

**Weber State University  
Year Three Report**

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*Weber State University Year Three Report  
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## **I. Preface**

This report includes responses to the recommendation on the First Year Report, which involves a review of Standard 1, and discussions of all of the elements of Standard 2. Wherever appropriate, the electronic version of the report includes links to the webpages that contain the original data supporting the response.

## **II. Introduction and Institutional Context**

Weber State University (WSU) is a comprehensive public university providing associate, bachelor and master's degrees focused on the educational needs of the more than 500,000 people within a service area centered in Ogden, in Northern Utah. WSU began as Weber Academy, founded by community religious leaders in 1889, and served primarily as a high school/normal school until 1923 when it became a junior college. Ownership and management of the school was transferred from the L.D.S. Church to the state of Utah in 1933. For the next three decades, Weber College served as the public junior college in Northern Utah. In 1964, Weber State College awarded its first baccalaureate degrees and, in 1979, its first master's degrees. In 1991, the institution's name was changed from Weber State College to Weber State University. Currently, WSU serves both community college and regional university roles through seven academic colleges with more than fifty academic departments offering more than 230 programs. WSU's 800 full- and part-time faculty provide education in online and traditional classes.

WSU's policies and programs reflect its community college and regional university missions. General admission to lower-division course work is open, and WSU annually awards the second largest number of associate degrees in the state of Utah. At the same time, an increasing number of programs have selective admissions criteria and its graduate enrollments are increasing more rapidly than any other enrollment category.

WSU's student demographics also reflect its dual focus—WSU students are more likely to be first-generation college students than their peers at regional universities. A higher percentage are married, have children, are working fulltime, receive financial aid, and need remediation in math or English as compared to students attending similar institutions.

WSU faculty see part of their role as helping less well-prepared students to achieve, and its retention and graduation data substantiate their success. In the most recent year, WSU conferred over 1,800 associate degrees, 1,900 bachelor degrees and 230 master's degrees.

WSU's engaged learning model includes learning opportunities in undergraduate research, community-based and service learning, internships, capstone courses and other forms of experiential learning. As a Carnegie Community Engaged institution, WSU students, faculty and staff contribute well over 100,000 hours of service to the community.

WSU currently serves more than 24,000 students on two major campuses. The Ogden campus serves 19,000 students with 60 buildings on over 400 acres, and the WSU-Davis campus, located next to Hill Air Force Base, provides instruction to 3,300 students. The Ogden campus has on-campus housing for approximately 750 students. In addition to its Ogden and Davis campuses, WSU offers courses at two small centers within the region and throughout the country through distance-mediated instruction. Over 15% of WSU's total enrollment is in online courses. Like other publicly-funded institutions in the region, WSU has recently experienced a decline in public support while student enrollments have increased.

### III. Significant Changes

There have been no significant changes in the governance, leadership or programs of the institution since the last report in fall of 2009.

### IV. Standard 1 Update and Response to Recommendation on Year One Report

#### A. Response to Recommendation on Year One Report

The Commission adopted the following recommendation made by the peer evaluators of Weber State University Year One report:

**Recommendation:** The panel recommends that the university develop specific measurable benchmarks and criteria for each indicator under each Core Theme, assigning specific designations of an acceptable level of performance for the metrics underlying each indicator. (Standard 1.A.2)

In response to that recommendation, WSU provides the following update to Standard 1:

#### 1. Standard One Update

##### a. Eligibility Requirements 2 and 3

*ELIGIBILITY REQUIREMENT 2 - AUTHORITY* The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Weber State University operates under authority conferred by the [Utah State Constitution Article X section 4](#), [Utah State Code section 53B-2-101 et seq.](#), and [policies of the Utah State Board of Regents](#).

*ELIGIBILITY REQUIREMENT 3 - MISSION AND CORE THEMES* The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Over the course of the 2009-2011 school years, the WSU University Planning Council worked with input from trustees, faculty, staff, students and community to refine the WSU Mission Statement and to develop Core Themes. The WSU Board of Trustees, [pursuant to authority delegated to them by the Utah State Board of Regents](#), adopted the new Mission Statement in January of 2011 and Core Themes in June of 2011. The Utah State Board of Regents consistent with their [policy R512](#), which describes institutional missions, roles and degrees, approved the final mission statement, in May, 2011.

Consistent with Regents [Policy R500 et seq.](#), WSU dedicates substantially all of its resources to support its educational mission and core themes.

## **a. Standard 1.A.1 – Mission**

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

### **1) Interpretation of Mission Fulfillment**

The core themes and their objectives reflect the three fundamental goals stated in the mission, respond to the unique characteristics of the university and embrace lofty, but attainable, expectations for the future. They describe what WSU does and how it measures what it does with respect to those goals. Analysis of the data allows the university to identify the extent to which it is successful in fulfilling those goals and facilitates WSU's continuous improvement.

Specific objectives have been articulated for each of the three core themes, and one to three indicators of achievement have been identified for each objective. In turn, each indicator has been linked to metrics, and acceptable thresholds of performance have been identified for each set of metrics. The analysis of the attainment of objectives identifies areas that “need improvement,” “substantially meet expectations” and “exceed expectations.”

If all of the metrics identified for the set of indicators associated with a specific objective meet or exceed the expected levels of performance, the objective is deemed to “exceed expectations.” If the preponderance of the metrics identified for the set of indicators associated with a specific objective meets or exceeds the expected levels of performance, the objective is deemed to “substantially meet expectations.” Finally, if most of the metrics fall below the expected levels of performance, the objective is deemed to “need improvement.”

### **2) Acceptable Threshold and Extent of Mission Fulfillment**

The threshold for mission fulfillment is that the university “substantially meets expectations” or “exceeds expectations” for each of the institutional goals.

## **b. Standard 1.B.1- Core Themes and Standard 1.B.2 Appropriate Objectives and Indicators**

### **1) Core Theme 1: ACCESS**

**Mission Alignment:** WSU serves communities with significant socio-economic and cultural differences. As the “educational, cultural and economic leader for the region,” WSU strives to provide meaningful access for prospective students to educational programs that respond to student and market needs.

#### **Objectives, Indicators of Achievement, and Rationale**

**ACCESS Objective A. Degrees: Weber State offers responsive associate, baccalaureate and master's degrees in liberal arts, sciences, technical and professional fields**  
**Institutional Indicators:**

**Degrees Indicator 1. Programs and degrees are responsive to student needs.**

Rationale for indicator: Responsiveness to student needs is assessed by measuring to enrollment trends against regional populations. The underlying assumption is that enrollments reflect the value students perceive in a WSU degree.

**Metrics:**

**a. Yield for Primary High Schools**

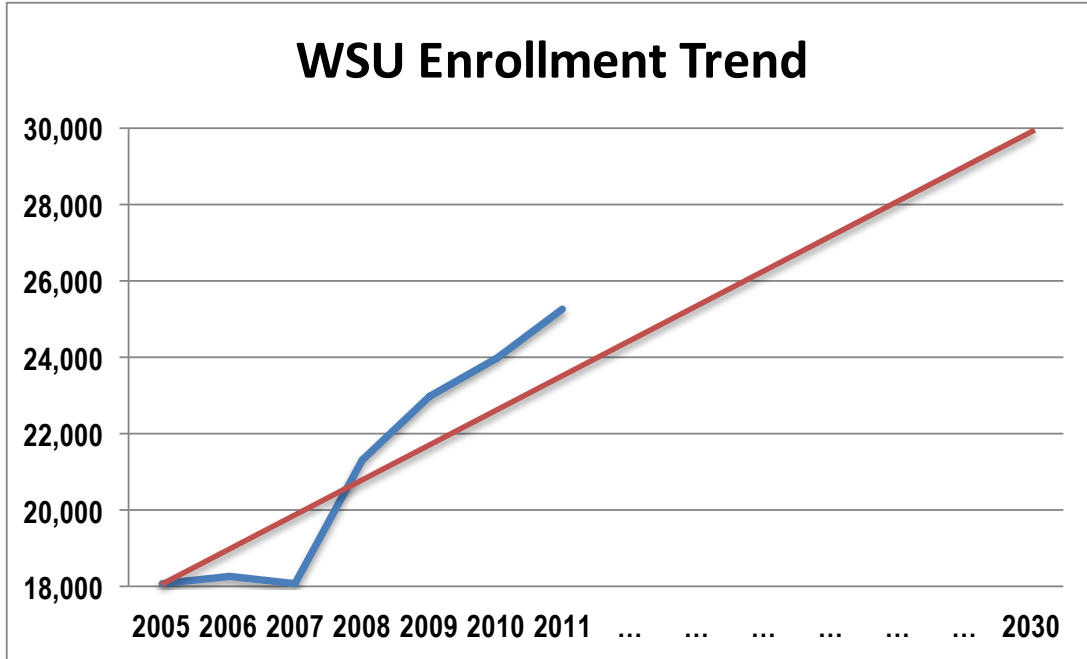
Weber State University												
Primary H.S. Market Distribution for New Freshmen Residents w/ Grad Year 2011												
Fall Semester 2011 (201220)												
Ranked by # of Applications				Rank by # of Enrolled				Rank by Yield %				
School	Adm	Enr	Yield	School	Adm	Enr	Yield	School	Adm	Enr	Yield	
Davis	191	123	64.4%	Northridge	174	140	80.5%	NUAMES	30	27	90.0%	
Weber	175	124	70.9%	Weber	175	124	70.9%	Northridge	174	140	80.5%	
Northridge	174	140	80.5%	Davis	191	123	64.4%	Roy	104	82	78.8%	
Layton	149	105	70.5%	Fremont	137	106	77.4%	Fremont	137	106	77.4%	
Syracuse	144	76	52.8%	Layton	149	105	70.5%	Bonneville	125	92	73.6%	
Fremont	137	106	77.4%	Bonneville	125	92	73.6%	Ben Lomond	84	60	71.4%	
Bonneville	125	92	73.6%	Roy	104	82	78.8%	Weber	175	124	70.9%	
Clearfield	108	71	65.7%	Syracuse	144	76	52.8%	Layton	149	105	70.5%	
Ogden	106	74	69.8%	Ogden	106	74	69.8%	Ogden	106	74	69.8%	
Roy	104	82	78.8%	Clearfield	108	71	65.7%	Clearfield	108	71	65.7%	
Viewmont	85	53	62.4%	Ben Lomond	84	60	71.4%	Davis	191	123	64.4%	
Ben Lomond	84	60	71.4%	Viewmont	85	53	62.4%	Viewmont	85	53	62.4%	
Box Elder	57	30	52.6%	Bountiful	53	32	60.4%	Bountiful	53	32	60.4%	
Morgan	55	23	41.8%	Box Elder	57	30	52.6%	Woods Cross	40	23	57.5%	
Bountiful	53	32	60.4%	NUAMES	30	27	90.0%	Syracuse	144	76	52.8%	
Woods Cross	40	23	57.5%	Morgan	55	23	41.8%	Box Elder	57	30	52.6%	
NUAMES	30	27	90.0%	Woods Cross	40	23	57.5%	Morgan	55	23	41.8%	
<b>Total</b>	<b>1,817</b>	<b>1,241</b>	<b>68.3%</b>	<b>Total</b>	<b>1,817</b>	<b>1,241</b>	<b>68.3%</b>	<b>Total</b>	<b>1,817</b>	<b>1,241</b>	<b>68.3%</b>	

