfill the liberal arts Core:

Lower division Core: 101a, 201a, 202a, 203a, and 206a

Upper Division Core: one 300 level course each of the following areas from the list of approved courses in the quarterly Fairhaven Course Description Booklet: Humanities and the Expressive Arts, Society and the Individual, and Science and Our Place on the Planet.

Are there other experiences or courses you might choose to broaden this liberal arts base?

Deepening the major area - What courses/ISPs are you planning to take to deepen your work in the technical area to make it a baccalaureate ‘major’? The bulk of these courses and experience should be upper division level work.

Through this program, students complete all of Stage One courses (with as many as possible at the 300 level or above) and also complete the Advanced Seminar requirements.

**Stage Three: Advanced Studies**
401a Senior Project (only Option A students)
403a Advanced Seminar (students in all Options) – In this course, students write a Summary and Evaluation essay reviewing and reflecting upon the learning and milestones in the Concentrated Studies or major. This essay is also read and approved by the Concentration Committee members (for those in Option A & C) or the student's advisor (for those in Option B & D).

We have discovered that success at learning comes from both independent and collaborative research, both individual and collective responsibility. These practices depend on, and reinforce, each other. Critical and creative thinking requires moments of both independent and collaborative judgment and imagination. Sharing one’s individual ideas and testing them collaboratively against those others is crucial to constructing real knowledge and value.

Fairhaven is committed to active learning techniques; learning is not a spectator sport. Passive listening and rote recitation do not add up to sophisticated learning. Students must talk about what they are learning, write reflectively about it. They must relate it to their experience and daily life; therefore field
trips, internships and service learning figure regularly as opportunities within the Fairhaven learning community.

Fairhaven believes that prompt and frequent feedback is an important tool for learning. Frequent assessments from fellow learners, especially from expert and experienced facilitators, allow students to reflect on their own estimate of how well they understand and how well they value. In addition, Fairhaven believes that communicating high expectations for students stimulates participation and interpretation, while too little challenge discourages their interest.

Finally, the Fairhaven educational experiment believes that there are a variety of effective learning styles appropriate to learning different kinds of things. Different students bring different talents and learning styles to our learning community. Fairhaven strives to provide students with different kinds of things to learn and different environments in which to learn so that they can show their talents and learn in ways that work for them before they are expected to learn in new ways that do not come so easily.

The Experience and Success of Fairhaven College Graduates
Fairhaven graduates have obtained positions in virtually all occupational fields, from business to education, the fine arts and government, social work and counseling, medicine, law, engineering and journalism. They have started new businesses, created new jobs in established organizations, distinguished themselves in their professions, and been successful in research and publication. And they remain loyal to the College that helped them prepare not only for a career but prepared them to design a life full of meaning and value.

IV. Advising
Students benefit from high quality advising; extensive and intensive advising is a hallmark of the Fairhaven College learning experience for all its students, involving faculty and professional staff advising along with student peer mentoring. We provide an organized sequence of required advising engagements with every student with multiple advisors and kinds of advising at multiple points along the path from admission to graduation. Advising is continuous and embedded in the curriculum.

Here is a testimonial from Joe Homes, a new student in the 101a advising course; this is from his self-evaluation.

According to my high school instructor’s grade books, I was a great student. I possessed an incredible ability to take tests without studying, and I figured out quickly how to produce the minimum effort for the maximum grade. I got through my English classes without reading, and my math classes without doing the exercises. I made sure to turn my assignments in and raise my hand at least once in every class period, quickly moving down my mental checklist of everything I needed to do. I knew how to “work the system,” manipulate the scoring rubrics so that the teachers, despite my lack of effort, had no choice but to award me the highest grades.

This strategy did not last long at Fairhaven. The rigid pedagogical system of my high school, with all its loopholes, was suddenly gone. . . . The skeletal structure of the ivory tower, so easy to climb in my high school, simply did not exist at Fairhaven, leaving me to build myself from the ground up. Despite the absence of that structure (or, more accurately, because of it), I fell in love with Fairhaven this quarter. Everything I learned about the college deepened my respect for the undergraduate education I had chosen for myself. During the Degree Planning Workshop, I remember thinking that if I had invented a college, Fairhaven would be it. Everything about Fairhaven vibrates with the energy produced by allowing students to take charge of their own education. I found that anything a student can imagine to do to further his education is possible at Fairhaven . . . This class transformed my philosophy about learning. No longer do I believe that learning is just something that I have to
convince others I've done. Learning is only worthwhile to the learner insofar as it increases his knowledge of the world, and therefore his knowledge of himself in that world. Whether other people believe I have learned anything is irrelevant to me; learning only has its immeasurable value when it has actually taken place in my being. I have fallen in love with Fairhaven during this course, and look forward to truly learning as much as I can in the next few years.

At Fairhaven we have discovered that student success occurs with frequent student-faculty interaction, in and out of class, as a way of shaping and sustaining motivation and involvement. A faculty advisor's concern often helps a student get through rough times and keeps them working. Knowing a few faculty members well enhances students' intellectual commitment, provides role models for their development, and encourages them to think about their own values and plans.

A professional **Advising Coordinator** oversees the complex system of advising at Fairhaven. This person advises new students regarding credit evaluation, degree planning, graduation processes, narrative assessment, and programs and services outside the College. The Advising Coordinator regularly reviews the academic progress of each Fairhaven student and works with faculty advisors, support personnel, and students to promote retention and satisfactory academic progress.

The professional Advisor teaches a one-credit required course for new students to help them understand the Fairhaven College mission, philosophy, and practice – its culture. In this course students also learn the purpose and method of narrative self-assessment and the value of qualitative evaluation by their teachers, the independent study process, Core program requirements, how to prepare a Writing Portfolio, what their Transition advising Conference will be like, and how to engage with their faculty advisor; all this information helps students effectively participate in the Fairhaven learning community. The text for this course (prepared by the Advising Coordinator in consultation with the faculty) is The Student Guide to Fairhaven College.

The Advising Coordinator assigns each incoming students to a **Faculty Academic Advisor** (and helps students change advisors when necessary). All full-time faculty members at Fairhaven College are academic advisors. The faculty advisor can access student academic records and review progress, student self-evaluations and teacher evaluations for each of the courses the student has completed as well as materials submitted for admission and transcripts from prior coursework.

The Coordinator also provides faculty with accurate, up to date information about University-wide services and programs. Through faculty advising, experience informs curricular planning and student recruitment. [With a student population of 400 and a faculty of 18 (tenure and/or tenure-track), each faculty has approximately 20-25 advisees.]

The role of the Faculty Academic Advisor is to mentor, advise, question, recommend resources, and, ultimately, oversee and approve the student's satisfaction of degree requirements for graduation. The Faculty Academic Advisor reviews each advisee's Writing Plan, a document each student writes in their first quarter at Fairhaven. The faculty advisor reviews the Writing Portfolio of each of his or her advisees; and serves on each advisee's Transition Conference (a degree planning and advising meeting required of all students prior to commencing the "Concentrated Studies" part of their studies.)

The Faculty Academic Advisor is a useful resource for facilitating connections for students with other departments and classes on campus; the advisor can also be an influential and important advocate for students seeking internships, study abroad recommendations, exceptions to policies, and graduate school information and references.

Faculty have additional advising responsibilities in several other elements of the Fairhaven curricular structure: 1) Two faculty members review and comment on each student's Writing Portfolio; one of those
reviewers will be the student's faculty advisor; the other reviewer will be from the faculty at large; 2) Students are expected to invite two faculty to participate in their Transition Conference; again, one of those faculty members will be the student's faculty advisor; the other participant will be invited by the student; 3) A faculty member serving on a student's Interdisciplinary **Concentration Committee** accepts responsibility for advising and approving the student's rationale and plan for their major. Concentration Committee members provide intensive advising while the student is creating the plan, and during the Concentration Seminar; he or she provides on-going advising until graduation. It is not uncommon for Concentration Committee members to be consulted by students as they revise their plans as their goals and options change. Concentration Committee members read, review and approve each of their student's Summary and Evaluation document prior to graduation. Tenure and tenure-track faculty serve typically on 10-15 Concentration Committees.

Faculty Academic Advisors are known for asking hard questions of students about their academic proposals. They are expert at suggesting options to and resources for proposed study projects and the Faculty Academic Advisor helps advisees determine their readiness for advancing to new stages of the Curriculum (such as the Writing Competency, Transition Conference, and Interdisciplinary Concentration).

Faculty Advisors at Fairhaven College expect students to be involved, active, and informed participants in their own educational planning – expect them to take responsibility for it. Advisors expect students to ask for advice, to be honest in describing their circumstances, and to acknowledge the complexities of planning concentrations and satisfying degree requirements. In the non conventional structure of Fairhaven College, advisors worry about students who do not have any questions about how to proceed. Another element of advising at Fairhaven College happens during New Student Orientation before classes begin in Fall Quarter. It involves extensive use of **Student Peer Mentors** (who are upper-level students that have been trained to facilitate activities and discussions designed to create insight into the big-picture view of life and learning at Fairhaven College).

Peer Mentors are trained to help acclimate and welcome new students to Fairhaven College by helping plan, organize and conduct the New Student Orientation advising event. Peer mentors continue their connections with new students by serving as mentors in the first quarter required-course, FAIR 101a, Introduction to Interdisciplinary Studies.

Peer Mentors also help new students connect with student governance and student activism at Fairhaven College. And they model the playful curiosity and serious research that characterizes Fairhaven students.

**V. Assessment**

Since its founding in 1967 as an experimental college, Fairhaven has been committed to assessing the effect of its practices, specifically the relation of its intended and actual learning outcomes. From the beginning, our assessment plans and practices have been evolving. Most of our assessment is embedded in the curriculum and its courses. Student narrative self-assessment and teacher narrative assessment of students, the Writing Portfolio, the Senior Project, the Transition Conference, the graduation Summary and Evaluation paper all provide evidence of learning.

Fairhaven has adopted a student-centered model of education that focuses on outputs rather than inputs -- on knowledge and skills actually learned by students rather than on the credentials and expertise provided by professors. Implicit in our view of student-centered learning is the idea that
instructors are not providers of knowledge, but rather facilitators of learning. We believe it is not enough to construct a syllabus and present information, however skillfully, to a captive audience; we have learned that students must actively construct knowledge and value. Teachers must be learning partners with students; they must give frequent feedback in order to develop deeper understanding and better valuing of things (rather than merely demand correct answers on infrequent tests). Student-centered learning demands more of both students and faculty; it demands of both of them individual and collaborative responsibility.

Fairhaven's learning model is a developmental one and we are seeking sequences of learning activities for promoting integrated intellectual, attitudinal, and social development. Because complex learning is our goal, and because humans tend to become embedded in their beliefs and practices, it is essential that students become engaged and challenged and supported as they develop in all these interacting dimensions. The College believes that it is obligated to evaluate its model of facilitating students' understanding and valuing. Together with best practices in teaching and effective facilitation of student involvement, assessment of learning outcomes is important to the whole cycle of setting goals, choosing methods to meet these goals, checking to see how well they have been achieved, and making appropriate adjustments to courses, programs, and methods (including assessment methods themselves). These elements, applied and practiced over time, have created a "culture of working from evidence" at Fairhaven College. To us, assessment is part of learning.

Fairhaven's intended student learning outcomes are explicitly stated in the course descriptions for the Stage I Core Courses (201a, 202a, 203a, and 206a). They are implicit in the mission statement of the College (see attached).

At Fairhaven, assessment is a systematic collecting and analyzing of information to improve student learning. It leads us to ask: what should students be learning and in what ways should they be growing? What are students actually learning and in what ways are they actually growing? What should we be doing to facilitate student learning and growth? In short: Are we doing what we think we're doing? How do we know we are successful? And how successful are we (if we are)?