**Acceptable Threshold: WSU's overall yield from primary feeder high schools will exceed 65 percent.**

**b. Enrollments**

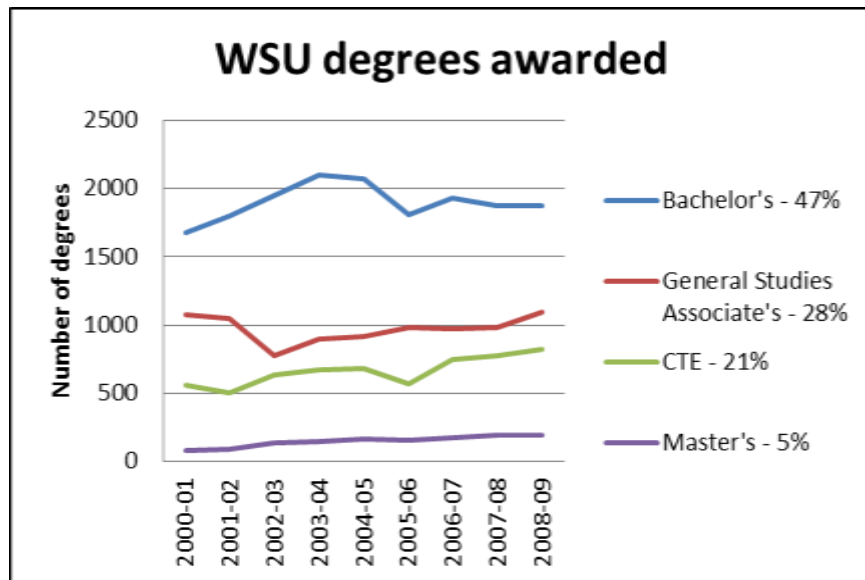
WSU Fall Enrollment						
2005	2006	2007	2008	2009	2010	2011
18,124	18,303	18,081	21,366	23,001	24,026	25,301





**Acceptable Threshold:** WSU’s enrollment will increase at a rate that will equal or exceed 30,000 students in 2030.

**c. Distribution of Graduates**



**Acceptable Threshold:** Reflecting WSU’s dual mission of serving as a regional university and meeting the community college needs of the region, WSU distribution of degrees will reflect a balance of associate, bachelors and masters degrees.

## 2. ACCESS Objective B. Achievement: Students progress in their programs of study

### Institutional Indicators:

#### a) Achievement Indicator 1. Students earn degrees

Rationale for Indicator: The retention and graduation rates, which are normed against the rates at peer institutions, provide evidence that allows WSU to evaluate whether it is more or less successful than peer institutions in retaining students through graduation. (Note: WSU regularly compares itself to a list of peer institutions from across the nation. This list of national peer institutions is approved by the Utah State Board of Regents. In some instances, WSU also compares itself to a set of “in-state peers.” These are institutions within the Utah System of Higher Education that have roles and missions similar to those of WSU. Finally, WSU regularly administers national surveys and assessment instruments (e.g., National Survey of Student Engagement, Collegiate Learning Assessment, Higher Education Research Institute.) These surveys provide comparisons against sets of comparable institutions that are not identical to either WSU national peer institutions or in-state peers.

### Metrics:

#### 1) Retention

Comparison of WSU Retention Rate to Those of National Peer Institutions (2003 Cohort)

WSU’s graduation rate is 68% (ranked 3rd out of 11 institutions)

(The 2003 cohort is the most recent which provides publically available, six-year graduation rates.)

Institution	Admitted Rate	One Year Retention Rate	Institution	Admitted Rate	One Year Retention Rate
University of North Florida	48%	83%	Boise State University	81%	69
<b>University of Alaska Anchorage</b>	68%	73	Eastern Kentucky	69%	69
Weber State University	100%	72	Ferris State University	55%	68
Clarion University of Pennsylvania	69%	72	Northern Kentucky University	78%	67
<b>Youngstown St University</b>	<b>100%</b>	<b>70</b>	Utah Valley University	100%	60
Northwest State University of Louisiana	83%	69			

**Acceptable Threshold: WSU’s first year retention rate will place it in the upper half of national peer institutions.**

## 2) Graduation Rates

Comparison of WSU Graduation Rate to Those of National Peer Institutions (2003 Cohort)

WSU's graduation rate is 43% (ranked 4th out of 11 institutions)

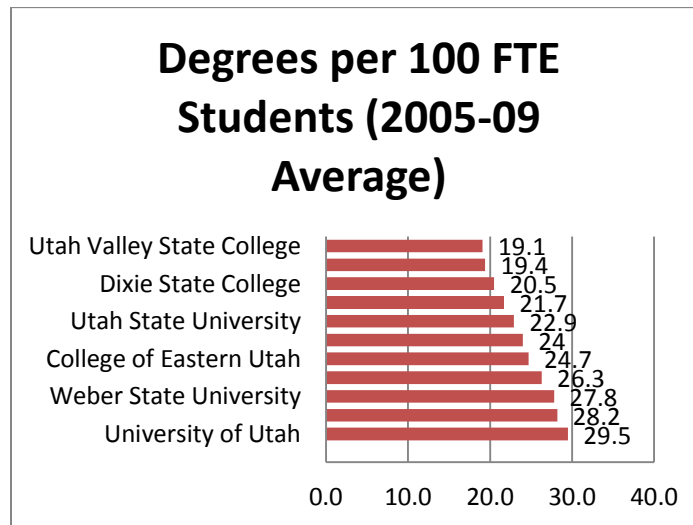
(The 2003 cohort is the most recent which provides publically available, six-year graduation rates.)

Institution	Admitted Rate	6-year Graduation Rate	Institution	Admitted Rate	6-year Graduation Rate
Clarion University of Pennsylvania	69%	53%	Youngstown St University	100%	34
University of North Florida	48%	49	Northern Kentucky University	78%	32
Ferris State University	55%	46	University of Alaska Anchorage	68%	34
<b>Weber State University</b>	100%	43	Boise State University	81%	26
Eastern Kentucky	69%	37	Utah Valley University	100%	23
Northwest State University of Louisiana	83%	36			

**Acceptable Threshold:** WSU's six-year graduation rate will place it in the upper half of peer institutions.

3) **Degrees Awarded** WSU's position among State of Utah peers

4)



**Acceptable Threshold:** WSU's awarded degrees per 100 FTE students will place it in the upper half of in-state peer institutions.

**b) Achievement Indicator 2. Graduates have "next step" success.**

Rationale for Indicator: Next-step success reflects the value added by a WSU degree. The measurements include placement and how graduates self-report about the completion of their educational goals. Most students consider beginning a career or getting into a program to further their education as primary outcomes they want from their years at Weber State. Graduate placement rates are clear indicators of next-step success.

**Metrics:**

**1) Careers and employment and success in graduate school placement.**

**Results from 2011 WSU Graduation Survey**

Associate's Degree Respondents at a Glance (status at time of survey)								
College	Total Respondents (n)	Avg. Age	Continue Education Applied % *	Continue Education Accepted %	Accept Rate %	Employed Full-time %	Employ Is Related To Major %**	Avg. Annual Salary (full-time only)
College of Applied Science and Technology	59	27.5	5.1	5.1	100.0	62.3	61.5	\$45,438
College of Education	1	32.0	0.0	0.0	N/A	100.0	100.0	N/A
College of Science	3	31.7	0.0	0.0	N/A	33.3	N/A	N/A
College of Social and Behavioral Sciences	1	20.0	0.0	0.0	N/A	0.0	N/A	N/A
Dumke College of Health Professions	271	28.6	8.1	4.8	59.1	46.7	87.3	\$35,984
Goddard School of Business	4	31.3	0.0	0.0	N/A	66.7	0.0	\$40,000
Misc.- General Studies	289	24.0	7.3	3.1	42.9	35.7	47.1	\$33,487
<b>COMBINED</b>	<b>628</b>	<b>26.4</b>	<b>37.4</b>	<b>20.3</b>	<b>54.3</b>	<b>43.2</b>	<b>71.0</b>	<b>\$36,278</b>

\* Includes graduates who plan to continue working toward a bachelor's degree at WSU.  
\*\* Graduates with full-time employment who indicate that their job is related to their academic major.

Bachelor's Degree Respondents at a Glance (status at time of survey)								
College	Total Respondents (n)	Avg. Age	Continue Education Applied %	Continue Education Accepted %	Accept Rate %	Employed Full-time %	Employ Is Related To Major %*	Avg. Annual Salary (full-time only)
College of Applied Science and Technology	226	28.5	7.5	6.6	88.2	74.1	84.0	\$49,032
College of Arts and Humanities	147	26.8	14.3	11.6	81.0	47.9	59.1	\$34,437
College of Education	183	27.6	12.6	7.1	56.5	42.3	73.6	\$33,630
College of Science	65	26.2	23.1	15.4	66.7	48.4	73.3	\$39,500
College of Social and Behavioral Sciences	207	26.4	16.4	8.7	52.9	57.6	42.5	\$31,285
Dumke College of Health Professions	237	29.4	16.5	12.2	74.4	54.0	87.5	\$42,884
Goddard School of Business	198	27.9	15.2	12.6	83.3	71.1	69.0	\$39,885
Misc.- Integrated Studies	20	28.7	30.0	20.0	66.7	60.0	80.0	\$47,250
<b>COMBINED</b>	<b>1283</b>	<b>27.8</b>	<b>24.5</b>	<b>17.4</b>	<b>70.8</b>	<b>58.2</b>	<b>71.1</b>	<b>\$40,319</b>

\* Graduates with full-time employment who indicate that their job is related to their academic major.

Master's Degree Respondents at a Glance (status at time of survey)								
College	Total Respondents (n)	Avg. Age	Continue Education Applied %	Continue Education Accepted %	Accept Rate %	Employed Full-time %	Employ Is Related To Major %*	Avg. Annual Salary (full-time only)
College of Arts and Humanities	16	34.1	25.0	25.0	100.0	50.0	60.0	\$32,000
College of Education	31	32.1	9.7	9.7	100.0	73.3	81.0	\$41,857
College of Social and Behavioral Sciences	9	27.7	22.2	11.1	50.0	66.7	20.0	\$33,000
Dumke College of Health Professions	39	36.4	7.7	5.1	66.7	92.3	81.3	\$57,639
Goddard School of Business	70	28.6	30.0	27.1	90.5	80.0	92.3	\$54,245
<b>COMBINED</b>	<b>165</b>	<b>31.6</b>	<b>37.1</b>	<b>32.6</b>	<b>87.9</b>	<b>78.0</b>	<b>82.6</b>	<b>\$51,849</b>

\* Graduates with full-time employment who indicate that their job is related to their academic major.

**Acceptable Threshold:** For associate degree graduates, more than 80 percent of WSU students will either continue their education or be employed within 3 months of graduation. For bachelor degree graduates, more than 80 percent of WSU students will either continue on to graduate school, or be employed within 3 months of graduation. Of those applying to graduate school more than two-

**thirds will be accepted, and for those seeking employment more than two-thirds will be employed in jobs relating to their major. Finally, for those seeking a graduate degree, post-graduate acceptance in graduate programs will equal or exceed 90 percent, and for those seeking employment more than 80 percent will be employed in their major field.**

**c) ACCESS Objective C. Opportunity: Weber State provides access to higher educational opportunity**

**Institutional Indicators:**

**Opportunity Indicator 1. Student enrollments reflect support for non-traditional students**

Rationale for Indicator: This indicator monitors efforts to make programs and courses available to people within the region who are homebound, older, working fulltime or otherwise not traditional university students. WSU's research has established that an important consideration for such students is that courses and programs are offered at times, places and prices that are convenient for them. The measures associated with this indicator include analysis of student demographics and costs as well as enrollments in programs and courses offered at non-traditional places and times and through distance delivery modes.

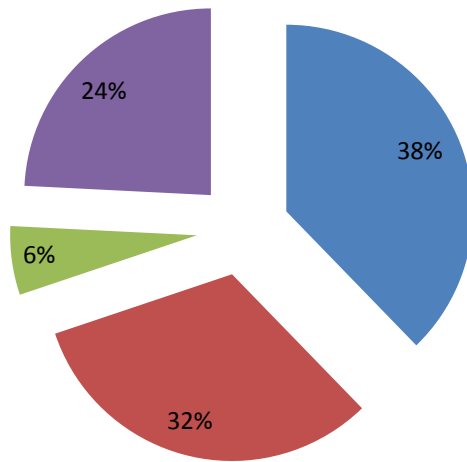
**Metrics:**

**a. Enrollments by location, time offered and method of delivery (i.e., online).**

Total full-time equivalent enrollment for the campus was 13, 812 students in Fall 2011. The percentages below are based upon this total enrollment

## Distribution of Fall 2011 Enrollment FTE

- Online
- Evening (exclusive of the Davis Campus)
- Off-Campus (exclusive of online or the Davis Campus)
- Davis Campus (including evening)



**Acceptable Threshold: More than one-third of WSU's FTE enrollment will reflect online, evening and off-campus enrollments.**

**d. Cost to students**

Institution	Resident UG Tuition & Fees	Difference with WSU	Institution	Resident UG Tuition & Fees	Difference with WSU
University of North Florida	\$5,064	\$516	Boise State University	\$5,566	\$1,018
University of Alaska Anchorage	\$5,906	\$1,358	Eastern Kentucky	\$7,657	\$3,109
<b>Weber State University</b>	\$4,548	-	Ferris State University	\$9,744	\$5,196
Clarion University of Pennsylvania	\$8,340	\$3,792	Northern Kentucky University	\$7,584	\$3,036
Youngstown St University	<b>\$7,451</b>	<b>\$2,903</b>	Utah Valley University	\$4,584	\$36
Northwest State University of Louisiana	\$4,972	\$424	<b>Average of Peer Institutions</b>	<b>\$6,811</b>	<b>\$2,263</b>

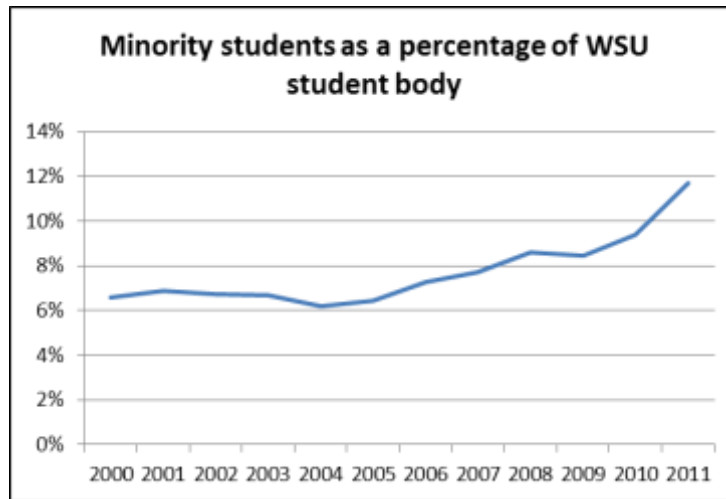
**Acceptable Threshold: WSUs’ tuition will be below the mean of peer institutions**

**Opportunity Indicator 2. Student enrollments reflect diversity and inclusion**

Rationale for Indicator: This indicator monitors efforts to make programs and courses available to people of the region who are historically under-represented in higher education.

**Metrics:**

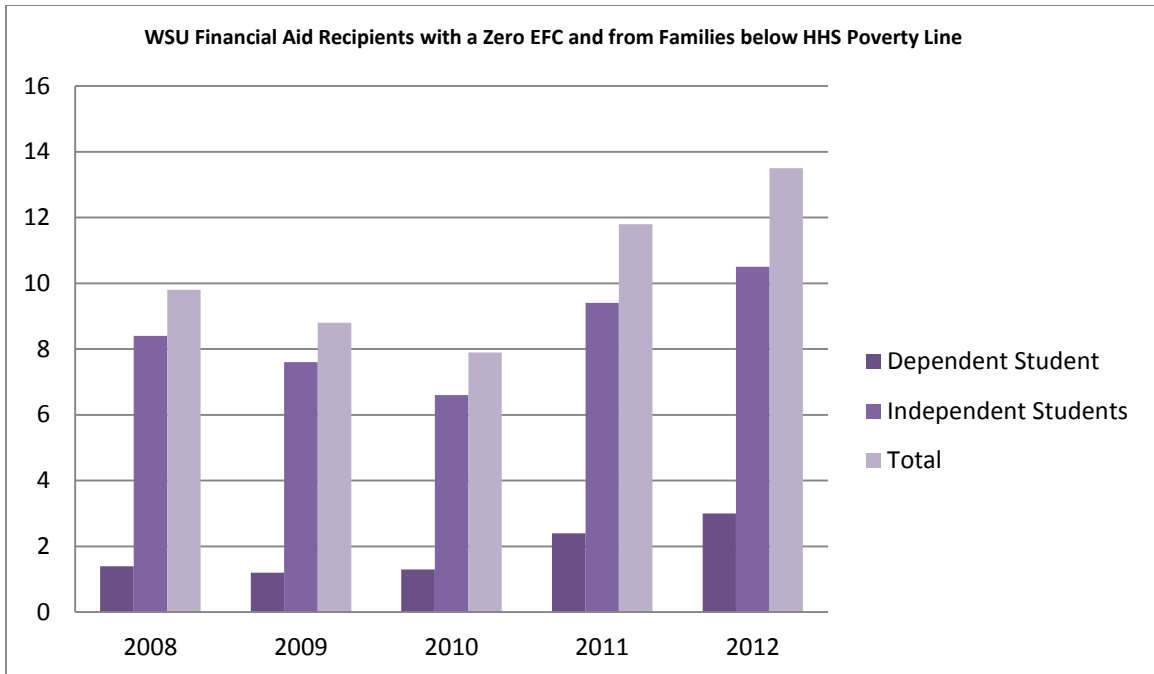
**a. Enrollments by ethnicity**



**Acceptable Threshold: WSU’s enrollment of minority students will increase proportionally to overall enrollment.**

**b. Enrollments of low income students**

The following chart reflects the percentage of low income students receiving student financial aid. Data is calculated from the Estimated Family Contribution (EFC) for dependent and independent undergraduates. It includes students with an “automatic” zero EFC plus students whose family income falls under poverty guidelines established by the U.S. Department of Health and Human Services. Income levels for dependent students are based on a family household size of five (the average household size in Utah.) Income levels for independent students are based on an average household size of two.



**Acceptable Threshold:** The percentage of economically disadvantaged students that WSU serves will exceed 12%.

## Core Theme 2: LEARNING

**Mission Alignment:** WSU is first and foremost an institution of higher education that provides and supports “excellent learning experiences for students” in an environment that values “freedom of expression” and engaged learning through “extensive personal contact among faculty, staff and students in and out of the classroom” and “research, artistic expression, public service and community-based learning.”

### Objectives, Indicators of Achievement, and Rationale

**LEARNING Objective A.** Engagement: Students experience an engaging learning environment founded on extensive personal contact among faculty, staff and students in and out of the classroom

#### Institutional Indicators:

**Engagement Indicator 1.** Students participate in learning experiences such as undergraduate research, service learning, and other forms of experience-based learning Rationale for Indicator: Student learning is at the heart of Weber State's mission. Students’ participation in enriched learning experiences such as undergraduate research, service learning and other forms of experience-based learning has been established nationally and institutionally as a means of enhancing undergraduate learning.



**Metrics:**

**a. Rates of student participation in engaged learning experiences**

Based upon 2001 National Survey of Student Engagement results, 86.2 percent of WSU senior participated in at least one of five identified engaged learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research or Study Abroad. Of these engaged learning experiences, Service Learning was the most popular with WSU students.

	N	%	
At Least 1 Engaged Learning	150	86.2	
1 Activity	46	26.4	
2 Activities	47	27.0	
3 Activities	40	23.0	
4 Activities	14	8.0	
5 Activities	3	1.7	
Total Student Responses	174		

	N	%	2011 NSSE
Community Service	31	67.4	58%*
Internship	10	21.7	56%*
Capstone	3	6.5	34%
UG Research	2	4.3	18%
Study Abroad	0	0.0	9% (**)
Total Student Response	46		

**Acceptable Threshold: More than two-third of WSU seniors will have one of five identified engaged learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research or Study Abroad.**

**Engagement Indicator 2. Students experience extensive contact with faculty, staff and other students**

Rationale for Indicator: WSU’s mission includes an expectation that there will be “extensive contact among faculty, students and staff in and out of the classroom.” Students’ perceptions of these contacts provide direct evidence, and relative class size and faculty/student ratios provide secondary evidence that the institution is meeting this expectation.

**Metrics:**

**a. Student perceptions of contact with faculty**

Based upon 2011 National Survey of Student Engagement results, WSU students rated their relationship with faculty member above that of NSSE peer institutions and the entire NSSE sample.

Senior Students' Quality of Relationship with Faculty Members 7 Point Scale			
WSU Mean 5.68	NSSE Peer Mean 5.38	Carnegie Class Mean 5.64	NSSE Mean 5.46

**Acceptable Threshold: WSU's mean performance will be above average.**

**b. Class size**

Average Class Size Fall/Spring FY11		
All Sections		
	Section Count	Enrl Avg
Remedial	303	17.74
1000-Level	2,601	28.50
2000-Level	1,574	19.95
3000-Level	1,405	18.27
4000-Level	1,309	10.39
5000-Level	55	12.49
6000-Level	249	13.98

The average for all sections is 20.5 students.