Fairhaven recognizes the benefits of on-going assessment: it allows us to target the knowledge and skill levels students should have acquired upon finishing a course of study; it allows us to make better judgments about proposed innovations in instruction and to share successes more easily -- all of which enhances our satisfaction with our role and participation in the Fairhaven learning community. The Fairhaven experiment in educating oneself assumes that the best learning results from the integration of good teaching, student engagement, on-going assessment, and revisions in program and pedagogy based on that assessment.

Assessment occurs in a number of informal and formal ways. The rich pool of narrative self-assessments provide faculty with detailed and specific information about the learning outcomes for each student in their classes. In addition, the development of the ability to assess one's own work successfully is also an important learning outcome at Fairhaven College. We share Pat Hutchings' view that college education should go beyond learning information specific to a discipline or major. The object here is graduates who know their own strengths and weaknesses, can set and pursue goals, who monitor their own progress and learn from experience. There's considerable evidence now that students who are self-conscious about their processes as learners are better learners, that they learn more easily and deeply, and that their learning lasts. The fashionable label for the skills in question here is 'meta-cognitive,' but whatever you call them they represent a kind of learning that speaks to a belief that learning is personally liberating, self-empowering, and for all students. (June 30, 1990) "Assessment and the way we work" Closing Plenary Address, Fifth AAHE Conference on Assessment, p.7.)
Narrative self-evaluations not only give students a voice to describe their own experiences, but to evaluate those experiences. In the self-evaluation process, assessment of the value of one's work is not simply relegated to others, but is also required of one's self. In using narrative self-assessments as part of the evaluation process, we are not giving students control over determining our standards or criteria for performance, rather we are encouraging students to reflect on their own, finding the connections between knowledge and life. As one of our students said:

"When I take a graded class, I can just live with the C+, but when I have to write a self-evaluation, I have to take responsibility for what it was I did or did not do that earned me that grade. It makes me confront myself more directly. The process makes me be more honest, both with the instructor and with myself."

We believe that the "accountability" movement must include the voices of students in the evaluation process. Sharing the responsibility for evaluation with students gives them a degree of responsibility in their own education and encourages them to learn something about the nature of evaluation itself. The Teacher/Class Evaluation Forms provide individual faculty with additional information about teaching strategies, readings, and activities that promoted student learning and also solicits suggestions for improvement.

The Summary and Evaluation (S&E) essays provide another narrative glimpse into students' learning achievements. These essays, read by the students' Concentration Committee members, not only chronicle individual student learning, but when aggregated also often also provide useful information about elements of the curriculum that are either particularly successful or need revision. From time to time the Dean reads all the S&Es from each academic year and provides a report to the faculty about themes and patterns.

In fact, the recent Core revision was prompted in part by feedback from students in the S&E papers. During the first quarter at Fairhaven College, each student develops a Writing Plan in which they reflect on their own writing strengths and weaknesses and develop a plan to strengthen their writing. Through the Writing Portfolio process, students' ability to write documented and persuasive papers is formally evaluated. Students submit a portfolio of three papers, which are read and evaluated by two faculty members based on a rubric. Based on the results of this evaluation, the student and advisor meet to review and revise the Writing Plan.

During the Transition Conference, each student meets with two faculty members and an upperdivision student to lay out a tentative plan of study. This conference also often provides useful information about student progress.

The recent revision of our CORE curriculum illustrates elements of our Program assessment plan. As we developed the new Core, faculty explicitly stated what students who complete the Fairhaven learning experience need to understand, value, and do when they graduate. Then we assessed how successful the current Core program was in producing this intended learning in our students based on faculty reflections of student performance in upper-division classes and student feedback on the Core. The comparison led us to some significant revisions of our core course and sequence of our classes. In the process we referred to our mission statement to remind us of our core values and objectives; we examined the syllabi of core courses and exacted the general categories of skills, knowledge and abilities that manifest those values; and then defined specific learning outcomes that were indicators that one possesses the skill, knowledge, and ability in these categories. With this alignment and definition in place, we mapped learning outcomes to courses to see if we were comprehensive and consistent in facilitating the learning we intended. We refined this by further mapping of assignments within the
syllabi to its learning outcomes. This exercise is one we intend to apply to all our learning programs.

The core curriculum was then redesigned to emphasize mastery of fundamental skills of reasoning and writing and speaking as sufficient preparation for the sequential development of advanced thought and expression, commitment and action. We also paid particular attention to mapping learning outcomes for students in their understanding of social, economic and political relationships. Similar exercises were used to refine the sequencing of learning events like the Transition Conference, the Concentration Proposal, the Senior Project, the graduation Summary and Evaluation paper; this exercise also helped us to properly designate the course levels and pre-requisites for upper level courses. As a result of the Core revision process, we also recognized that although students gain skills in quantitative and logical reasoning through the science portion of our Core, this element needs further strengthening. We are in the process of hiring a new faculty member part of whose job description requires the teaching of quantitative skills.

We have recently launched a new Core Assessment project in which we are soliciting feedback about students’ experiences in their Core programs as a means of evaluating the changes we have made in the new Core. Students in the Advanced Seminar are asked to provide feedback on specific elements of their Core studies and students completing the Writing Portfolio are asked to reflect on the ways the Core curriculum supported the development of their writing skills. (See attached Core Assessment Plan.)

There are many more dimensions to a learning community than can practically be assessed. At Fairhaven we look to assess what we most need to know next, what it is feasible to assess, and that might lead to improvements. Assessment makes a difference when it illuminates questions people really care about. At Fairhaven, teachers always want to learn more about how people learn to understand and value – about how to construct an effective learning environment.

We believe that effective assessment must generally be systematic and significant; it should be cumulative, building a body of evidence over time; it should be multi-faceted, using multiple measures of multiple dimensions of learning; it should be practical, providing useful results; it should be tailored to the unique needs of the College.

At Fairhaven we believe student learning objectives should be brief, clear, and focused. Each outcome should be linked directly to one or more of our program goals. Each should be measurable by clearly stated criteria (we like to use clear action verbs to translate outcomes into observable behaviors). We develop our goals and criteria by open discussion and decision-making based on assessments of our experiments.

The general dimensions (objects) of our learning community that we have identified for assessment are: student learning, student attitudes and perceptions, and institutional processes. Student learning of: knowledge, skills, values. Student attitudes and perceptions about: community, curriculum, scheduling, satisfaction. College processes involving: advising, transcripts and recommendations, communications. At Fairhaven we seek to use direct demonstration behaviors (standards) to measure mastery of basic skills, and indirect reflective attitudes (comparisons) to measure developmental changes. Reflective essays and oral performances are the methods we typically use to assess skills. Surveys and interviews are frequently used to assess student attitudes and perceptions, and institutional processes.

All of these assessment activities will be enhanced by a shift to electronic portfolios; there will be a quantum leap of convenience in collecting, organizing, and searching the rich qualitative data produced by each of our students. With all this, our assessment efforts will become even more powerful. We are now in the process of identifying a product to use for this purpose.
Appendix A: Core Assessment Plan
Fairhaven College of Interdisciplinary Studies
Discussed and approved – May 24, 2006

In order to assess the impact of the new Core curriculum, we have agreed to engage in some assessment activities that can be embedded in our regular process courses.

1. **403** – We agreed to use a common assignment for all 403 classes that will gather information from students about the impact of their Core courses on their later studies. (See attached assignment prompt.) This assignment will use a prompting question to elicit their perspectives on their preparation for critical and reflective writing and critical social theory. This assignment will also gather information about which core classes they took (201a & 203a or 101/201/301). This assignment will be collected separately from the S&E document and given to Jackie McClure.

2. **Writing Portfolio Introduction** – We will add the following prompting question to the Writing Portfolio Introduction which will ask students to reflect on how well the 201a course prepared them in critical and reflective writing skills.

   “**Written Introduction:** In essay form, please address the following questions: What are the strengths and weaknesses in your writing? **Did Fairhaven 201a (Critical and Reflective Inquiry) help you develop your writing skills? If so, in what ways?** What progress have you made in your writing since you developed your Writing Plan….”

3. **Upper division course in areas that rely on the 201/203 content as pre-requisite knowledge** – For the next two years faculty teaching the upper division courses that use the critical social theory from 201/203 as pre-requisites will collect information at the beginning of the course about which Core sequence students have taken. Faculty will write a reflection at the end of the term on the relative ability of students from each Core program to handle the complex issues and critical social theory. (In other words, does the new Core actually do what we hoped.)

4. **WELS Project** – Using the data collected by the WELS project on our 2003 frosh as sophomore, we will repeat the same question set with the 2005 frosh at the end of their sophomore year. These data should provide some comparisons for the two Cores, particularly in the area of writing.

5. **201/203 Evaluations** – One source of some information about the new Core are the student evaluations from those courses. Collecting ‘student voice’ from them might be useful.

6. **Retention and Completion Rates** – Comparing retention and completions rates between 201 and the old 101/201/301 sequence might also prove useful.

7. **Exit Interviews** – Developing a policy of exit interviews for students who leave Fairhaven
Appendix B: 403 Reflection Assignment for CORE Feedback

Beginning fall of 2005, Fairhaven launched a new Core Curriculum; we are seeking feedback on both the old and new Core curriculum to help us evaluate these changes. Your thoughtful responses to this assignment will help in that evaluation. During your time at Fairhaven College you have been required to take some content and process Core courses. Please put a check mark by all the Core courses below that you have taken. Please be sure you select the correct box, depending on the date you entered Fairhaven College.

Now please reflect on the Core curriculum. Why do you think these courses are required? What impacts have these courses have had on your education? Pay particular attention to the ways these classes may have prepared you for the work in the rest of the curriculum and in your concentration or major. Attach this sheet to your reflections.

Some guiding questions might be:

1. Did these classes support the development of your writing and critical thinking skills? If so, please be specific about how it happened, in what course(s), and describe any key moments, readings, or assignments.

2. Did these classes prepare you to deal with some of the complex issues raised in your upper division electives at Fairhaven? If so, please be specific about how it happened, in what course(s), and describe any key moments, readings, or assignments.

3. Did other courses (outside of the Core) support your learning in these areas? If so, please provide a few specific examples; identify the course and any key moments, readings, assignments?

**Old Core (for all students who entered prior to fall 2005)**
- FAIR 101 - Foundations
- FAIR 201 – Transfer Seminar
- FAIR 301 – Transfer Seminar
- FAIR 202 – Humanities and the Expressive Arts I
- FAIR 204 – Society and the Individual I
- FAIR 206 – Science and Our Place on the Planet I
- FAIR 302 – Humanities and the Expressive Arts II

**Upper division humanities (course name)**

**Upper division social science (course name)**

**Upper division science (course name)**

**New Core (for all students who entered fall 2005 or after)**
- FAIR 101 - Intro to Interdisciplinary Study
- FAIR 201a – Critical and Reflective Inquiry
- FAIR 203a – Social Relationships and Responsibilities
- FAIR 202 – Humanities and the Expressive Arts I
- FAIR 206 – Science and Our Place on the Planet I
- FAIR 3XX – Upper division humanities (course name)
- FAIR 3XX – Upper division social science (course name)
- FAIR 3XX – Upper division science (course name)
Appendix C: Mission Statement
Fairhaven, begun in 1967 as an experimental college within Western Washington University, exists today as an undergraduate learning community defined by five attributes: (1) interdisciplinary study, (2) student designed studies and evaluation of learning, (3) examination of issues arising from a diverse society, (4) development of leadership and a sense of social responsibility, and (5) curricular, instructional and evaluative innovation.

INTERDISCIPLINARY CURRICULUM
Fairhaven's interdisciplinary curriculum is centered on the process of inquiry as well as on the development of knowledge. Courses and experiences introduce students to thinking strategies used in various disciplines and areas of study, and application of these thinking and problem solving skills to larger issues and questions. Classes prepare students to learn on their own, and move from the skills of critiquing and interpreting knowledge to constructing knowledge.