**Acceptable Threshold: WSU's average class size for all classes will be held below 22 students per section.**

**LEARNING Objective B. Support: Students receive effective educational support**

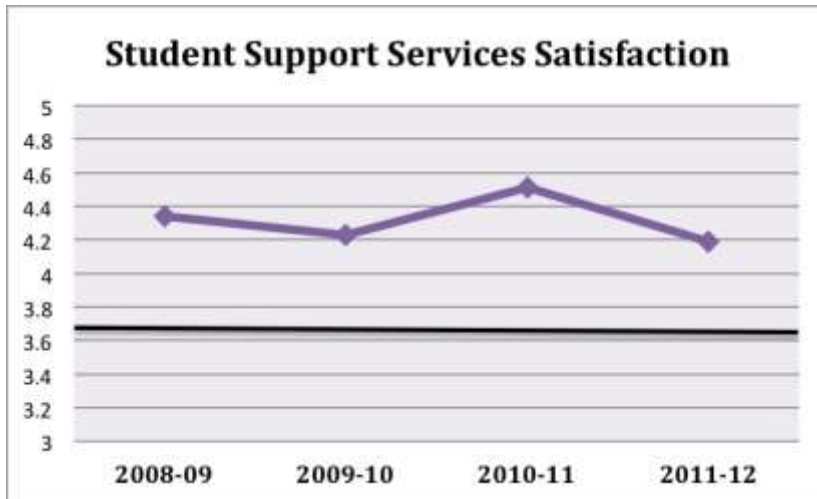
**Institutional Indicators:**

**Support Indicator 1. Students utilize and are satisfied with academic support services**

Rationale for Indicator: Student utilization and satisfaction with services are indicators of the quality of support. In some cases, such as tutoring, learning outcomes are indicators of the efficacy of academic support services.

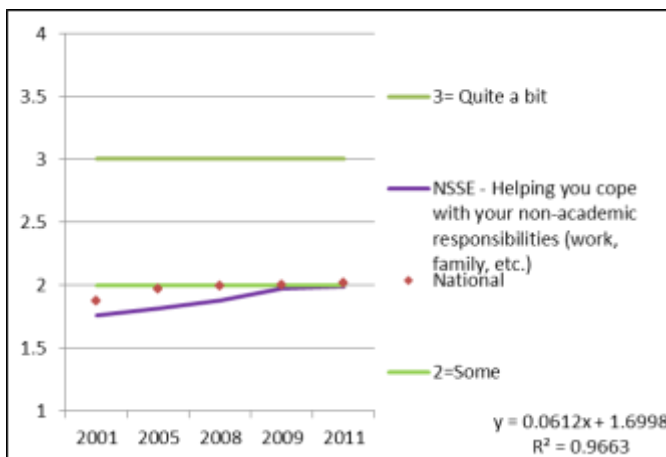
**a. Student satisfaction with student support services**

The following satisfaction data is captured through surveys of WSU student support services. The Likert scale is 5 for strongly agree, 4 for agree, and 3 for neutral.



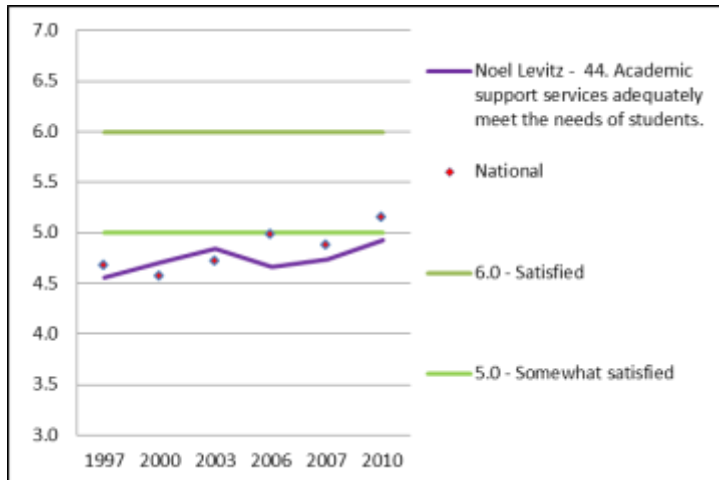
**Acceptable Threshold: Student ratings on satisfaction with support services will average above “satisfied” on university surveys.**

The following data is from NSSE, which includes a question about general support services: "Is Weber State helping you cope with your non-academic responsibilities (work, family, etc)."



**Acceptable Threshold: Student ratings of help received in coping with non-academic responsibilities will be comparable to the national NSSE average.**

The following data is from the Noel-Levitz survey of student satisfaction, which includes the question: "Academic support services adequately meet the needs of students."



**Acceptable Threshold: Student ratings on satisfaction with academic support services will trend towards the national Noel-Levitz average.**

**LEARNING Objective C. Success: Students learn to succeed as educated persons and professionals**  
**Institutional Indicators:**

**Success Indicator 1. Students achieve General Education learning goals**

Rationale for indicator: WSU's General Education program has established core learning objectives that reflect the background and skills students will need to succeed as students and as contributing citizens. Student performance on standardized exams and local assessments structured to assess attainment of those learning objectives reflects the effectiveness of the General Education program.

**Metrics:**

**a. Both the General Education program and individual General Education courses will define and publish learning outcomes. General Education assessment will occur on a regular basis. WSU students evidence attainment of general education learning goals established for the General Education Depth and Breath requirements. The results of general education assessment are found at: <http://www.weber.edu/portfolio/departments.html>**

**Success Indicator 2. Students achieve the learning goals of Major programs**

Rationale for indicator: Each WSU Major has established learning objectives to prepare students to succeed within that discipline. Achievement of these objectives, as measured by performance on standardized exams and local assessments, measures the effectiveness of the Major programs in facilitating student learning.

**Metrics:**

**a. Courses in WSU programs will define and publish learning outcomes. Students evidence attainment of program learning goals through performance as document by departmental assessment activities. The results of program assessment are found at: [http://www.weber.edu/Assessment/pr\\_historical.html](http://www.weber.edu/Assessment/pr_historical.html)**

**LEARNING Objective D. Inquiry: Students and faculty learn, explore and create in an environment that sustains free inquiry and free expression**

**Institutional Indicators:**

**Inquiry Indicator 1. Faculty engage in creative and scholarly activity**

Rationale for Indicator: Rates of faculty and student creative and scholarly activity, which are normed against the rates at regional and national peer institutions, provide evidence of students' access to research-based learning. WSU assumes that the most meaningful way for students to experience an environment of knowledge creation, free inquiry and free expression is for faculty and students to actively engage in research and creative activity, evidenced by publications, presentations, exhibitions, performances, and pursuit of sponsors.

**Metrics:**

**a. Faculty creative and scholarly activity**

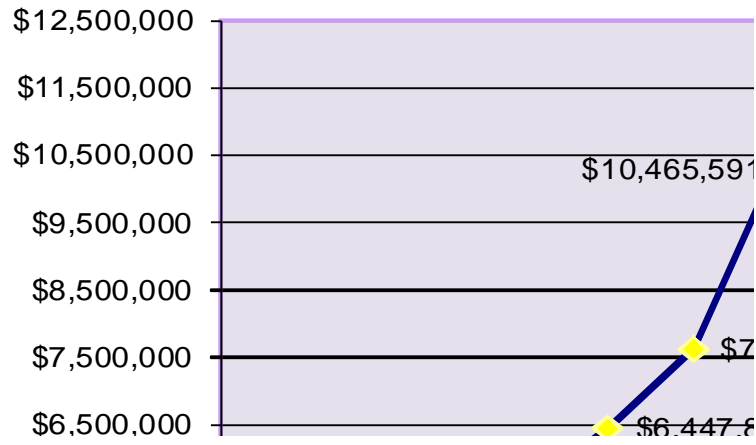
<b>Percent of Faculty Engaging in Research, Scholarship and Creative Activity</b> Based upon 2011 Higher Education Research Institute Survey (HERI)		
Published 5 or More Peer-Reviewed Articles	WSU Mean 39.6%	HERI Peer Mean 39.4%
Published 1 or More Books or Monographs	WSU Mean 38.9%	HERI Peer Mean 29.8%
Exhibition or Performance	WSU Mean 16.8%	HERI Peer Mean 17.2%
Patent or Computer Software	WSU Mean 11.7%	HERI Peer Mean 9.2%

(The HERI report presents the data as the percentage of faculty reporting positive; they are not population means. This is true for most of the HERI tables that follow)

**Acceptable Threshold: WSU's performance will be above average for HERI peer institutions.**

**b. Sponsored projects**

## WSU Dollars in Spons



**Acceptable Threshold: Rate of growth in sponsored projects funding will be on pace to reach \$20 million in 2030.**

**Inquiry Indicator 2. Faculty perceive that WSU fosters knowledge creation, free inquiry and free expression for faculty and students.**

Rationale for Indicator: Faculty perceptions about the educational environment directly impact behavior. Consequently, perception data best measure the way that members of the campus community will respond to its educational environment.

**Metric:**

**a. Faculty perceptions of learning environment**

Percent of Faculty Responding “very descriptive” or “somewhat descriptive” of their institution Based upon 2011 Higher Education Research Institute Survey (HERI)		
There is Respect for Diverse Values and Beliefs	WSU Mean 92.6% /35%	HERI Peer Mean 90.2% /33%

**Acceptable Threshold: WSU’s mean performance will be above average for HERI peer institutions.**

**Core Theme 3: COMMUNITY**

**Mission Alignment:** “Public service and community-based learning” represent both pedagogical emphases and community commitments. For “the university [to] serve[s] as an educational, cultural and economic leader for the region,” WSU must be an active participant in regional learning endeavors and the social and economic life of the community.

**Objectives, Indicators of Achievement, and Rationale**

**COMMUNITY Objective A. Education: Weber State contributes to pre-K through 12 education in the region.**

**Institutional Indicators:**

**Education Indicator 1. WSU contributes to Pre K-12 education and professional development**

Rationale for Indicator: Among the ways that WSU contributes to pre-K through 12 education is by partnering with the public education community and by providing quality continuing education to teachers and administrators.

**Metrics:**

**a. WSU will host a K-16 Alliance which meets twice a year and formulates goals and objectives.**

**Acceptable Threshold: Partnership activities will be annual reviewed by the K-16 Alliance.**

**b. Local educator enrollments in advanced degree and continuing education programs**

<b>WSU Continuing Education Teacher Contract Program</b>					
Year	2007	2008	2009	2010	2011
Enrollment	1,722	1,368	1,279	1,436	1,834
Student Credit Hours	4,247	3,554	3,422	3,798	4,516

**Acceptable Threshold: The five-year moving average of enrollment in concurrent enrollment programs will show a positive trend.**

**Education Indicator 2. WSU promotes preparation for higher education**

Rationale for Indicator: WSU also contributes to pre-K through 12 education by assisting in the preparation of pre-college students. Current programs and measures focus on the preparation of targeted populations that have been traditionally underrepresented in higher education. The measures include the number of students who participate in preparation programs and the number of participants who later enroll in a college or university.

**Metrics:**

**a. High school students enrolled in WSU's courses on a concurrent basis.**

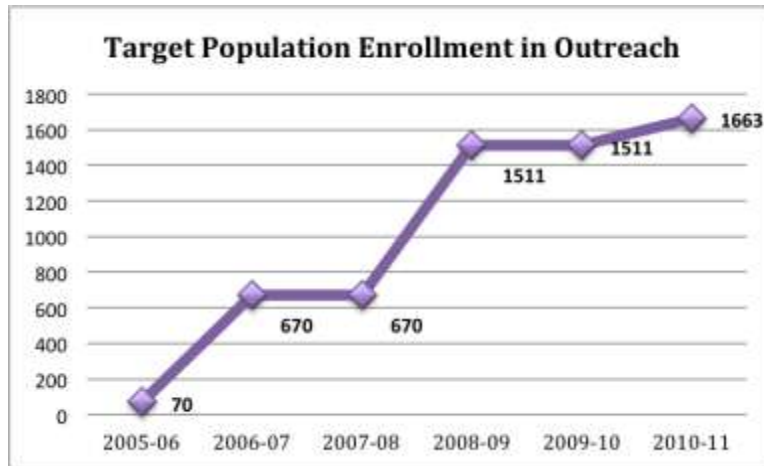
<b>WSU Continuing Education Concurrent Enrollment Program</b>					
Year	2007	2008	2009	2010	2011
Enrollment	9,870	9,791	10,380	11,139	11,377
Student Credit Hours	24,227	24,994	29,515	30,793	32,193

**Acceptable Threshold: The five-year moving average of concurrent enrollment will show a positive trend.**

**b. Target populations enrolled in WSU pre-college outreach programs**

The following graph represents the growth in pre-college outreach programs over time beginning with Upward Bound in 2005. Educational Talent Search was added in 2006-07; GEAR UP was added in

2008-09; and the Student-to-Student outreach program began intentional outreach to select groups of students in 2010-11.



**Acceptable Threshold:** The five-year moving average of participants in pre-college outreach programs will show a positive trend.

**b. WSU pre-college outreach participants enrolling at Weber State University**

The following chart indicates the number of high school (H.S.) seniors enrolled in targeted pre-college outreach programs who enroll at WSU immediately following high school or during a subsequent semester. Programs include Talent Search (TS), Upward Bound (UB), Multicultural Youth Conference (MYC), and Student to Student Outreach Program (STS).

**Pre-College Outreach Participant Enrollment at WSU**

Year that H.S. Seniors Participated in Outreach Program	Number of Outreach Participants	Enrolled at WSU First Fall after High School	Enrolled at WSU at Some Point after High School Graduation	Programs Included
2008-2009	420	169 (40%)	212 (50%)	ETS, UB, MYC, STS
2009-2010	319	138 (43%)	155 (49%)	ETS, UB, MYC, STS
2010-2011	387	157 (43%)	157 (43%)	ETS, UB, MYC, STS

**Acceptable Threshold:** The percent of targeted outreach students who enroll at WSU will exceed 45%.



**COMMUNITY Objective B. Culture: Weber State contributes to the richness of the regional culture.**

**Institutional Indicators:**

**Community Indicator 1. The community participates in a diverse offering of WSU events**

Rationale for Indicator: An important way Weber State contributes to the richness of the regional culture is by providing a wide variety of events to which the public is invited. Attendance at educational, cultural, entertainment and sporting events reflects WSU’s contribution to the regional culture.

**Metrics:**

**a. Number of participants in exhibits, lectures, performances and sporting events**

<b>Sporting and Cultural Events for Fiscal Year 2010-11</b>			
<b>Events</b>	<b>Attendance</b>	<b>Ticket Sales</b>	
Athletic	47,528	\$519,346.50	
Cultural Events	75,665	\$492,887	
<b>Total</b>	<b>123,193</b>	<b>\$1,012,233.50</b>	

**Acceptable Threshold: Attendance at WSU cultural and athletic events will exceed 100,000 and reach 150,000 by 2030.**

**Community Indicator 2. WSU facilitates community development through public service**

Rationale for Indicator: An important way Weber State contributes to the richness of the regional culture is through participation of faculty, staff and students in public purpose and non-profit organizations. The measure of the impact of service by faculty, staff and students is illusive. The institution is exploring ways to assess the direct impacts of these behaviors, but the best current measure is hours served

**Metric:**

**a. The number of hours of service to community organizations.**

<b>2010-11 Student Service Experiences Total Service</b>		
Total number of students = CBL + Community Service + AmeriCorps		
Total # of hours = CBL + Community Service + AmeriCorps		
WSU Students Engaged in Service	7,077 Students	30.8% of WSU student population
Service Hours Contributed by WSU Students	131,229 Hours	
Annual estimated dollar equivalent for service	\$2,334,563.91*	

[http://www.independentsector.org/volunteer\\_time](http://www.independentsector.org/volunteer_time)

**Acceptable Threshold: More than a quarter of all WSU students will contribute to community service.**

**b. Faculty Support for Community Partnerships**

<b>Percent of Faculty Engaging in Community Service Weekly</b> Based upon 2011 Higher Education Research Institute Survey (HERI)		
One Hour or More	WSU Mean 72%	HERI Peer Mean 63%
Five or More Hours	WSU Mean 18%	HERI Peer Mean 11%

**Acceptable Threshold: WSU’s mean performance will be above average for HERI peer institutions.**

**COMMUNITY Objective C. Economy: Weber State contributes to the economic development of the region.**

**Institutional Indicators:**

**Economy Indicator 1. WSU facilitates economic development in the region through professional development and technical support.**

Rationale for Indicator: In addition to the large direct economic impact of a major university in the community, WSU is uniquely positioned to support local economic growth through focused research and technical support. The numbers of sponsored projects and the funding associated with those projects infuse funding and knowledge into the local economy.

**Metrics:**

**a. Professional continuing education offerings and participation**

<b>CE NON CREDIT 2007-2011</b>						
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>Totals</b>
<b>Courses</b>	94	142	174	120	109	643
<b>Participants</b>	1688	2567	3160	2985	2556	12,956

**Acceptable Threshold: Headcount participation in non-credit offerings will approximately equal 10 percent of institutional headcount.**

**b. The number of small businesses assisted**

<b>Small Business Development Center</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Client Count</b>	237	247	271	300	274
<b>Hours/Client</b>	3.54	7.58	5.18	3.69	4.06

**Acceptable Threshold: The five-year moving average of businesses assisted will show a positive trend.**

**b. The external revenue received by the USTAR Outreach Center.**

Fiscal Year	USTAR	TCG/Non-TCG's	Budget Total
2008	\$ 568,545.00	\$ -	\$ 568,545.00
2009	\$ 402,106.00	\$465,895.13	\$ 868,001.13
2010	\$ 382,800.00	\$ -	\$ 382,800.00
2011	\$ 261,200.00	\$140,000.00	\$ 401,200.00
2012	\$ 316,800.00	\$ -	\$ 316,800.00
			\$ 2,537,346.13

**Acceptable Threshold: The five-year moving average of businesses assisted will show a positive trend.**

**V. Report on Standard 2**

**A. Eligibility Requirements 4-21**

*ELIGIBILITY REQUIREMENT 4. OPERATIONAL FOCUS AND INDEPENDENCE The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

Under Regents policies [R312](#), *et seq.* and [R201](#), *et seq.*, WSU has organizational independence to meet NWCCU eligibility requirements and standards.

*ELIGIBILITY REQUIREMENT 5. NON-DISCRIMINATION The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

WSU has [policies](#) that comply fully with federal and state laws with respect to non-discrimination. In addition, it has established an Assistant to the President for Diversity and a full-time EEOC officer who is operationally separate from Human Resources, who together ensure that all policies are applied equitably and sensitively.

*ELIGIBILITY REQUIREMENT 6. INSTITUTIONAL INTEGRITY The institution establishes and adheres to ethical standards in all of its operations and relationships.*

WSU has established and adheres to [strong ethical standards](#) in responding to the educational needs of its constituencies.

***ELIGIBILITY REQUIREMENT 7. GOVERNING BOARD** The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.*

The [Utah State Board of Regents](#) is the governing body for the Utah System of Higher Education. The Board consists of eighteen residents of the State; fifteen regents and one student regent appointed by the Governor. Two members of the State Board of Education, appointed by the chair of that board, serve as nonvoting members. The Board oversees the establishment of policies and procedures, executive appointments (including the appointment of the president of each institution), master planning, budget and finance, proposals for legislation, develops governmental relationships, and performs administrative unit and program approval for higher education for the State of Utah.

***ELIGIBILITY REQUIREMENT 8. CHIEF EXECUTIVE OFFICER** The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.*

WSU's President, Ann Millner, was appointed by the [Utah State Board of Regents](#), and devotes full-time to her role. She does not serve on either the Board of Regents or on the WSU Board of Trustees.

***ELIGIBILITY REQUIREMENT 9. ADMINISTRATION** In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.*

Pursuant to [institutional policy](#), President Millner has appointed vice presidents and other qualified administrative staff to support the university's full fulfillment of its mission and achievement of its core themes.

***ELIGIBILITY REQUIREMENT 10. FACULTY** Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

Pursuant to [institutional policy](#), The Provost, Academic Deans and faculty have recruited qualified faculty in sufficient number to achieve its academic objectives and ensure the integrity of its academic programs, who are [regularly evaluated](#), both pre and post tenure.

**ELIGIBILITY REQUIREMENT 11. EDUCATIONAL PROGRAM** *The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.*

WSU carefully and regularly reviews all [courses](#) and [programs](#) to ensure that they have appropriate content and rigor, consistent with the [academic standards](#) of the university. In addition, [graduation standards](#) ensure the integrity and quality of all degrees and certificates.

**ELIGIBILITY REQUIREMENT 12. GENERAL EDUCATION AND RELATED INSTRUCTION** *The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.*

WSU complies with [Regents](#) and [institutional](#) policies with respect to general education which focus on 1) Intellectual and Practical Skills; 2) Knowledge of Human Cultures and the Physical and Natural World; 3) Personal and Social Responsibility; and 4) Integrative Learning. The curriculum includes mathematics, composition and American institutions. WSU has worked collaboratively with other institutions in the state to establish transferable general education that is coherent and consistent in its structure and core requirements.

**ELIGIBILITY REQUIREMENT 13. LIBRARY AND INFORMATION RESOURCES** *Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.*

WSU has established [policies](#) to acquire materials for the on-site collection and to provide access to off-site resources that:

- Reinforce the University's educational objectives and programs.
- Support the teaching and scholarship/research interests of WSU faculty and students.

**ELIGIBILITY REQUIREMENT 14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE** *The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

WSU has established and follows policies with respect to [buildings](#), [information resources](#), and [technology](#) that ensure that appropriate resources are available to achieve its mission and core themes.

***ELIGIBILITY REQUIREMENT 15. ACADEMIC FREEDOM** The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

Weber State University seeks to provide and sustain an environment conducive to sharing, extending and critically examining knowledge and values and to furthering the search for wisdom. Effective performance of these central functions requires that faculty members be free to pursue and teach the truth in accord with appropriate standards of scholarly inquiry. It has established [policies](#) that ensure compliance with those principles.

***ELIGIBILITY REQUIREMENT 16. ADMISSIONS** The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

Requirements for admission to Weber State University and retention in the University or any program of the University are formulated by the appropriate committee of the Weber State University Faculty Senate and approved by the Board of Trustees.

All admission [policies](#) apply without regard to race, color, ethnic background, national origin, religion, creed, age, lack of United States citizenship, disability, veteran status, sexual orientation or preference, or gender.

All prospective students must apply through the Admissions Office. Admission to regular Weber State University programs of study shall be open to those who meet all criteria to become fully matriculated students.