Fairhaven prepares students to listen carefully and engage respectfully in discussion, and to value and respect different world views, and appreciate multiple voices reflecting the diversity of experience in our society. Fairhaven students should learn to communicate clearly in various modes and to value modes effective in other cultures. They should develop curiosity about and tolerance for diverse ideas and values, and the ability to engage in dialogue about controversial issues. They should learn to recognize that maintaining healthy diversity is essential for all living systems - ecological, cultural, ideological, genetic - to provide flexibility and adaptability.

STUDENT INVOLVEMENT IN LEARNING AND EVALUATION
Students are encouraged to design an interdisciplinary concentration integrating the contributions of several disciplines to a central problem, issue, or theme, or to choose a major in another college. Seminar formats encouraging collaborative assignments enhance active student participation. Motivating students to develop their own goals for learning is central to Fairhaven's programs. Narrative assessments, including a student self-evaluation and written responses from faculty, foster this process.

EXAMINATION OF ISSUES ARISING FROM A DIVERSE SOCIETY
Cultural pluralism is an important part of Fairhaven's curricular focus. A positive learning environment embraces difference. We recognize that survival requires diversity—that difference is essential, and is in the best interest of the planet. Courses and other learning experiences provide an examination of the impacts and contemporary and historical roots of race, class and gender relations. Social issues such as, homophobia, and internalized oppression are examined along with strategies for conflict resolution.

LEADERSHIP AND SOCIAL RESPONSIBILITY
Courses and experiences encourage students to practice and assume leadership roles, and to challenge leaders responsibly and intelligently.

Students will be encouraged to find their connection with the world, to understand relationships of thought and action, theory and experience, to cultivate opportunities to apply what they learn, and to develop a strong sense of themselves as individuals in a community, including the benefits and responsibilities that come from membership in it.

INNOVATION
The college seeks to help students learn in a collaborative and non-competitive way, examining the new
and different while avoiding new dogmas and conformities. The college assumes a responsibility to provide leadership for Western Washington University in diversifying the curriculum, faculty, and student body, as well as demonstrating models for alternative curricular forms and course structures. Fairhaven's programs offer alternatives for students seeking more responsibility for their educations. Fairhaven's curriculum seeks to help students develop a strong sense of history and its importance in understanding the present, and the desire and ability to define connections between social phenomena. Courses and experiences should help students become aware of connections and encourage them to act in relation to their interdependence with all around them.

The curriculum seeks to help students develop an intimate knowledge of physical world and effects of science and society on it, and an ability to use these tools to resolve human and environmental issues. The curriculum seeks to help students develop an appreciation for and experience with literature, the arts, and movement, and an exploration of these as a modes of expression and communication in the worlds of ideas and social action.

**Appendix D: Writing Portfolio Instructions and Evaluation Form**

**Appendix E: Up-date, 2010: Improvements Made due to College Assessment activities over the past three years:**

1. Reviewed Adjunct Faculty mentoring process and made recommendations for improvement to the handbook. More discussion to occur this year about mentoring for issues of diversity that occur in classroom settings.

2. Reviewed our Core Program and created a Process Core to supplement the Content Core of required classes. The Process Core embeds advising into the Curriculum at four places, one each year (freshman, sophomore, junior, senior); and creates four advisors for each student (a professional advisor; faculty advisor; peer mentor; and Concentration Committee members).

3. Reviewed faculty load issues and set clearer policies for priorities for leave, sabbatical, and international teaching requests.

4. Worked to align some curricular offerings with those of the Center for Law, Diversity and Justice.

5. Each year the Curriculum Committee surveys students to discover their needs and desires for interdisciplinary courses and incorporates these results into planning the following years' curriculum.
6. Developed new processes for entering Concentration theme data and used this data to guide the development of the 2010-2011 curriculum.

7. Modified team-taught Linked Courses to connect only two courses rather than three (because the three course block inhibited participation by many students).

8. Introduced and developed an Electronic Portfolio system.

9. Reviewed the Concentration Proposal process, including the exercises used to teach the course, and made suggestions for changes.

10. Implemented changes to the Writing Portfolio and Transition Conference process, including the recommendation for earlier contact with the possible Concentration chair. We examined and tweaked the development and writing of the proposal, putting together the course lists and helping our students gain access to classes in other colleges and departments on campus. We reaffirmed our requirement and model of the Writing Portfolio. Now we need to follow up with new assessment to see if these changes are working.

11. Worked with the University Academic Coordinating Commission to develop clearer policies for the proposal and approval of Concentration titles.

12. Used comparative data from sister colleges in the CIEL consortium (Consortium for Innovative Environments in Learning) to develop our international studies and study abroad programs to amplify our World Issues Forum.

13. Created line-item budget for the College with rationales for each lone in order to create transparency, efficiency and coherence to our strategic planning.

14. Expanded Video-production and Audio-production labs; modernized our Science and Art studios due to task force analysis.
15. Adjusted the cohort system of enrollment into the Law, Diversity, and Justice program, and created special themes for different quarters concerning law, diversity and justice.

16. Developed a briefing document on the issues of Cross Listing classes with other colleges on campus.

17. Developed an Average Time to Degree report for the College.

18. Dedicated Faculty Retreat to discussion about the intersection between teaching and our mission statement.

19. Reviewed and affirmed the processes for student-led classes.

20. Finalized development and implementation of the on-line directed Independent Study proposals and process.

21. Discussed and affirmed the importance of Narrative Evaluations in the Fairhaven Model of education.
APPENDIX 2.5

Written clarification from Student Affairs on efforts to evaluate services
Accreditation Questions or Corrections on Matters of Fact

Division of Student Affairs and Academic Support Services

May 9, 2008

Dr. Eileen Coughlin, Vice President for Student Affairs and Academic Support Services

Page 37, third paragraph

Current language: “Facilities are generally in good condition.”

Suggested correction in language: “Other than Carver Gymnasium, the facilities are generally in good condition.” The cover letter of the 2007-2017 Capital Plan and 2007-2009 Capital Budget Request provided to the accreditation team lists Carver as second in priority order for major capital funding and states that “electrical and mechanical systems have exceeded their useful life, structural seismic upgrades and disabled access improvements are needed, and gender equity issues require attention.” Page 25 of that report shows Carver Gymnasium as a rating of poor in all categories including shell, interiors, services, and equipment and furnishings.

Page 38, Concern

There was a concern stated on page 38 under Standard Three that indicates that, “The division has not systematically evaluated student services and programs and used the results from these evaluations as a basis for change (3.B.6). While some departments have evaluated student services and programs, many have not done so. It was not apparent that results from the evaluations were readily used for change.”

We are seeking clarification of this concern based on information (provided below, and attached) that was included in the self-study and exhibits. It is not factually correct to indicate that many of our departments have not evaluated programs and services. The list below is extracted from our written submission under Standard Three, as examples of the Division’s assessment efforts and use of data to implement change. The materials submitted provided examples in the great majority of departments – 12 of the 16 referred to in the self-study – with specific references to implementation in many of the examples.

During the campus visit, no questions were posed to any member of the Student Affairs Division to clarify or otherwise seek information regarding assessment or utilization of results. Additional information on the remaining departments would have been provided had questions been asked regarding the submission of materials.

In the self-study, we identified our desire to take our assessment and planning efforts to a new level in which every area has formal training in outcomes-based planning tied to a curricular approach. Based upon our research, very few Student Affairs divisions in the country have established division-wide learning outcome based teams. Our Division Assessment Resource Team (DART) is presenting a half-day pre-conference workshop at the upcoming International Assessment and Retention Conference so that others can learn from our approach. The team’s
invitation to present at the conference is indicative of the level at which we are perceived by colleagues.

This is a commitment to a higher level of learning outcomes which we aspire to achieve, and should not be confused with a lack of assessment or data-driven improvement in our current planning efforts.

In holding ourselves to these higher aspirations, it appears that our long history of assessment may have been overlooked.

The following represents specific examples of assessment data used to shape decision-making, as cited in Standard Three of the self-study report and provided to the committee:

- Non-enrollee survey—Admissions
- Quality of life survey—University Residences
- Survey of college unions—Viking Union
- Annual development survey—Career Services
- National college health assessment—Health Center
- External consultant assessment—Financial Aid
- External consultant assessment—Bookstore
- Student voice survey—Primary Prevention and Wellness
- Accreditation assessment/review—Counseling Center
- Utilization data—Counseling Center
- External consultant assessment—Campus Recreation
- Quality assurance program—Financial Aid
- Retention data (OIART)—Student Support Services
- Average credits data (OIART)—Academic Advising
Extraction from our report on student assessments

- **Page 3•10 - 3•11:** "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 assigns advisors for students on academic warning/probation, as well as for 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: Completed Assessment Reports)*

- **Page 3•22 - 3•23:** "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 surveys 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 keep current with the changing expectations of prospective students and their families. Results from the surveys are used to improve Admissions programs and services… (see Exhibit 3.16: Sample Admissions Survey.)"

- **Page 3•24**: “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...”

- **Page 3•30**: “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, in turn, is 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.”

- **Page 3•32**: “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...to better fit the graduate curriculum and students’ needs.”

- **Page 3•35**: “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.”

- **Page 3•36**: “In response to the increasing number of Western students who have expressed an interest in pre-professional programs, a half-time advising position was recently created to work with pre-professional students and students planning to enroll in post-graduate programs...”

- **Page 3•38**: “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 [it] is able to serve.”

- **Page 3•40**: “To meet students’ [increased] demand for residential living, the university has rented off-campus space and developed alternative temporary housing in townhouse-style apartments.”

- **Page 3•47 - 3•48**: “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.”
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.

In addition to the examples cited above, the report outlined numerous committee reviews and/or invitations for public comment from the campus community as an additional mechanism of assessment, as was done with the Student Code revisions, the academic advising study group, and the leadership study group. Numerous materials were provided in the display room, including consultant reports, which support our assessment efforts in these areas.

In reviewing our materials, it became apparent that while we identified our current programs, our aspirations toward excellence may have diminished the inclusion of the aforementioned efforts, thus making it easy for a reader to take our self-criticism and future aspirations as a lack of current assessment efforts despite our factual representation of current efforts.
APPENDIX 2.6

Athletic Department Strategic Plan
Teaching and learning at Western Washington University link the classroom to all aspects of student life, including Intercollegiate Athletics.

The mission of Intercollegiate Athletics is three-fold:

1. To compete in a broad spectrum of sports at the highest competitive NCAA Division II level attainable
2. To compete with integrity
3. To link athletics participation to all aspects of learning within the University

These principles shall guide the administration and implementation of Western Washington University’s Intercollegiate Athletics program:

1. To conduct the athletics program ethically within the spirit and letter of institutional, conference and NCAA rules and regulations
2. To establish and maintain an environment in which athletic activities are conducted as an integral part of the student-athlete’s academic experience
3. To establish and maintain an environment that values cultural diversity and gender equity among student-athletes and intercollegiate department staff
4. To protect the health of, and provide a safe environment for, student-athletes
5. To establish and maintain an environment that fosters a positive relationship between student-athletes and coaches
#1 Academic Excellence
WWU Student-Athletes will excel in the classroom. They will meet or exceed all WWU, GNAC and NCAA II expectations for academic performance.

#2 Athletic Excellence
Attain a top 20 ranking each year in the annual NCAA II Directors’ Cup and win the Great Northwest Athletic Conference all-sports trophy each year.

#3 Student-Athlete Experience
Offer WWU student-athletes the best NCAA II experience in the country.

#4 Resource Development
Continue to enhance monetary and non monetary resources to WWU Athletics through donations, corporate sponsorships, community partnerships, ticket sales, and special events.

#5 Facilities
Develop a master facilities plan for Athletics to address both short-term and long-term needs.

#6 Communication
Enhance communication with all WWU constituencies: student-athletes, coaches, students, faculty & staff, alumni, donors, ticket holders, business community and media.

#7 Tradition
Celebrate and enhance WWU’s traditions.

#8 Community Relations
Develop a comprehensive community relations plan to ensure student-athletes, coaches and staff actively participates in community service programs.

#9 Title IX
Continue WWU’s commitment to Title IX.
GOAL:
WWU Student-Athletes will excel in the classroom. They will meet or exceed all WWU, GNAC and NCAA II expectations for academic performance.

STRATEGIES:

Areas to maintain
1. Recruit student-athletes who are academically prepared to succeed WWU
2. Continue to communicate academic achievements of student-athletes to all constituencies
3. Provide laptop computers for student-athlete use
4. Utilize ASR, graduation rates and GPA statistics to assess overall goal

Areas to enhance
1. Assess relationships and strengthen collaboration with Academic Support Services
   • Academic Advising / Tutorial Center
   • Admissions
   • Scholarship Center
   • Career Center
   • Student Outreach Services
   • disAbility Resources
2. Enhance communication with student-athletes about expectations and services offered to achieve academic excellence
   • Enhance student-athlete handbook
   • Utilize web site, e-mail and text messaging service to inform student-athletes
3. Enhance technology resources for student-athletes
   • Upgrade computer equipment and facilities (workstations)
   • Identify areas in Carver Gym / High Street Hall

New initiatives
1. Establish faculty mentoring program
ATHLETIC EXCELLENCE

GOAL:
Attain a top 20 ranking each year in the annual NCAA II Directors’ Cup and win the Great Northwest Athletic Conference all-sports trophy each year

STRATEGIES:

Areas to maintain
1. Recruit student-athletes who are prepared to compete athletically and academically at WWU and NCAA II
   • Work with Admissions to highlight Athletics on campus
2. Provide the coaching staff necessary to recruit and coach quality student-athletes
   • Assess administrative, coaching staff, and support staff levels for each sport with benchmarks consistent with top-10 teams in the country
   • Conduct research to set benchmarks

Areas to enhance
1. Add / upgrade facilities for practice and games (see Facilities Goal)
2. Coaches and staff continuing education
   • Allow for travel to conventions and clinics
3. Increase recruiting budgets to allow for regional recruiting
   • Coaches to provide recruiting needs
4. Improve scheduling for team competition
   • Identify possible scheduling options and approximate costs
     • Spring sports travel for early competition
     • Spring competition for fall sports
5. Assess equipment and apparel levels/future needs for each sport
   • Need equitable levels for basic uniform needs
GOAL:
Offer WWU Student-Athletes the best NCAA II experience in the country

STRATEGIES:

Areas to maintain
1. Provide the best and safest equipment and uniforms
   - Utilize Prostock / adidas partnership
2. Provide the best in strength training and conditioning
   - Parberry Fitness Center – varsity athletes only
   - Custom workouts for each sport
3. Provide the best in sports medicine

Areas to enhance
1. Training Room
   - Expand Facilities (see Facilities Goal)
   - Eliminate the student-athlete health fee
2. Increase travel budgets and assess cost impact of the following areas:
   - Assess proper modes of transportation for entire length of trips
   - Lodging (2 per room for all sports)
   - Gradual per diem increase from $22 to $30 and establish method for tipping
   - Changing airline travel rules and cost impact
3. Facilitate and encourage involvement in community service
   - Provide education on the importance of volunteering
   - Work with Student-Athlete Advisory Committee (SAAC) in taking the lead in this area
   - Tie in with overall Community Relations goal
4. Enhance the Student Athlete Advisory Committee (SAAC)
   - Conduct monthly meetings to address student-athlete concerns and keep lines of communication open
   - Establish community relations plan (see Community Relations Goal)
STUDENT-ATHLETE EXPERIENCE

STRATEGIES:

Areas to enhance (continued)
5. Establish educational workshops / seminars
   • Career development, healthy relationships, finances, etc.
   • Collaborate with Leadership Development Program on campus
   • Work with nutritionists on campus to establish proper diet for fitness goals
   • Partner with WWU offices, NCAA and local business to bring speakers to campus

New initiatives
1. Establish priority registration for student-athletes
2. Establish a plan to address housing and food for fall sports prior to the start of school
3. Establish a department-wide volunteer day/project
GOAL:
Continue to enhance monetary and non monetary resources to WWU Athletics through donations, corporate sponsorships, community partnerships, ticket sales, and special events

STRATEGIES:

Areas to maintain
1. Stabilize donations, sponsorships, ticket sales and special event revenues in light of current economic climate and political climate (dropping football)
2. Collaborate with WWU Administration on Cold Beverage Contract
3. Collaborate with WWU Administration on Athletics’ role in the upcoming University Capital Campaign
4. S&A fees, state funding

Areas to enhance
1. Reformulate corporate sponsorship program to reflect sponsorship inventory changes (web, signage, print, etc.)
2. Explore resources such as assistance from on and off campus entities to help in areas such as technology, graphic design, printing, staffing for projects, etc.
3. Engage coaches and staff in conversations regarding opportunities to uncover possible resources
4. Inform student-athletes about donors and sponsors and the impact they have on the department and student-athletes

New initiatives
1. Develop strategies to raise additional resources
   • New events
   • Hosting outside events (rents, fees, etc.)
   • New advertising revenue streams
2. Develop strategic goals for sport specific fund raising efforts
   Conduct market research – fan base
GOAL:
Develop a master facilities plan for Athletics to address short-term and long-term needs

STRATEGIES:

New Initiatives

1. Work with Facilities Management on maintenance schedules and issues in Carver Gym:
   - Short term Carver upgrades
     - Paint
     - Carpet
     - Safety
     - Restrooms
     - Storage
     - Equipment room
     - Training room
     - Men’s locker room
     - Scoreboards
     - Lighting
     - Classrooms
     - Signage
     - Scorer’s table
     - VB sport court
     - Graphics
     - Foyer
     - Front entrance bricks
     - Window tinting
   - Evaluate scoreboard, scorer’s table and message board project
   - Submit projects for minor capital improvements
   - Assess the future of Carver Gym

2. Collaborate with Campus Recreation in addressing facility and green space needs
   - Soccer field (Seating, lighting, scoreboards, press box)
   - Softball complex completion (Seating, press box, restrooms, batting cages)

3. Play a major role in the Carver Gym renovation project
   - Collaborate with Physical Education, Health and Recreation

4. Future performance center
   - Potential partnership with Fine & Performing Arts
   - Research various methods to accomplish the goal
   - Brainstorm with campus and community leaders on potential solutions

5. Establish a presence on the University Master Planning Committee

6. Establish funding mechanisms to support facilities master plan
   - Capital budgets, fundraising, fee-based resources, bonding
GOAL:
Improve communication with all WWU constituencies: student-athletes, coaches, students, faculty & staff, alumni, donors, ticket holders, business community and media

STRATEGIES:

Areas to maintain
1. Conduct monthly staff meetings
2. Continue to provide a quality entertainment environment for fans
   • Provide the best in-game entertainment in the GNAC & NCAA II
3. Use wwwvikings.com effectively to improve communication with all constituencies
   • Utilize web solutions (Cash net for camp registration, online donations, social media, video streaming, text messaging, etc.)

Areas to enhance
1. Maintain regular communication with WWU Administration
2. Expand the use of web based solutions to improve communication and interaction with all constituencies
   • Cash net for camp registration, online donations, social media, video streaming, blogs, interviews, videos, etc.)
3. Outreach to our alumni base
   • Communication methods
   • Event planning
   • Utilize relationship with the Alumni Association
4. Continue to find effective and efficient ways to reach fans through new media
5. Provide customer service that meets or exceeds expectations
   • Improve communication between season ticket holders and the WWU Box Office
   • Utilize student-athletes (as a team) in welcoming fans to events other than their own (athletic and non-sport related such as Convocation, Viking Night, special events)
   • Train event staff
     • Outfit in apparel that will be presentable and identifies staff to the public
     • Instruct staff on how to handle complaints and utilize on-site administrators to resolve issues
COMMUNICATIONS

GOAL SIX

STRATEGIES:

New Initiatives

1. Collaborate with University Communications Office
   • Establish quarterly meetings
2. Establish social media communications plan
3. Utilize new FanBase program to collect and manage database
   • Collaborate with Alumni and Foundation database manager
4. Install new digital signage and scoreboards in Carver Gym (see Facilities Goal)
5. Display pride throughout venues with banners, trophies and graphics
GOAL:
Celebrate and enhance WWU’s traditions

STRATEGIES:

Areas to maintain
1. Complete Carver banner project
   • Hang national champion banners in Carver
   • Hang banners in Parberry Fitness Center

Areas to enhance
1. Work with the Alumni Assoc. to celebrate established traditions and develop new traditions
   • Hall of Fame
   • Back to Bellingham weekend
2. Enhance start of year student-athlete barbecue

New initiatives
1. Enhance presence in Carver Gymnasium with respect to former athletes, Hall of Fame, etc.
2. Re-develop the “W” Club for former student-athletes
   • Develop and maintain up-to-date database of former student-athletes
   • Communicate with former student-athletes on how to continue to be a part of WWU Athletics
3. Use wwwvikings.com and other means of communication to educate fans about the traditions at WWU
4. Examine letter winner program
   • Senior awards
5. Establish Hall of Fame committee
6. Develop end of the year student-athlete awards event
GOAL:
Develop a comprehensive community relations plan to ensure student-athletes, coaches and staff actively participates in community service programs

STRATEGIES:

Areas to maintain
1. Continue the procedure for handling donation requests
   • This written policy was developed several years ago that addresses the need to respond to and support various community non-profit organizations just as we rely on others to support our fund-raising/community relations efforts
     • Developed with WWU Internal Auditor and based on the WSU model that satisfies NCAA guidelines

Areas to enhance
1. Involve Student-Athlete Advisory Committee (SAAC) to guide WWU Athletics’ involvement in community relations
   • Conduct monthly meetings to determine shared goals of the department
2. Review ticket policy for community groups

New initiatives
1. Conduct an audit of current community relations activities of WWU student-athletes, coaches and staff
2. Develop a list of 3-5 general areas that WWU Athletics is interested in supporting on an annual basis
   • Interfaith Coalition
   • Project Homeless
   • Cancer Awareness (Dig Pink, Coaches vs. Cancer, Think Pink)
   • Boys & Girls Club
3. Develop community relations report and distribute to all University constituencies
GOAL:
Continue WWU’s commitment to Title IX

STRATEGIES:

Areas to maintain

1. Maintain participation opportunities in proportion to WWU enrollment rates
   • Practice roster management for all sports

Areas to enhance

1. Review head and assistant coaches compensation
   • Goal of coaches’ salaries being commensurate with salaries at peer NCAA II institutions
   • Benchmarks consistent with top-10 teams in the country
   • Conduct research to set benchmarks

New initiatives

1. Increase the number of female coaches/staff if possible and as positions become vacant
   • Monitor head and assistant coach vacancies
   • Work with current coaches and coaching associations to identify potential job candidates

2. Develop facilities master plan for practice, competition, locker room, and equipment storage needs (see Facilities Goal)

3. Establish a Title IX Committee on campus

4. Evaluate equity in all aspects of athletic operations
APPENDIX 2.7

First-year mission and student learning outcomes (SLOs)
First Year Planning Group  
Writing Group Revised SLOs  
As of October 28, 2009

University Mission  
Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills.

First-Year Mission  
The first year at Western is a time of significant intellectual and personal development. The entire Western community—faculty, administrators, staff, and students—is committed to helping students

• understand the intellectual, moral, civic, and personal purposes of their liberal arts education;
• negotiate successfully the academic and personal opportunities and challenges of their first year; and
• connect to Western faculty and the larger campus community.