***ELIGIBILITY REQUIREMENT 17. PUBLIC INFORMATION** The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

WSU has a website dedicated to the [WSU PLAN, Mission, Vision, Values and Strategy](#), and [mission core themes](#). As an open-enrollment institutions, the [general admission requirements](#) are largely procedural. [Grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar](#) are all available from the [WSU Homepage](#) or in the [catalog](#).

***ELIGIBILITY REQUIREMENT 18. FINANCIAL RESOURCES** The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services.*

*Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.*

As documented in this report's response to Standard 2.A.30 and 2.F, WSU has well-established financial planning linked to the university's established mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees.

Long-term financial planning reflects the University Mission and Core Themes and Long-Term Planning. It is informed by enrollment analysis and projections performed at WSU, the Office of the Commissioner for Higher Education, and the Governor's Office of Planning and Budget. Given the characteristics and timing of projected enrollments, financial planning is strategically designed to accommodate projected trends. Both operational needs and capital requirements are examined.

WSU's financial ratios, as compared to similar institutions reflect:

- Emphasis on academic instruction and academic support activities (59<sup>th</sup> and 78<sup>th</sup> percentile, respectively)
- Increasing reliance on tuition collections versus state appropriations (65<sup>th</sup> percentile)
- Growing emphasis on private gifts & grants (95<sup>th</sup> percentile)
- Emphasis on building endowment and endowment income (91<sup>st</sup> and 96<sup>th</sup> percentile)
- Conservative use of debt (40<sup>th</sup> percentile)

Maintenance of Adequate Institutional Reserves/Surplus for Contingencies

WSU has averaged \$5 million in operating carry forward in the E&G budget over the past ten years.

Reserves from operations have also been established for auxiliary and service enterprises over the past ten years.

*ELIGIBILITY REQUIREMENT 19. FINANCIAL ACCOUNTABILITY For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.*

By [policy](#), the Utah State Auditor performs an independent audit of WSU's finances at least annually. An [audit committee](#) comprised of members of the WSU Board of Trustees and qualified financial professional reviews the audits at least annually.

*ELIGIBILITY REQUIREMENT 20. DISCLOSURE The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.*

Institutional integrity and transparency is a commitment throughout WSU. WSU has, and will continue to share all information that NWCCU requests.

*ELIGIBILITY REQUIREMENT 21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further,*

*the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.*

WSU fully accepts and supports NWCCU's policies, including the right to disclose the institution's status.

## **2.A – Governance**

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

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

The Utah System of Higher Education includes 8 public colleges and universities (two community colleges, four comprehensive institutions, and two research universities).

Weber State University functions in a system of governance that is clearly described in [Utah state statute](#) and [Utah Board of Regents' policies](#) and [institutional policies](#). These statutes and policies define the authority, responsibilities, and relationships between the two governing bodies responsible for overseeing WSU: the Utah State Board of Regents (Regents) and the WSU Board of Trustees (Trustees).

[Utah Code](#) stipulates that the Regents' function is "to provide a high quality, efficient, and economical public system of higher education through centralized direction and master planning." Moreover, the Regents delegate and vest certain powers to institutional boards of trustees and presidents. ([Regents Policy R220](#))

[Utah Code](#) defines specific responsibilities of the Board of Regents, including these:

- Institutional Presidents: Appoints presidents, evaluates performance of presidents, determines whether to retain a president (in consultation with institution's Board of Trustees).
- System Planning: Directs planning involving institutional missions and roles, budget needs, new programs, program reviews, distance and outreach education, statewide articulation of courses and programs.
- Budget and Financial Issues: Submits system and institution budgets to the governor and legislature, approves tuition and fee schedules, advocates higher education needs with legislature.

The Commissioner of Higher Education serves as the chief executive officer of the board, and the board elects a member to serve as chair. The appointment of a new chair every two years provides opportunities for the board to review its performance and make necessary revisions.

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



WSU president, Ann Millner, who serves as the chief administrative officer of the university, has statutory responsibility for its primary operation. As part of this role she closely monitors the institution's compliance with accreditation, governmental and other external mandates. WSU does not have any collective bargaining agreements.

## **Governing Board**

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

The 19-member Utah State Board of Regents is the governing body with statutory responsibility for the Utah System of Higher Education. Of the 19 members on the Board of Regents, there are 15 voting members who are appointed by the governor with the consent of the Utah State Senate. A student Regent is the 16th voting member on the Board. Each voting member of the State Board of Regents is appointed for a six-year term, with the exception of the Student Regent, who serves a one-year term. In addition to the 16 voting members, there are three non-voting members. Two of the non-voting members are from the State Board of Education, which is responsible for K-12 education in Utah. One member of the Utah College of Applied Technology Board of Trustees is appointed by their respective chairs to serve as the final non-voting members of the State Board of Regents without a set term.

In addition to the Board of Regents, each institution in the Utah System of Higher Education has a Board of Trustees that operates with duties delegated by Board of Regents policy. [Regents Policy 201, Presidents' Responsibility to the System, the Assigned Institution, and for Legislative Relations](#) specifies: "Each institutional Board of Trustees may enact such bylaws for its own government as it deems necessary, provided such bylaws are not in conflict with these [Regents'] bylaws, including provision for regular meetings of the institutional Board of Trustees." The WSU Board Trustees of has the powers and limitations outlined in the Weber State University Policies and Procedures Manual, PPM 1-02 and 1-03, and the State Board of Regents Policy.

[WSU Policy and Procedures Manual PPM 1-03](#) delineates the composition and powers of the WSU Board of Trustees. Specifically,

- The Board of Trustees consists of ten persons. Eight are appointed by the Governor with the Senate's consent. The ninth is the president of the Alumni Association and the tenth is the president of the Weber State University Student Association.
- The eight appointed members serve four-year terms, four expiring June 30 of each odd-numbered year (Section 19 (3), Higher Education Act). The other two members serve terms consistent with their terms as president of the Alumni Association and the Student Association.
- The three principal sources of Board of Trustees authority are (a) statutes enacted by the State Legislature and (b) bylaws of the Utah State Board of Regents and (c) policies of Weber State University.

### Statutory Powers

- Facilitates communication between the institution and the community.

- Assists in planning, implementing, and executing fund-raising and development projects aimed at supplementing institutional appropriations.
- Perpetuates and strengthens alumni and community identification with the institution's traditions and goals.
- Selects those persons to be the recipients of degrees to be granted by the institution.

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

The Regents hold approximately 6 public meetings each year during which they plan, prioritize and approve operations, initiatives, programs, and services at the state institutions. All actions are taken as a committee of the whole. Their agenda and minutes are public and available on their website: <http://www.higheredutah.org/about/board-of-regents/>. No member or subcommittee of the Regents may act on behalf of the Regents without formal delegation.

The WSU Board of Trustees and committees of the Trustees meet monthly according to a published schedule. Special meetings may be called by the chairperson or by four of the Board members acting jointly. No member or subcommittee of the Trustees may act on behalf of the Regents without formal delegation.

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

The [Bylaws of the WSU Board of Trustees](#) give the Trustees responsibility for approving institutional policies, both regular and emergency, as prescribed by the president pursuant to authority set forth in the Utah Code) including:

- a. Faculty, student, and employee organizations,
- b. Instruction, examination, admission, and classification of students,
- c. "...the necessary and proper exercise of powers and authority not specifically denied to the institution, its administration, faculty, or students by the board or by law, ... consistent with the statewide master plan for higher education." ([Utah Code Ann. Section 53B-2-106 \(1\)](#)).

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

The Utah State Board of Regents appoints the WSU president, and the president is regularly evaluated by the Regents to determine and facilitate her effectiveness ([www.utahsbr.edu/policy/r208.htm](http://www.utahsbr.edu/policy/r208.htm), [www.utahsbr.edu/policy/r209.htm](http://www.utahsbr.edu/policy/r209.htm)). On an annual basis, the university's president provides the regents with her institutional goals; her performance is formally evaluated after the first three years of her tenure and at least once every five years thereafter. This formal appraisal involves confidential interviews conducted by the regents with a wide variety of competent individuals who are knowledgeable about the university's president's work, including all vice presidents, deans, and Board of Trustees members as well as with a representative sample of regents, academic and administrative department heads, faculty,

students, and community and alumni leaders who are interested in and knowledgeable about the institution.

[Regents Policy 201](#), *Presidents' Responsibility to the System, the Assigned Institution, and for Legislative Relations* describes the duties and responsibilities of the university president. Specifically, the president exercises the power and authority as delegated by the Regents for administration and operation. The President appoints personnel, prescribes their duties, and determines salaries; provides for the organization of the faculty and administration; enacts implementing rules, including establishing a prescribed system of instruction and examination, admission, and classification of students; enacts rules for administration and operation of WSU, including administrative, faculty, student, and joint committees; and establishes institutional standards.

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

Pursuant to [Utah State Board of Regents Policy R-123](#), the Utah State Board of Regents conducts an extensive self-evaluation annually of all of its assigned roles and responsibilities.

#### Leadership and Management

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

WSU's organizational structure has five divisions:

- a. Academic Affairs
- b. Administrative Services
- c. Information Technology
- d. Student Affairs
- e. University Relations

President Millner appoints vice presidents to head each division with the assistance of a screening committee and subject to [approval by the Board of Trustees](#) . The hiring processes ensure that position qualifications are identified, including the necessary educational and work experience and ethical conduct to effectively fulfill the role. Job descriptions are posted on the [Human Resources web site](#) .

All hiring decisions are governed by the Affirmative Action/Equal Employment Opportunity policy and reviewed by the university's AA/EEO Office.

By [policy](#), the provost and vice presidents are evaluated by the president at the end of their four-year term of service for reappointment or formative purposes documents.

These vice presidents, along with the Assistant to the President for Diversity, serve on the President's Council, an advisory body to the president. The council provides two-way communication among all five divisions, as well as with other internal consultative or constituent groups. President's Council meets at least bi-weekly for timely decision making.

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

*serve as its chair.*

WSU's president, Dr. F. Ann Millner, was appointed by the State Board of Regents in October of 2002, after over twenty years of service at Weber State University. She has full-time responsibility to the university and does not serve as a member of the Weber State University Board of Trustees.

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

WSU has multiple councils, boards, and committees to represent important on- and off-campus constituents and assure that these constituents effectively participate in campus governance.

#### Division Councils

Each division has management councils that are advisory to the respective vice president. These councils are chaired by their vice president and typically include senior administrators within those divisions (deans, directors). The councils meet on a regular basis, at least once or twice a month, to discuss issues of importance to the division, to solicit input from important constituents within and across divisions, and to ensure that decision-making is timely.

Administrators below the level of vice presidents are evaluated regularly for formative purposes and for reappointment recommendations. The evaluation of academic deans is guided by policy and requires that input be solicited from a variety of constituents, including vice presidents, deans, faculty, staff, and community members. ([documents.weber.edu/ppm/1-17.htm](http://documents.weber.edu/ppm/1-17.htm)).

#### Faculty Involvement

WSU faculty have a long and successful history of involvement with WSU governance primarily through the Faculty Senate. The Faculty Senate consists of 39 elected members of the general faculty who serve three-year terms and a maximum of two consecutive terms. Any professor, associate professor, assistant professor, instructor, or instructor specialist of the general faculty may be elected a member of the Faculty Senate. One-year terms are held by each of four voting, student members of the senate who are appointed by the Executive Cabinet of the WSU Student Association. Finally, non-voting Senate membership includes the president, provost, and 11 other administrators.

The presiding officer for the Faculty Senate is the chair; this person is elected by voting members of the Senate each year. The chair of the Faculty Senate is also an ex-officio member of many governance boards, including Deans' Council and the Alumni Board. By policy, the Faculty Senate is empowered, after study and discussion, to advise President Millner on [educational policy](#) and other [university affairs](#). The specific policies for which the Faculty Senate may advise are listed in Appendix A.

In addition to Faculty Senate committees, there are administrative standing committees that provide opportunities for the university's faculty and staff to participate in institutional governance.

#### Student Involvement

Student involvement with institutional governance occurs through multiple channels. Many students, including the three executive officers, (president, academic vice president, and executive vice president) and

19 senators within the Weber State University Student Association (WSUSA) serve on a number of institutional committees, including:

- a. Board of Trustees
- b. Deans' Council
- c. Faculty Senate
- d. Alumni Board.

Students also serve on Faculty Senate and Administrative Standing Committees. The WSUSA Legislative Council, made up of the three executive officers, serves in an advisory capacity to President Millner. Students make recommendations to President's Council on the allocation of student fees through the Student Fee Recommendation Committee.

### Institutional Advancement Activities

Alumni Relations, Alumni/Development Services, University Communications, and University Development comprise the Division of University Relations. University Development is organized by a constituency based fund-raising model, with a development officer assigned to work with each of the academic colleges, the Stewart Library, the Student Affairs division, and the athletics department. By working directly with the administrators, faculty, and staff in each of these areas, fund raisers are knowledgeable about and can articulate institutional and program priorities. Additionally, the annual giving program each year focuses on institutional or college priorities as determined by the university's president and Vice President for University Relations.

University Communications has liaisons to each of the academic colleges to better serve needs in developing materials that support student recruitment activities and that help market the colleges' priorities in ways that are both integrated and consistent with the university's mission.

As part of WSU's external relations activities, the university president invites alumni and friends to serve on the National Advisory Council to provide the following: guidance on strategic issues; an independent sounding board; feedback from the community; assistance in identifying opportunities for the university in key communities; and advocacy for the university in the communities where members live and work.

Other volunteer groups that support the university's mission and goals include the WSU Alumni Association, the Capital Campaign Executive Committee, and the WSU Foundation. There are numerous college and department advisory committees as well that provide guidance and opportunities for input from alumni and friends.

## **Policies and Procedures**

### Academics

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

### **Teaching**

Teaching and learning are the university's primary focus; the university's [mission statement](#)

makes clear that the university is primarily an undergraduate teaching institution.

### **Workload**

The Utah Board of Regents policy specifies that full-time faculty must teach at least 24 credit hours per academic year (<http://www.utahsbr.edu/policy/R485.pdf>). These credits may reflect lecture and lab courses (both face-to face and online), team-taught courses, and directed readings or individual study courses.

Teaching responsibilities may be reassigned in light of specific needs (e.g., supervising student teachers), grant arrangements (e.g., funded research projects), special program requirements (e.g., teaching graduate classes), or tasks in faculty governance (e.g., chairing a committee, department, or program). Decisions by the department and college to reassign time in these cases are made in accordance with existing [WSU policies](#).

Part-time faculty workloads vary. Typically, part-time faculty do not teach more than six credit hours a semester (a limit that is monitored informally by the deans and the provost). However, in some colleges, part-time faculty are given a contract if they teach beyond six credit hours a semester. Further qualifications in [PPM 3-50](#) limit overload teaching and compensation: faculty may teach no more than five extra credit hours during fall or spring semester, and extra academic projects may accrue no more than one-third of the base salary earned during their regular contract period.

### **Scholarship, Research, and Creative Endeavors Expectations, Policies, and Practices**

The university's tenure-track and tenured faculty are expected to engage in scholarship, research, and creative endeavors, as noted in language from the university's [mission statement](#). Additional detail is provided in various college mission statements, the university's [faculty handbook](#), and [institutional and college promotion, tenure, merit, and triennial review guidelines](#). All of these documents are developed with faculty input and are implemented under the direction of or with guidance from the university's faculty. The documents indicate that scholarship, research, and creative endeavors may include the following:

- Publications (i.e., books and/or publications in refereed regional or national journals)
- Formal, post-graduate education or work experience beyond the attainment of the terminal degree
- Development of new areas of expertise which are of benefit to both the faculty member and the department
- Development of new courses and/or programs within a college as well as significant modifications of existing courses or programs
- Presentation of professional papers at regional or national scholarly meetings
- Funded research and/or grants at a regional or national level
- Creative activities that significantly impact the appropriate discipline on a regional and national level
- Organizing and presenting regional, national, and/or international workshops for one's peers
- Development of technically oriented improvements or inventions that have a significant impact at the regional, national, and/or international level
- Consulting where results of such efforts are brought back into the classroom

There are specific additional policies academic expectations for faculty and students contained in Appendix B.

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

Policies for the use of Library and Information Services are documented and published and are available at: <http://library.weber.edu/libadmin/lppm/default.cfm> . The policies follow American Library Association guidelines and ensure equal access to all materials and resources. The policies are consistently followed and the Library provides annual reports that reflect their responsiveness to patron needs.

<http://library.weber.edu/libadmin/reports/annual/documents/StewartLibrary.AnnualReport.2010-2011.pdf>

Policies for the use of Instructional technology are published at: <http://www.weber.edu/ppm/Policies/10-IT.html> They are based upon best practices at similar institutions and reflect the university's commitment to equal access and data security.

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

Weber State University follows the policies of the Utah State Board of Regents in determining standards, awarding credit and approving programs. The grading system and standards for academic progress are described in the [catalog](#) and [website](#). Transcripts provide clear and accurate information and distinguish between developmental and college level courses. Non-credit classes are not included on the transcript.

Transfer credit is accepted from accredited institutions using AACRAO Standards and other appropriate guidelines. Credit is also granted on a case-by-case review by academic departments for advanced placement (AP), international baccalaureate (IB), concurrent enrollment, military credit, international institutional credit and from non-accredited institutions.

A robust on-line transfer [articulation tool](#) is available to students showing specific articulation of credit from transfer institutions to WSU and vice versa. The tool is very useful in acknowledging the mobility of students while facilitating their graduation.

## **Students**

*2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.*

### *Rights and Responsibilities*

Students have multiple resources to consult concerning their rights and responsibilities. These are outlined in the [Student Code of Conduct](#) along with procedures for hearings, freedom of expression details, and other pertinent information for students. This information, including due process procedures, is also available for students in the [policies and procedures manual](#), the [Dean of Students office](#), and the [WSU Catalog](#).

### *Services for Students with Disabilities*

The [Services for Students with Disabilities Office](#) (SSD) serves to ensure an equal educational opportunity for all individuals with disabilities. SSD provides access to all university functions,

activities, and programs. This department provides specialized services, technology, and advisement to meet the specific needs of each qualified disabled student. In recent years, SSD has added additional positions, such as an interpreter, based on the expanding population of students with disabilities and current legal issues. SSD is also adjusting to the revisions of the Americans with Disabilities Amendments Act (ADAA).

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

WSU is an open-enrollment institution welcoming all students who have graduated from high school or earned a GED. To foster academic success, the university has a mandatory [assessment & placement policy](#) which requires incoming students to take the ACT, SAT, or Accuplacer exams to ensure proper course placement in mathematics, reading, and English classes and then continue making progress each subsequent semester.

Official [policy](#) outlines the requirements for students to remain in good academic standing and the consequences of being placed on warning, probation, and suspension. This policy also covers termination, appeals, readmission and disqualification from regulated programs. This information is also available to students through the university catalog under [Academic Standards/Eligibility](#) and on the [Student Success Center's web site](#).

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

The department of [Student Involvement and Leadership \(SIL\)](#) supports the mission of the University and Student Affairs by promoting the development of the whole student through co-curricular opportunities, leadership experiences, and community involvement in an inclusive environment. In order to fulfill this mission, programs and activities are offered at varying times and locations. Accommodations are provided to “meet students where they are.” WSUSA Student Senate advocates for and addresses the needs of under-represented students by having numerous [special constituency senate seats](#). The [Center for Diversity and Unity](#) focuses on providing programs and services for students to enhance cultural competence at WSU, and the [Community Involvement Center \(CIC\)](#) serves to facilitate a civically engaged experience for Weber State University students. The [CIC annual report](#) references accomplishments from [2010-11](#) including the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.

The Department of Student Involvement and Leadership works to be proactive in its approach to guiding student organizations by providing education, training, and consultation. Information addressing [policies and procedures](#) for student organizations and other [governing](#) documents can be found on the [SIL website](#).

The Student Involvement and Leadership Office tracks student learning outcomes and goals on an annual cycle through the 6-column model. In addition to the 6-column model, on a biennial basis a campus activities survey is administered to the university population to gather information on improving student



activities and programming. The summary can be found on the [Student Affairs Assessment and Research site](#).

There are also many other departments, particularly within the Division of Student Affairs, that provide students with opportunities for meaningful engagement outside of the classroom. For a listing of all Student Affairs departments see [www.weber.edu/studentaffairs](http://www.weber.edu/studentaffairs).

### Student Media

Weber State University has a 75-year history with student media on campus and has allowed media to operate without any form of censorship. The university supports student media by providing facilities to operate. The [Department of Communication](#) funds a part-time faculty advisor for student media groups on campus. Examples of student media include: the [Signpost](#), [Metaphor](#), and [WeberFM](#). Policies on student publications can be found at the following link: <http://www.weber.edu/ppm/Policies/7-PublicRelations.html>

### Human Resources –

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

#### *Human Resources Policies and Procedures*

Weber State University (WSU) has numerous policies directly related to human resources. [Chapter Three, Personnel](#), of the WSU Policies & Procedures Manual (PPM) contains 75 policies, over one-third of which were written or updated (including reviewing for consistency and fairness) since 2006. All these policies are maintained and published on the university’s website. These policies, and the procedures which implement them, are continually reviewed by the HR and AA/EO offices to assure they meet current legal requirements and are fairly and consistently applied to all members of the university community. One of these policies, [PPM 3-32](#), Discrimination and Harassment, prohibits university policies from being applied inequitably.

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

All new university employees are given an orientation and instruction on their conditions of employment, work assignments, and rights and responsibilities as reflected in the [University Policy and Procedures Manual](#) and the [Employee Handbook](#).