• Understand the intellectual, moral, civic, and personal purposes of their liberal arts education.
  
  SLO’s:
  1. Students articulate the purposes and values of the GURs.
  2. Students connect their academic experiences to their lives.
  3. Students explore their role and responsibilities as engaged citizens.
  4. Students associate how their academic and interpersonal decisions impact themselves and others.

• Negotiate successfully the academic and personal opportunities and challenges of their first year.
  
  SLO’s:
  1. Students begin to create individual learning goals.
  2. Students acknowledge the importance of individual learning goals for their personal and academic success.
  3. Students identify resources on campus to support their academic and personal learning.
  4. Students develop a network to support their academic and personal learning.
  5. Students make decisions to further their learning goals.

• Connect to faculty and the larger campus community.
  
  SLO’s:
  1. Students develop a relationship with faculty and peers through participation in a small class.
  2. Students can name a faculty member who knows their work well enough to provide a recommendation or offer academic or career advice.
3. Students can recount a course-related moment that changed their perspective on the world.
4. Students are aware of an extracurricular program or event.
5. Students can name a contribution they have made to the campus community.
6. Students can recount an experience that led to meaningful connections with peers.

**Student Learning Outcomes (entire list) as of October 28, 2009**

1. Students articulate the purposes and values of the GURs.
2. Students connect their academic experiences to their lives.
3. Students explore their role and responsibilities as engaged citizens.
4. Students associate how their academic and interpersonal decisions impact themselves and others.
5. Students develop a relationship with faculty and peers through participation in a small class.
6. Students can name a faculty member who knows their work well enough to provide a recommendation or offer academic or career advice.
7. Students can recount a course-related moment that changed their perspective on the world.
8. Students are aware of an extracurricular program or event.
9. Students can name a contribution they have made to the campus community.
10. Students can recount an experience that led to meaningful connections with peers.
11. Students begin to create individual learning goals.
12. Students acknowledge the importance of individual learning goals for their personal and academic success.
13. Students identify resources on campus to support their academic and personal learning.
14. Students develop a network to support their academic and personal learning.
15. Students make decisions to further their learning goals.
APPENDIX 2.8

“Building on Our Successes” Dialogues
This issue of Dialogue brings good news: Western is doing a terrific job of retaining and graduating students. In fact, we retain more of our freshman and graduate a higher percentage of our students than Eastern Washington University, Central Washington University, or The Evergreen State College; moreover, we run neck-and-neck with Washington State University in both measures. The most closely tracked metrics for university performance, freshman retention and the six-year graduation rate describe how successfully Western fulfills its state-supported mission. Our achievements in these and other areas mark continued progress toward the Western vision of becoming the nation’s premier public comprehensive university. (Please see Figure 1 and 2 in the next column.)

Sharing this good news in a publication such as Dialogue is one part of a larger university effort to both improve communication about and foster the use of assessment data. And while it is true that we are not only meeting expectations, but meeting them at a high level, as a university we need to better communicate our successes, as well as our challenges, in order to make the informed decisions continuous improvement requires. To these ends, in this Dialogue we’ll recount some assessment resources, current and forthcoming assessment initiatives, plus share recent assessment findings that demonstrate the university’s outstanding performance.

For instance, recent National Study of Student Engagement (NSSE) findings demonstrate that Western seniors are significantly more satisfied with their educational experience than peers at other Far West Public Universities and universities in our Carnegie class. (See Figure 3 on the next page.)
The satisfaction of our seniors as exhibited in NSSE findings is echoed strongly in findings from the Office of Survey Research’s (OSR) Western Educational Longitudinal Study (WELS) Alumni Surveys. In 2008, 62% of alumni reported that Western had prepared them “very” to “extremely” well for success in the job market. This was up from 53% in 2006. In addition, the WELS surveys from 2003 to 2007 noted student-reported gains on key academic competencies, including understanding quantitative and scientific principles, critically analyzing written information, and writing effectively. (See Figure 4 at the bottom of this page.) As a longitudinal study, the WELS series of surveys tracks students from entry to post graduation, and permits useful comparisons between students’ self-perceptions throughout their academic career. (For the complete data set please contact Gary McKinney: telephone = x3409; email = gary.mckinney@wwu.edu; MS = 9010.)

Western’s performance success extends to our processes as well as our results. Indeed, we are the most efficient public baccalaureate institution in the state, accomplishing much more than our competitors on fewer dollars than they receive. (See Figure 5.)

Another area in which Western is showing excellent promise is that of student learning outcomes assessment. Yes, the most recent accreditation report noted that more needed to be done in order to “close the assessment loop,” but what the accreditation report also noted was that much, too, had been done. For instance, Western’s Office of Institutional Assessment, Research, and Testing (OIART) was commended for having written and published two highly useful handbooks on student learning outcomes assessment: *Tools and Techniques for Course Improvement: A Handbook for Course Review and Assessment of Student Learning*; and *Tools and Techniques for Program Improvement: A Handbook for Program Review and Assessment of Student Learning*. Indeed, when it comes to assessing student learning outcomes, Western has written if not the book on the subject, then at least a very useful one.

The following “Assessment Matrix” is an example of the kind of strategies and resources to be found in these handbooks. While simple, these kinds of charts provide iron-clad evidence that a program or department has “closed the assessment loop” by using evidence to inform an improvement. The College of Humanities and Social Science (CHSS) used a similar matrix in their accreditation materials and received a commendation for demonstrating that they, indeed, “have closed the feedback loop.”
Communication/Transparency

Western already uses data for continuous program improvement. But whether existing data or data that may need to be gathered in the future, we also need a more systematic approach to that use, whether we’re talking about simple retention and graduation rates, or how student learning outcomes are measured in general education courses. Data availability, of course, is not the issue. Among other sources of data, the OIART and the OSR have published reports, Focus Summaries, Dialogues, and other titles numbering into the hundreds—all available on-line or in hard copy.

The cornerstones of the Western’s research and data efforts include:

- **The Western Educational Longitudinal Study (WELS).** Instituted in 2000, the WELS is Western’s signature internal survey findings instrument.
- **WELS Alumni Survey.** Also part of the WELS series of surveys, the OSR has surveyed alumni biennially since 1990. Alumni who are a year to a year-and-a-half past graduation are invited to participate. They reflect on their experiences at Western, and on their current situation regarding family, education, and employment. When applicable, survey results are linked with Western’s student records, thus expanding their usefulness to researchers.
- **National Study of Student Engagement (NSSE).** The NSSE, a nation-wide study of student engagement that uses samples of seniors and freshmen, is administered bi-annually.

Additionally, on the near horizon is the long anticipated survey of exiting seniors:

- **WELS Senior Exit Survey.** Another part of the WELS series, the Senior Exit Survey will be launched in May, 2009. All graduating seniors will be invited to participate. Reports will be distributed to administrators, deans and chairs—including findings by academic unit. Among other questions, seniors will be asked about the following:
  - Satisfaction with their experience at Western;
  - Experiences with influential professors, advisors or staff;
  - Satisfaction with and importance of various aspects of the major;
  - Experiential learning experiences (including internships, practica, field work, service learning);
  - Educational expenses incurred; and
  - Plans for next year (employment, education, service, etc.).

So clearly the quandary for Western is not the availability of quality data, but rather how that data is disseminated and utilized. Two important projects that will help shape both the use of data and how it is communicated to constituents include:

**Voluntary System of Accountability (VSA).** Western has joined more than 300 universities and colleges nationwide in the VSA, which is a voluntary initiative for 4-year public colleges and universities. Developed in partnership with the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC), the VSA is designed to help institutions meet the following objectives:

  - Demonstrate accountability and stewardship to public;
  - Measure educational outcomes to identify effective educational practices; and
  - Assemble information that is accessible, understandable, and comparable.

The VSA provides a consistent platform for the publication and reporting of key outcome data on retention, graduation, enrollment, student satisfaction, and other variables. During 2007, over 80 higher education leaders from 70 public colleges and universities contributed to the development of the VSA program and its data reporting template. Prospective students, parents and university stakeholders will be able to easily access this information via a link from the WWU home page.

**The GUR Assessment Initiative.** Western’s accrediting body, the Northwest Commission on Colleges and Universities (NCC&U), noted in its
accreditation evaluation report last year that while enormous strides on our general education curricula and data collection had been made, Western nevertheless needed to put in place an institution-wide assessment plan.

To this end, Western will begin implementation of a GUR assessment plan over the 2009-2010 academic year. The plan includes two steps:

1. A concerted effort will be made to “close the assessment loop” by using existing assessment data to make improvements to the GUR program. The OIART will summarize existing GUR assessment data for distribution to colleges and departments.

2. Some 100 graduating seniors will take an achievement exam. Scores on select areas of the exam will be compared with GUR competencies to provide a baseline of performance data on how well Western graduates meet the curricular standards of the GUR program.

Eventually, far more robust data on GUR achievement than can be extracted from a standardized test will be necessary. Most universities combine the results of a standardized measure with a sample of qualitative data drawn from course-based assessments, portfolios, or capstone courses. However, given the time and energy currently devoted to the budget crisis, chairs and deans have asked that such measures be temporarily postponed. Consequently, an achievement exam is seen as a temporary best option. Discussion of a qualitative GUR data source will begin anew later next year.

Faculty who wish to comment on these proposals, or to assist with Western’s GUR assessment efforts, are always welcome to participate. For instance, currently an ad hoc committee is being planned to help select the achievement exam to pilot. Interested faculty can call Steven Vanderstaay at x3004 or e-mail at Steven.VanderStaay@wwu.edu.
A recent Dialogue (Issue No. 10, April, 2009) brought good news: Western is doing a terrific job of retaining and graduating students. Retention of freshmen into their sophomore year is high (84% in 2006). Six-year graduation rates are also high (66% in 2006-07). Among Washington State schools, only the University of Washington does better.

This issue of Dialogue brings more good news. For instance, findings from the Integrated Postsecondary Education Data System (IPEDS), averaged from 1998 to 2002, show that Western is graduating more students of color than our comparison group. (The findings noted in this report come from the National Center for Education Statistics publication: IPEDS Data Feedback Report, 2009.) This same data set also indicates that Western is doing a particularly good job of graduating Hispanic/Latinos (10% more than our peers), and American Indian/Alaskan Natives (8% more than our peers). (See Figures 1 and 2 below.)

Western’s good work graduating students of color—especially Hispanics and Latinos—is positive for more than just its surface appearance. A recent Higher Education Coordinating Board report shows that by the year 2030 37% of Washington State’s K-12 students will be students of color, and of that 37%, Hispanics will make up the majority. Past success shows that Western is well positioned to serve this growing population.

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**Still Building on Our Strengths, Locally and Statewide**

Steven VanderStaay and Gary R. McKinney

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A Forum for the Discussion of Teaching, Learning, and Assessment

Western Washington University
Another indicator of Western’s ability to provide a high-quality education and exceptional services can be found in our College Portrait of Undergraduate Education website. College Portrait data reveal that four years after entering Western as freshmen, 91% of those students have either graduated from Western or another institution, or are still enrolled at Western or another institution. In other words, most students who enter Western as freshmen are persevering. (See Figure 4.)

**Figure 4: Graduation and Continuation Rates for First-time, In-coming Western Undergraduates***

![Graduation and Continuation Rates](chart)

*Data provided by College Portrait/Voluntary System of Accountability

Not only do Western students persevere, they are generally quite satisfied with their Western experience. Recent NSSE findings, for instance, indicate that Western seniors are more satisfied with their educational experience than peers at other Far West Public Universities and universities in our Carnegie classification. Moreover, Western seniors also report more faculty-student interaction, more academic challenge, and more engaged learning than their peers.

NSSE findings are echoed in findings from the Office of Survey Research’s (OSR) Western Educational Longitudinal Study (WELS) Alumni Surveys. For instance, in 2008, 62% of alumni reported that Western had prepared them “very” to “extremely” well for success in the job market. This figure is up from 53% in 2006.

In addition to seniors, findings from the OSR’s just completed Exit Survey of Undergraduate Students Completing Degrees in the Spring of 2009 indicate that recent graduates are also quite satisfied with their Western experience: 84% say they would start their higher education here again, and 88% say they were either satisfied or very satisfied with their Western experience. (See break-out box.)

**84 PERCENT**

*Of Western Graduates indicate that if they were to start their higher education experience again, they would still attend Western.*

**88 PERCENT**

*Of Western Graduates indicate they were either satisfied or very satisfied with their experience at Western.*

Very importantly, Western students reported gains in key academic competencies, including understanding quantitative and scientific principles, critically analyzing written information, and writing effectively. (See Figure 5.)

**Figure 5: WELS Pre (Freshman)/Post (Senior) Findings**

![WELS Pre (Freshman)/Post (Senior) Findings](chart)

Perseverance and satisfaction are two bellwethers of success, and over the past two decades, Western has had many successes, including, but hardly limited to, high rankings in national news magazines, and awards for its technology and academic programs. But Western’s successes are only part of the story. As one institution among six in the Washington State Higher Education system, Western has helped the state’s overall success story.
A recent report from the Council of Presidents (COP), a voluntary association of the presidents of Washington State’s six public baccalaureate degree-granting institutions, described noteworthy developments over the past two decades. Simply put: the Washington State Higher Education system is one of the most productive and efficient in the nation. We graduate a higher percentage of our students than any other state university system and we do so on fewer dollars per degree than all but two states. The cost of producing a degree or certificate in Washington is the third lowest in the nation, nearly $13,000.00 below the national average. Indeed, the COP report indicates that “Washington’s public baccalaureate institutions have demonstrated continual improvements in degree completion and productivity.” (See Figures 6 and 7 below.)

Within Washington State, Western’s success and efficiency standing is similarly outstanding, relative to Eastern, Central and The Evergreen State College. We graduate a higher percentage of our students than these institutions and we do so with the lowest Cost per Budgeted FTE Student Enrollment. In the 2007-2008 biennium, Western received $6,130.00 per FTE student compared to $6,379.00 at Eastern, $6,660.00 at Central and $7,721 at TESC.

Figure 6: Bachelor’s Degree, 2005-06, per 100 undergraduate students, fall 2005, public baccalaureate institutions.

Sources: U.S. National Center for Education Statistics Integrated Postsecondary Education Data System

Figure 7: Total funding per degree or certificate (weighted, 2006-07).

Note: Data adjusted for value of degrees and certificates in the state employment market (median earnings by award type and level).

Sources: SHEEO State Higher Education Finance Survey 2008; NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey, Public Use Microdata Samples
Students that persist are good for Western, as are students satisfied with their Western experience. But so, too, are persistence and satisfaction good for the Washington State Higher Education System. A built-in competition between state schools exists, of course, but it is a competition based on collegiality and mutual good will. No one at Western wants to see any of our ”competitors” fail, anymore than they want to see Western fail. Ultimately, a student’s success should be judged a system success, not just the success of a sole college or university. All Washington State institutions of higher learning want their students to succeed, at whichever school they may start, at whichever school they may finish.

System wide, however, there are some concerns. Not in the delivery of services, but rather to how many citizens can those services be delivered. While Washington ranks 5th in public two-year education participation, it ranks 48th in public four-year education participation. (Based on the percentage of the population demographic aged 17-64 enrolled in a college or university. See Figures 8 and 9 below.)
SUMMARY OF WESTERN WASHINGTON UNIVERSITY’S RESPONSE TO THE NWCCU’S ACCREDITATION RECOMMENDATIONS

APPENDICES TO RECOMMENDATION 3
APPENDIX 3.1

Western Libraries Strategic Plan: Mission, Values and Vision
Western Washington University Libraries' Strategic Plan, 2009-2012

Mission

Western Libraries connects—people to place, people to people, people to learning.

- Place—both the physical and virtual presence of our library. We encourage learning, collaboration, and community through our environment.
- People—the Western Community and everyone we serve.
- Learning—the promotion of critical thinking and information literacy. The library provides access to the information and resources necessary to the learning process.

Values

- We reach for excellence in performance and relationships. We strive for integrity, trust, and respect for each other and those we serve.
- We embrace the challenges of the evolving landscape as opportunities for the future, and we honor the traditional roles of academic libraries.
- We protect intellectual freedom and provide non-judgmental service.
- We promote diversity and provide equal and open access.
- We are integral to the teaching and learning process.
- We respond to the needs of our users.

Vision

Western Libraries are integral to student success at Western Washington University. A destination university deserves a destination library, and in that role we seek to become Western’s first source for quality information. We will develop unique resources and mechanisms to share University intellectual content with the world. We will become the intellectual center of campus, an interactive gathering place for students to interact with information and with each other. We will be innovative in the way we approach the fulfillment of user needs and nimble in the structure of our organization. We strive to be recognized as the premiere comprehensive university library in the Northwest.
Introduction

“It’s going to be good and it could be exciting.”
-Clarissa Mansfield, Strategic Planning Introduction Video

In July 2008 the Northwest Commission on Colleges and Universities requested a focused interim report to address how Western Washington University was addressing a number of concerns. One of them was Western Libraries’ lack of engagement in “a fundamental and thorough planning effort, informed by assessment, to consistently support the University’s academic mission.” The planning process we have been pursuing is not only a response to a call by our accrediting body, but an opportunity for us to focus our energies on making the Libraries more integral to the University and to the lives of its students.

The Libraries at Western have many strengths. We have caring, helpful, and talented people. We have an admirable collection both in size and in quality. We pride ourselves on being user-focused in the services we offer and in the decisions we make. And yet there is a feeling among us that we have stagnated in our development and are unsure of how to move ahead.

Libraries are changing, and it is time for Western Libraries to change. President Bruce Shepard has said he wants Western to become a “destination university.” A destination university deserves a destination library. The ambitious plan that follows offers a roadmap of how we can become that destination library for the campus and for the world.

So how do we do it? There are a number of roles that the Libraries must embrace. First of all, our collections must adequately support the needs of students and faculty. To do this we must develop new policies, continually assess our collections, seek new funding sources and pursue unique collections that not only support Western’s curriculum but sets us apart. We need to explore additional ways of publicizing our collections and sharing them with others. One of the bold new initiatives this plan calls for is an increased digitization effort focused on access to our unique collections, and the exploration of an institutional repository to celebrate the work of the University’s students, faculty, and staff with the world.

Second, a destination library should be a destination for students, faculty, and staff. This means we must partner with others, on campus and off, to offer services, programs, and exhibits which will broaden students’ minds and assist them in completing their coursework. This calls for an investment on the part of the University to make the Libraries, particularly Wilson Library, an inviting space and a productivity center for students. As the intellectual center of the campus, we want to be the University’s showplace for recruitment and an aid to retention through the services we offer and collections we house.

Third, we must invest in our most important resource: the people who work at the Libraries. The current economic times have heightened the need for restructuring, communication, training programs, and recognition. We must be both innovative and nimble to meet the challenges we face and successfully meet the needs of our users.

Lastly, the Libraries must become a more integral part of the University curriculum through information literacy education. Students graduating from Western should be experts in finding, using, and evaluating information—employers and faculty expect it—and through dialogue with
them and through coordination we charge ourselves with developing a comprehensive program to address this crucial campus need.

This planning process has been one of self discovery and the resulting plan reflects the hard work of all members of the Libraries’ staff, as well as input from students, faculty, and staff throughout the campus. It has allowed us to examine what others are doing and determine our role in assisting the President in achieving Western's initiatives. It’s an exciting time for the Libraries; with new leadership, a new spark, and a new plan, we are poised to become the destination library our campus deserves.

Sincerely,

Christopher Cox
Dean of Libraries
Strategic Goals and Initiatives

GOAL I. Develop spaces that meet the needs of library users, emphasize the centrality of the library to the University community.

The expectations and needs of our users are complex, and the Libraries must be many things to many people, frequently simultaneously. The importance of Western Libraries as a space has been clearly documented through multiple conversations between us and our students. We are committed to creating a flexible space that meets the diverse needs of our students and community. Through the further development of a service model that maximizes our resources, improved utilization and renovation of our spaces, combined with continual assessment, we will creatively meet user-expectations and become the intellectual center of campus.

A. Develop a central service model that maximizes our resources.
   i. Use assessment data to identify specific service needs.
   ii. Actively pursue the creation of a learning commons.

B. Find creative, cost-effective, and sustainable ways to utilize our current space.
   i. Explore offsite storage as well as compact shelving for low use collections to create more flexible user spaces.
   ii. Assess instruction space needs.
   iii. Develop campus partnerships to find opportunities to host events, exhibits, artwork, and other attractions.
   iv. Develop, promote, and enhance the attractiveness and sustainability of the library’s physical space.

C. Improve our collection arrangement to increase access and findability.
   i. Evaluate, assess, and reorganize collection arrangement.
   ii. Improve wayfinding.

D. Complete the Wilson building renovation.

E. Explore opportunities for the Libraries presence at the Waterfront development.

GOAL II. Develop a virtual environment that provides information, resources, and services for the University community where and when they need it.

Western Libraries recognizes the need to regularly reassess the rapidly changing information landscape as the expectations of our users change and the latest opportunities for enhancing discovery emerge. There are some crucial facts of the current information landscape that influence our current and future plans. The Libraries’ website is not the first source of information for most students and faculty. When students and faculty do come to our website, they expect to retrieve information quickly
and comprehensively. In addition, the scope of information is far beyond the walls of the
library, our online catalog, and subscription databases.

A. Embed resources and services into the workflow of our users.
   i. Partner with other campus groups to determine where library services
      and resources are needed.
   ii. Identify and make available services on mobile devices.

B. Improve findability and access to information, resources, and services through
   our virtual presence.
   i. Develop and improve the website architecture to direct users to either
      library information or research-based needs.
   ii. Transition from local to a global information environment.
   iii. Move from hierarchical navigation to other types of information discovery.
   iv. Transition from print to electronic content.
   v. Investigate using a branch library concept to organize the virtual library.
   vi. Improve and expand discipline related tools / services / portals / information chunks / resources.

C. Ensure user-friendly access to digital assets.
   i. Develop a central web-based portal for seamless access to digital
      resources at Western and beyond.
   ii. Integrate access tools for traditional information formats with those for
digital resources.
   iii. Provide online support for users and creators of digital resources.

D. Move from a collection-centered site to an engagement-centered site.
   i. Develop the website as an interactive communication tool.
   ii. Develop personalization options across information needs.
   iii. Harvest and utilize the connections created during information seeking
       and offer it back in a useful way.
   iv. Support library marketing and outreach efforts through the website.

E. Expand assessment efforts.
   i. Create a process for continuous feedback and improvement.

GOAL III. Provide the best possible service to the University community by creating the
very best working conditions for library employees.

Western Libraries must not only adapt and embrace change, but actually seek change if it
is to meet the needs of its users and accomplish its mission. Through self-study and
serious discussion we recognize that internal improvement must be made in order to make it a more effective organization. Development of staff to meet the current and future roles of an evolving organization is critical. We must strive for an organizational culture that fosters open communication, support, and trust. Organizational actions should be based on a cycle of planning and assessment. All of this points to restructuring the organization into a model that can innovatively meet challenges and take advantage of opportunities.

A. Restructure the organization to meet current and future needs.
   i. Examine organizational initiatives and structures from successful academic libraries.
   ii. Identify and review current and future trends in academic library services, resources, and organizations.
   iii. Align the organization to better collaborate with Orbis-Cascade Alliance libraries in the consortium’s strategic directions.
   iv. Seek and seize new opportunities to enhance services for the University community and working conditions for library employees.
   v. Implement a new organizational structure and regularly review it in order to make changes as needed.
   vi. Strive for a diverse workforce and support diversity awareness.
   vii. Create a culture of innovation where risk taking is rewarded.

B. Improve the organizational communication and climate.
   i. Clearly define and communicate the roles and responsibilities of personnel and work units.
   ii. Review, revise, and monitor library communication paths, both internal and external.
   iii. Integrate the Libraries’ mission and values into the organization’s culture.
   iv. Continually work to develop trust in the Libraries towards realizing an environment of transparency in decision-making and actions.

C. Establish an active and ongoing staff development program.
   i. Define and develop a supervisor training program that evokes open communication and consistent expectations throughout the organization.
   ii. Define and implement a leadership training program that encourages all personnel to be responsible for the Libraries’ success.
   iii. Establish an ongoing program of skills development that aid personnel in meeting the challenges and opportunities of the future.
   iv. Identify, develop, and maintain a set of organizational development resources that lead towards improvement.
   v. Set up a mentoring program for new employees and for employees stepping into new positions.
D. Develop an organization which incorporates assessment to gauge its effectiveness and to plan its future.

i. Establish a set of measures that will be used to evaluate the effectiveness of library services and resources.

ii. Transform into an organization that utilizes data to make its decisions and relies on assessment to inform its planning.

GOAL IV. Raise the awareness of the Libraries’ collections, services, and programs through timely and consistent marketing, outreach, and collaborative activities.

Western Libraries will strengthen and develop new and existing relationships campus-wide and beyond by working with the University community to expand the local, regional, national, and global outlook of Western Washington University. We will reinforce our position as a dynamic partner both on and off campus by developing a comprehensive and timely marketing and outreach strategy. Our strong commitment to collaboration, combined with continual assessment, will allow us to enhance our identity and place within both the University and regional community.

A. Establish a marketing/public relations plan that promotes the intellectual, physical, virtual, and social identity of the Libraries.

i. Coordinate marketing and outreach activities throughout the Libraries.

ii. Establish a communications strategy to promote services.

iii. Research and develop a library identity through a logo and branding.

iv. Develop an assessment plan to evaluate the effectiveness of marketing.

B. Strengthen existing partnerships and develop new ones.

i. Communicate and collaborate with the University community in developing, implementing, and evaluating resources, services, and collections.

ii. Strengthen and develop mutually beneficial relationships with campus departments and programs.

iii. Develop mutually beneficial relationships with educational institutions, non-profit organizations, and businesses.

iv. Strengthen relationships with the Foundation and Alumni Association to increase alumni awareness and support of the Libraries.

v. Strengthen communication with the general public and visiting scholars.

GOAL V. Develop and maintain a physical, virtual, and diverse collection to support the needs of Western students and faculty.

Western Libraries must build and maintain a collection that supports the curriculum and research needs of both students and faculty. As higher education becomes more
interdisciplinary user needs will become more diverse in both topic and format. Both the Libraries collection and collection policies must reflect the changes within our own community and higher education. We must explore alternate formats in addition to traditional print resources. Collaborative collection development would allow us to increase access to information in a time when budgets and price inflation are a concern. We are committed to making and maintaining a work flow that makes our materials accessible. Despite our current budget constraints, now is the time to find creative ways to develop the collection that best serves our community.

A. Develop and refine collection development policies to support the University’s curriculum.
   i. Collaborate with the University community to develop comprehensive collection, gift, and weeding policies.
   ii. Develop policies for inclusion of non-library university collections into the Libraries’ catalog.

B. Develop a comprehensive collection assessment plan that allows for flexibility and future planning.
   i. Transition to electronic and open-access formats for serials and reference collections to increase access to materials.
   ii. Enhance cooperative collection development planning and implementation with Orbis-Cascade Alliance.
   iii. Develop and highlight our unique collections.
   iv. Partner with area libraries to strengthen and develop mutually beneficial relationships.

C. Assess collection allocations to reflect the current trends within the University and higher education.
   i. Develop an allocation plan that addresses interdisciplinary nature of research and coursework.
   ii. Pursue greater library involvement and resources in new course and program development.

D. Plan systematic collection development to streamline internal workflow.
   i. Investigate workflow options for selection, ordering, cataloging, and processing of materials.
   ii. Coordinate efforts in planning, budgeting, selection, acquiring, and weeding.

E. Investigate alternate forms of funding to enhance collections.
   i. Pursue relevant and noteworthy gifts for the Libraries.
   ii. Develop a long-term fundraising plan.
**GOAL VI.** Maximize the Libraries support for and integration of teaching, learning, and research into the University’s curriculum.

The Libraries will continue to expand and strengthen our instruction program through our collections, our service, and our direct instruction in the Libraries and classroom. While we enhance and support the understanding of numerous academic subjects through our collections, our primary active instruction commitment is to information literacy. Our instruction program has a long and enviable history; however, there has been a lack of program growth and cohesion over the last few years. Issues such as the evolution of our current library instruction program; the role of liaisons; differences in library instruction for first year students, upper division courses, graduate students, and faculty; space requirements; assessment; and professional development are all ripe for discussion and development.

A. Assess and enhance library instruction needs and effectiveness on a campus-wide level.
   
   i. Develop a coordinated library instruction program
   
   ii. Develop a coordinating and reporting structure.
   
   iii. Create policies for and standardize the assessment of instruction.

B. Integrate information literacy throughout Western’s curriculum and courses.
   
   i. Work towards a campus-wide deployment of Library Information Tutorial (LIT).
   
   ii. Explore avenues of collaborative instruction.
   
   iii. Provide high quality distance education.
   
   iv. Explore alternate means of providing information literacy to all students.

C. Lead campus discussions on emerging information issues and trends.
   
   i. Host salons, panels, and speakers that focus on current issues of information.

**GOAL VII.** Develop and manage digital assets in support of teaching, learning, and research of the University community.

User expectations, evolving technologies, international standards, and legal mandates demand new strategies to preserve, protect, and access both the University’s and Libraries’ digital assets which include born-digital public records. Since the management and safeguarding of public records is an institution-wide responsibility, partnerships with departments across campus are necessary. This encourages the exploration of other opportunities to centralize resources and consolidate platforms to promote discovery, long-term viability, and cost-savings. Western Libraries are uniquely situated to provide key expertise in this rapidly-changing environment and is committed to providing innovative leadership in the responsible stewardship of these digital resources for the benefit of our campus community.
A. Map the digital landscape and identify needs across the campus community.
   i. Conduct campus-wide survey to identify existing resources, potential projects and services.
   ii. Identify analog materials that may be converted to digital format.
   iii. Explore opportunities for centralizing resources and consolidating platforms to promote discovery, long-term viability, and cost-saving.
   iv. Identify cross-campus needs for the preservation and access of born-digital/electronic records.
   v. Assess institutional responsibilities and legal requirements for management and safe-guarding of public records.
   vi. Explore requirements for sustainable infrastructure.
   vii. Secure funding and resource development.

B. Implement digital services and programs.
   i. Establish a management structure for the creation, development, and maintenance of unique digital assets.
   ii. Establish library-based service procedures and workflows.
   iii. Establish internal and external partnerships.
   iv. Establish sustainable infrastructure.
   v. Develop and provide leadership in standards and best practices for creation and preservation of digital assets.

C. Create trusted institutional repository.
   i. Collaborate with faculty and students to increase the distribution of their scholarship.
   ii. Partner with Orbis Cascade Alliance, Northwest Digital Archives, and others.

D. Establish protocols for preservation of digital assets.
   i. Develop a preservation plan.
   ii. Ensure systems that will safeguard the integrity of public records.

E. Ensure compliance with copyright/intellectual property rights.
   i. Establish mechanism for responding to intellectual property rights issues.

F. Provide outreach and education.
   i. Integrate digital assets into classroom teaching and library instruction.
   ii. Collaborate with campus partners in digital resource development.
   iii. Solicit materials for digitization from the campus community.
iv. Market our expertise and resources in digital content creation and management.

v. Develop broader outreach, education, and marketing strategies.

G. Develop assessment and evaluation plan.

i. Enable user feedback on systems and system content.
Appendix A

Strategic Planning Small Groups

Planning groups were created to address key areas within the library. We tried to create diverse
groups composed of library staff, faculty, and students as well as having outside faculty input
when needed.

Physical Space Planning Group
Michelle Becker
Katelyn Conway
Heather Dalzell
Clarissa Mansfield
Kim Marsicek
Jeff Purdue

Virtual Presence Planning Group
Lesley Lowery
Martha Mautino
Rebecca Mintz
Andrea Peterson
Chris Sandvig
Bob Thomas

Marketing Planning group
Robyn Adcox
Stefanie Buck
Lisa Hooper
Thea Kleiber
Dennis Matthews
Randi Sanders
Amy Sedovic

Instruction Planning Group
Jeanne Armstrong
Kate Cabe
Paul Piper
Julene Sodt
Sylvia Tag

Collection Planning Group
Roger Anderson
Margaret Fast
Holly Folk
Julie Fitzgerald
Shalon Hurlbert
Cecelia Poon
Elizabeth Stephan
Sandi Sutterman

Digital Assets Group
Tamara Belts
Jon Dillon
John Farquhar
Tony Kurtz
Peter Smith
Ruth Steele

Organization
Marian Alexander
Leslie Hall
Leza Madsen
Rick Osen
Mary Sass
Denise Ward
Appendix B: Resources


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APPENDIX 3.2

Strategic Plan Updates
Strategic Planning Updates:
* Indicates an initiative selected by the Libraries’ staff at its summer 2009 Western Libraries Staff Development Day.

GOAL I. Library Space: Develop spaces that meet the needs of library users, emphasize the centrality of the library to the University community.

- Relocation of the Student Technology Center adjacent to Reference and Information Desk on Haggard second floor
- Newly renovated sixth floor location for the Libraries’ Special Collections
- Creation of a library café, collaborative study and presentation space on Wilson 2
- Relocation of a major university computer lab to the second floor of Haggard Hall and its proximity to a public study space has allowed the library to increase lab space during daytime hours as well as accommodate user demands for a 24-Hour study space.

MORE < links to all items listed below for this goal>

Completed as of June 2010:
- Relocation of the Student Technology Center adjacent to reference desk on Haggard second floor. (Supports Strategic Plan section - I, A, ii)
- Newly renovated area for the libraries’ Special Collections. (I, B, iv)
- Upgrades to main stairwell in the Wilson Library building. (I, B, iv)
- University Tutoring Center and Writing Center have established evening hours within the library complex, Sunday-Thursday 6-9PM. (I, A, ii)
- Two building consultants were brought to campus and completed reports that included recommendations about library space. {Drew Harrington, April, 2009; Scott Bennett, November 2009}. (I)
- Relocation of a major university computer lab to the second floor of Haggard Hall and its proximity to a public study space has allowed the library to increase lab space during daytime hours as well as additional instruction space. (I, A, ii; I, B, ii)
- Construction on the second floor of Haggard of video / audio editing rooms and a mediated presentation practice room to be managed in partnership with the Student Technology Center. (I, A, ii)
- Infrastructure has been put in place for a library café to be located on the second floor of Wilson Library. Opening Fall Quarter 2010. (I, A, ii; I, B, iv)
- Compact shelving has been added to the ground level of the Wilson Library structure to increase overall shelving capacity. (I, B, i)
- Successful student technology fee proposal to upgrade computers and add new printers to library (I, B, iv)
- Multiple, successful events and exhibits over the last year (need examples? Antarctica photos, Imaginary Library, Berlin Wall, Open Houses, Quarterly Study Breaks, Whatcom Reads events, ). (I, B, iii)

Continuing:
- * Learning Commons: discussion to begin fall quarter led by ADPS regarding with learning commons partners and libraries regarding space plan. (I, A, ii)
- University reorganization brings the Writing Center under the purview of the Western Libraries. Space is being identified to accommodate the organizations’
staff and student employees as permanent residents of the library complex. (I, A, ii)
- * A Wayfinding & Signage task force has been appointed to improve user experience in the library complex. (I, C, ii)
- A new collection arrangement proposal which will increase efficiency for library staff and findability for users has been adopted and is moving forward towards full implementation by Fall Quarter 2010. (I, C, i)
- Preliminary discussions regarding consolidating the library’s’ service desks
- The Dean of Libraries and administrators are exploring development of an offsite shelving facility. (I, B, i)
- Proposals as part of capital building project process to renovate Wilson Library, the Reading Room, to establish the learning commons, and consolidate the service desks. Wilson Library ranked 22nd on the ten year plan major cap list. (I, D)
- Creation of event and exhibit guidelines and better identification of appropriate locations. (I, B, iii)

**GOAL II. Virtual Environment:** Develop a virtual environment that provides information, resources, and services for the University community where and when they need it.

- An overhaul of the library web site is underway. The timeline for implementation is late Summer, 2010.
- Implementation of Chat Reference service offering users real-time on-line reference support by the Libraries Reference and Information Desk staff.

**MORE** < links to all items listed below for this goal>

**Completed:**
- Western Libraries led a project which resulted in the development of a virtual campus community forum – Viking Village. Staff from the Libraries manage this project. Successful student technology fee proposal to replace Viking Village server. (Supports Strategic Plan section - II, a, i)
- Implementation of Chat Reference service offering users real-time on-line reference support by the Libraries Reference and Information Desk staff. (II, D, i)

**Continuing:**
- An overhaul of the library web site is underway. The timeline for implementation is late summer, 2010. (II, B)
- An electronic resources management system (Serial Solutions) has been purchased being implemented. Full implementation will allow more effective management of and enhanced user access to the libraries’ electronic resources. (II, C, iii)
GOAL III. Organizational Development: Provide the best possible service to the University community by creating the very best working conditions for library employees.

- Organizational Development Committee appointed, September 2009 to suggest ways to improve communication; and develop a training program for supervisors.
- In-house survey about communication issues within the libraries was conducted and analyzed.
- Reorganization is taking place. A new Assistant Dean for Public Services has been hired and a search is underway for the position of Assistant Dean for Collections & Technology Services. An existing position was recast as the Director of Planning & Administration.

MORE < links to all items listed below for this goal>

Completed:
- In-house survey about communication issues within the libraries was conducted and analyzed. (Supports Strategic Plan section - III, B, ii)

Continuing:
- * The organizational structure has been discussed in a variety of venues. (III, A)
- * Organizational Development Committee appointed, September 2009 to suggest ways to improve communication; and develop a training program for supervisors. (III, B, ii; III, C, i)
- Diversity task force appointed to conduct survey of library staff regarding diversity and develop a strategy raise awareness. (III, A, vi)
- Reorganization is taking place. A new Assistant Dean for Public Services has been hired and a search is underway for the position of Assistant Dean for Collections & Technology Services. An existing position was recast as the Director of Planning & Administration. (III, A, v)
  - The above represent an overall restructuring of the organization that aligns with some concepts suggested by the organizational consultant’s recommendations from their report of spring, 2007.

GOAL IV. Marketing: Raise the awareness of the Libraries’ collections, services, and programs through timely and consistent marketing, outreach, and collaborative activities.

- Two staff have been appointed to work part-time {0.5 FTE and 0.4 FTE} to direct marketing efforts. A marketing advisory committee was formed in March, 2010.
- Dean of Libraries and library liaisons met with academic departments to engage university faculty in dialogue about library and faculty needs.
- **A variety of library events have taken place — Fall Quarter Open House, Quarterly Study Break, other public programming such as readings and research presentations — geared towards marketing library services and resources.**

MORE < links to all items listed below for this goal>
Completed:
- Dean of Libraries and library liaisons met with academic departments to engage university faculty in dialogue about library and faculty needs. (Supports Strategic Plan section - IV, B, i)
- A variety of library events have taken place – Fall Quarter Open House, Quarterly Study Break, other public programming such as readings and research presentations – geared towards marketing library services and resources. (IV, B, ii)
- Library marketing plan for 2009-2010 composed by marketing committee (IV, A)

Continuing:
- Two staff have been appointed to work part-time {0.5 FTE and 0.4 FTE} to direct marketing efforts. A marketing advisory committee was formed in March, 2010. (IV, A, i)
- Branding initiatives in tandem with University efforts are currently taking place. (IV, A, iii)
- Partnerships with local area libraries as part of Whatcom Reads! and Whatcom Libraries Collaborate, the latter to offer one card access to our collections and area book drops. Also exploring a BPL branch. (IV, B, iii)

GOAL V. Collections: Develop and maintain a physical, virtual, and diverse collection to support the needs of Western students and faculty.

- As part of organizational restructuring, a full-time Collection Development position has been established.
- Development of newly developed Collection Development Policy.
- Implementation of an electronic resources management system is underway

Completed:
- As part of organizational restructuring, a full-time Collection Development position has been established. (Supports Strategic Plan section - V, A, i)
- * Committee formed to create library-wide collection development policy. (V, A, i)
- Task force was formed to suggest options for electronic resource management. Their recommendation resulted in the purchase of Serials Solutions products. [See Goal #2 above.] (V, D, i)
- Completion of a consultant’s report on the potential for programmatic development and cooperation among the libraries’ Special Collections, University Archives, Center for Pacific Northwest Studies. (V, B, iii) – see also Goal III.
- Reassignment of 0.5 FTE to the Center for Pacific Northwest Studies to focus on digitization of unique resources. (V, B, iii) – see also Goal III.

Continuing:
- Implementation of newly developed Collection Development Policy. (V, A, i)
- * Collection assessment (aka weeding) to begin possibly as early as Spring Quarter with input of faculty. (V, A, i)
- Implementation of an approval plan which will provide workflow efficiencies as well as enhance the selection process. (V, D, i)
Whatcom Libraries Collaborate to offer one card access to our collections and area book drops. Also exploring a Bellingham Public Library “in-house branch.” (V, B, iv) - see also Goal IV.
Examination of collection allocations plan underway. (V, C, i)

GOAL VI. Instruction:  Maximize the Libraries support for and integration of teaching, learning, and research into the University’s curriculum.

Completed:
- An instruction coordinator was appointed. (Supports Strategic Plan section - VI, A)

Continuing:
- Development of a plan to integrate information literacy into lower division classes and review current instruction program assessment methods. (VI, A)
- Library instruction will be integrated into all First Year Interest Group (FIG) Seminar101 sections for fall of 2010. The learning outcomes for the sessions are taken from the Western Libraries Information Literacy Learning Outcomes document which was updated during FY 09-10. (VI, A, ii; B, ii, iv)

GOAL VII. Digital Assets:  Develop and manage digital assets in support of teaching, learning, and research of the University community.

Completed:
- A consultant was brought in to provide background to the campus regarding current issues in scholarly communication and the possibilities of an institutional repository. (Supports Strategic Plan section - VII, F)

Continuing:
- * A task force was formed to: survey faculty to determine their needs and identify potential collections for digitization; conduct feasibility study concerning a campus institutional repository. (VII, A, iii, iv, v, vi)

Additional Support to for our Strategic Goals:
- A part-time [0.4 FTE] Assessment Coordinator was appointed.
- Spring 2009 survey of Graduate Student user satisfaction was conducted.
- Winter Quarter, 2010, LibQUAL+ Days during which the libraries conducted the LibQUAL+ Lite survey.
- Fundraising goals identified for 2009-2010.
- Launch of new Friends of the Libraries group.

MORE  < links to all items listed below for this goal>
Assessment
As is evident throughout the Western Libraries Strategic Plan, 2009–2012, the organization supports a culture of assessment and data driven decision making.

Completed:
- **During Spring Quarter, 2008, the libraries conducted a campus wide blog project called “14 Days to Have Your Say” as a means of gathering user input and ideas in anticipation of the arrival of the new Dean of Libraries. A number of changes made to library operations based on this data.**
- Spring Quarter, 2008, focus groups conducted with students concerning the issues of wayfinding and library noise.
- A part-time [0.4 FTE] Assessment Coordinator was appointed.
- Spring 2009 survey of Graduate Student user satisfaction was conducted.
- In-house survey about communication issues within the libraries was conducted and analyzed. See Goal 3 above.
- Fall Quarter, 2009, wayfinding usability test conducted with undergraduate students.
- Winter Quarter, 2009, LibQUAL+ Days during which the libraries conducted the LibQUAL+ Lite survey.

Continuing:
- Deeper analysis of data provided through the LibQUAL+ survey with particular attention to user comments.
- Task Force for Budget / Services Realignment appointed to develop plan for university-wide budget reductions and internal realignments required to perform core services and evolving initiatives.
- Planning for campus-wide LibQUAL Summit as a means of presenting survey data to campus community and initiating discussions about user needs with campus stakeholders.
- Development of an assessment plan.

Fundraising:
Given the disconnect between the current fiscal climate and the Libraries need make additional services and content available to the university community fundraising has come to the forefront as a crucial to implementation of many aspects of our Strategic Plan.

Completed:
- Fundraising goals identified for 2009-2010.
- Campaign fundraising priorities and naming opportunities identified in anticipation of upcoming fundraising campaign.
- Major gifts from Cindy and Don Hacherl, Bert Halprin, Paul and Mary Ann Ford, Marian Alexander, Honor with Books, materials donations from Helene Whitson, Henry Schwartz, Music Library, others.
- Fundraising/community engagement

Continuing:
- Launch first community newsletter.
- Launch of new Friends of the Libraries group.
APPENDIX 3.3

Revised Strategic Planning Web Page Outline
**Revised Strategic Planning Web Page Outline**

Western Libraries Strategic Plan <linked to plan text> was completed during the spring of 2009. The plan was the result of several months of work by the Strategic Planning Committee and others throughout the libraries who worked with the guidance of Dr. Brian Burton of the university’s College of Business and Economics. During the May and early June of 2009 the libraries sought input from the campus community using the campus online forum — Viking Village. Implementation of the plan began during the summer of 2009. During the Libraries annual staff development day the library staff voted on which strategic plan related initiatives were most important for the coming year. A regularly updated progress report is linked below.

**Summer 2010 Strategic Planning Update <linked to update page>**

**Western Washington University Libraries’ Mission**

Western Libraries connects: people to place, people to people, people to learning.

- **Place:** both the physical and virtual presence of our library. We encourage learning, collaboration, and community through our environment.
- **People:** the Western Community and everyone we serve.
- **Learning:** the promotion of critical thinking, and information literacy. The library provides access to the information and resources necessary to the learning process.

**Values**

- We reach for excellence in performance and relationships. We strive for integrity, trust, and respect for each other and those we serve.
- We embrace the challenges of the evolving landscape as opportunities for the future, and we honor the traditional roles of academic libraries.
- We protect intellectual freedom and provide non-judgmental service.
- We promote diversity and provide equal and open access.
- We are integral to the teaching and learning process.
- We respond to the needs of our users.

**Strategic Themes**

- Develop the Library’s physical and virtual presence. Inviting and welcoming physical space; findability (layout)
- Develop the Library’s physical and virtual presence. Inviting and welcoming virtual space; findability (web)
- Improve organizational environment/effectiveness and outreach. Organizational development
- Improve organizational environment/effectiveness and outreach. Outreach/marketing
- Maximize support for teaching, learning, and research. Instruction
- Maximize support for teaching, learning, and research. Collections
- Maximize support for teaching, learning, and research. Digitization