Highlighted Area	Applicable Policies/Procedures/Practices	
Conditions of Employment	6-month Probationary Period – <a href="#">PPM 3-8</a> and <a href="#">PPM 3-33</a>	Expectations <ul style="list-style-type: none"> <li>• <a href="#">Work hours, Overtime Pay, Comp Time</a></li> <li>• <a href="#">Public Safety</a></li> <li>• <a href="#">Drug and Alcohol Awareness</a></li> <li>• <a href="#">Discrimination and Harassment</a></li> <li>• <a href="#">Conflicts of Interest</a></li> </ul>

Highlighted Area	Applicable Policies/Procedures/Practices		
		<ul style="list-style-type: none"> <li>• <a href="#">Consensual Relations</a></li> <li>• <a href="#">Personnel Relations</a></li> <li>• <a href="#">Acceptable Use Policy for Computing and Network Resources</a></li> </ul>	
Work Assignments	Office hours and working schedules are designated by University supervisors – <a href="#">PPM 3-2a</a>	Job descriptions are provided for every benefits-eligible staff position on campus in People Tracker, found in the <a href="#">WSU portal</a>	
Rights	Fair treatment for non-faculty staff members – <a href="#">PPM 3-31</a>	Freedom from discrimination – <a href="#">PPM 3-32</a>	Opportunity to improve performance before sanctions are imposed – <a href="#">PPM 3-33</a>
Responsibilities (also see Conditions of Employment)	Attend New Hire Orientation, including Civil Rights training, facilitated by the Human Resources Office	Attend job-specific and other training as identified by supervision	Attend WSU Supervisor Training (specifically for supervisors, but can be attended as a growth development opportunity)
Criteria & Procedures for			
Evaluation	Staff personnel should be evaluated at least annually – <a href="#">PPM 3-62</a>	The current process being used is the online Performance Review and Enrichment Program (PREP) found in People Tracker. Staff members receive an overview of PREP during employee orientation.	
Retention	The University strives to provide (1) continuous employment through effective planning and proper selection of staff employees ( <a href="#">PPM 3-33</a> ) and (2) rich benefits (i.e., <a href="#">insurance benefits</a> , <a href="#">fringe benefits</a> , <a href="#">tuition benefits</a> , <a href="#">retirement benefits</a> )	WSU also strives to provide (1) respect for the dignity of each employee and encourage interpersonal cooperation and support; (2) concern for the needs and career development of employees; (3) information about the progress of the University and whenever possible give advance notice of changes that would affect his/her job; (4) clear and accepted channels for the consideration of suggestions, grievances or complaints; and (5) maximum job security which fair treatment and good planning can provide – <a href="#">PPM 3-15</a>	
Promotion	Job openings are posted weekly on the WSU website at <a href="http://jobs.weber.edu">http://jobs.weber.edu</a> for employees interested in promotions or transfers.	Career ladders have been established in some areas to provide natural progression opportunities.	
Termination	Terminations which occur through voluntary or involuntary actions are handled in a manner to achieve the least adverse effect upon the employee		

Highlighted Area	Applicable Policies/Procedures/Practices
	and the University – <a href="#">PPM 3-10</a>

2.A.20 *The institution ensures the security and appropriate confidentiality of human resources records.*

WSU secures all human resources records through locking files and drawers. Additionally, the office is never open without personnel coverage and the office suite is always locked after hours.

While state and federal law make many elements of the personnel file “open” to public review, WSU secures all such records within the limits allowed by law. There is some information (i.e., personnel, criminal background, medical), for which the applicant or employee might have an expectation of confidentiality.

### **Human Resources (Personnel) Records**

WSU human resources records are restricted to access from personnel from the following offices (1) Human Resources; (2) Payroll; (3) Legal Counsel. Additionally, WSU personnel who have a “need to know” may also access a file (i.e., supervisor, next-level supervisor, applicable employee).

### **Criminal Background Information**

In the case of a criminal background check, [PPM 3-5a](#) provides the following protection of privacy.

“Information from criminal background self-reports and criminal background checks will be handled to protect the privacy of those involved. That information will be available only to those persons involved in making employment decisions or performing the background investigation, and the information will be used only for the purpose of making an employment decision. Records containing criminal background information will be classified as "private" under the Government Records Access and Management Act for purposes of this policy.”

Because of this, criminal background reports are **not** found in personnel files; they are kept in separate files.

### **Medical Information**

Several federal laws, i.e., Health Insurance Portability and Accountability Act (HIPPA), the Americans with Disabilities Act (ADA), The Family and Medical Leave Act (FMLA), and the Genetic Information Nondiscrimination Act (GINA) require the protection of medical information. Medical information of applicants, students, employees, or family members are kept on separate forms, in separate medical files, and treated as "confidential medical records." [PPM 3-34](#) clarifies this practice.

“The record of each request for accommodation and appeal, and all written records produced or received as part of such actions, shall be classified as "protected" as defined under Section 63-2-304 until the ADA Coordinator of Weber State University issues the decision, at which time any portion of the record which may pertain to the individual's medical condition shall remain classified as "private" as defined under Section 63-2-302, or "controlled" as defined in Section

63-2-303. Such information for student requests shall be retained for three years after graduation or the date of the student's last attendance at Weber State University. All other information gathered as part of the complaint record shall be classified as 'private' information."

## **Institutional Integrity**

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

The university has established a [public communications policy](#) that ensures accuracy and integrity in public communications. Accurate information regarding programs and services are published on the [WSU Webpage](#) and the [University Catalog](#). Information on retention, graduation rates and other information of interest to the public is maintained by Institutional Research and is published on [the Higher Education Amendment Disclosure](#) page.

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

As an institution of higher education, the university is committed to performing all of the university's [mission](#) related roles with integrity and in accordance with high ethical standards. To this end, the university is committed to maintaining high standards of fiscal integrity; to providing the university's employees with positive and productive work environments, including a strong emphasis on shared governance; and to creating learning environments for the university's students and faculty that promote the free exchange of ideas and respect for individual differences. The university's mission and values statements and the policies make explicit the university's support for integrity and honesty.

The [university mission statement](#) indicates that we welcome students "from all regions, nations, and cultures." One of the university's curricular and co-curricular student outcomes is the "development of character." Further, in a general statement of policy, we affirm that the university is "committed to providing an environment free from harassment and other forms of discrimination." (<http://documents.weber.edu/catalog/Current/pages/profile.htm>).

Finally, the university's catalog states that expressions or actions that disparage others are contrary to the university's mission. There are many university policies, federal and state laws, and professional codes of ethics that guide the ethical behaviors of the university's faculty, staff, students, administrators, and board members.

Additional university policies and practices relating to ethics are found in Appendix C.

*2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or*

*affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.*

The Utah State Board of Regents, Weber State University Board of Trustees and all university employees are bound by the [Utah Public Officers and Employees Ethics Act](#) which addresses several important aspects of employment, including disclosing or using private information, using one's position to secure privileges, and when it is prohibited to accept a gift or require or offer a donation. In addition, several policies define and describe how to manage conflicts of interest for employees and the university's [Board of Trustees](#) members (<http://documents.weber.edu/ppm/3-36.htm>, <http://documents.weber.edu/ppm/3-54.htm>, <http://documents.weber.edu/ppm/3-32a.htm>, <http://documents.weber.edu/ppm/3-36a.htm>).

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

WSU's [intellectual property policies](#) support academic freedom principles including the right to freely publish scholarly works and research results that are not subject to confidentiality obligations. WSU's [policies](#) further define ownership of materials created as a part of a university assignment.

*2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

The university annually reviews and updates important university publications (e.g., [catalog](#), [webpage](#) and view book) to ensure that its accreditation status is accurately represented.

*2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.*

## **Academic Freedom**

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

Principles of academic freedom for the university's faculty are outlined in policies which state that the university will "provide and sustain an environment conducive to sharing, extending, and critically examining knowledge and values and to furthering the search for wisdom" (<http://documents.weber.edu/ppm/9-01.htm>).

*2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of*

*knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

WSU fosters an environment respecting independent thought in the pursuit and dissemination of knowledge. WSU recognizes the entire academic community all faculty (tenured and non-tenured), administrative officers, and students as being entitled to these rights. The section of the university's policy manual on Academic Freedom, Rights, Responsibilities and Due Process includes a formal statement on academic freedom (<http://documents.weber.edu/ppm/9-01.htm>) that says: "Weber State University seeks to provide and sustain an environment conducive to sharing, extending, and critically examining knowledge and values and to furthering the search for wisdom." This statement is modeled upon the [AAUP "Statement of Principles on Academic Freedom and Tenure"](#) (1940).

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

The [Faculty Handbook](#) and university policy reinforce faculty responsibilities with respect to the use of the intellectual property.

### ***Oversight of Financial Resources***

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

### **Policies and Procedures – Oversight and Management of Financial Resources**

[University Policy 5-1 "Business Affairs"](#) outlines that the President is responsible for oversight and management of the financial resources of the University. The policy also outlines that the Vice President for Administrative Services (chief financial officer) shall assist the President in the discharge of this responsibility. The Vice President for Administrative Services, through the organizational structure of the Division of Administrative Services, provides leadership for operational financial management. Financial management responsibilities are centralized when practical. In those instances where responsibilities have been delegated to other executive officers, central coordination exists. Within Administrative Services, financial responsibilities are coordinated through the Senior Associate Vice President for Financial Services.

Sound financial practices are further realized through an organizational plan that distributes line responsibilities to all areas on the campus. Each vice president or equivalent supervisor is empowered to authorize budgets, expenditures, and budget transfers within his or her respective area or division and is responsible to ensure adherence to institutional financial policies.

**--Qualified Leadership:** Our financial management team possesses the required educational background, extensive professional experience, and comprehensive knowledge of our operations. We have enjoyed stable staffing on the financial management team. The current Vice President for Administrative Services has extensive experience with the Utah System of Higher Education and the state legislative budgetary process. Current financial staff members are also highly qualified, many with master degrees and professional certifications in their field, and most with extensive WSU experience. For specific qualifications, please see vitas for finance department personnel ([Appendix "A"](#))

**--Financial Planning:** We have well-established financial planning linked to our established mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees, the Office of the Commissioner of Higher Education, and the Utah State Board of Regents. Our mission is the guiding principle throughout all levels of planning and budgeting.

While we enjoy adequate autonomy in establishing realistic objectives, we also recognize our responsibility and accountability to the citizens of the State of Utah. This requires that we work effectively with the State of Utah Governor's Office and the Utah State Legislature with regard to financial planning and budgeting. Being a state-supported institution, we must be responsive to limitations of state resources and to statewide initiatives. Both state government and our state's economy heavily influence our financial planning and budgeting processes.

**--Board Approval and Monitoring of Operating and Capital Budgets:** All significant financial issues (including approval of Education & General budget, capital budgets, bond issuances, updates on Athletic Department activities, Internal Audit reports, changes in applicable policies and procedures, updates regarding the state legislative process and mandated financial reports forwarded to the Utah System of Higher Education) are presented to the Board of Trustees for review, input, and approval. The administration of the University observes a full-disclosure approach to the Board of Trustees and will present financial related issues beyond that required by policy.

Monthly financial reports are reviewed with the business affairs committee (a standing committee of the Board of Trustees) and summarized to the full Board of Trustees with assistance from the Vice President for Administrative Services and the President. The reports provide a comprehensive perspective of all accounts. The status of legislatively allocated Education & General (E&G) budget is presented as well as spending patterns for all other institutional accounts. On a monthly basis, we provide a summary of our investment portfolio with a more comprehensive presentation on a quarterly basis to the Board of Trustees for review and approval. On a quarterly basis, capital-related budgets and status of capital projects is presented to the Board of Trustees for review and approval.

**--University Reserves:** [University Policy 5-9 "Reserve Fund"](#) outlines the need to establish a reserve fund at a level governed by sound financial management. Consistent with this policy and influenced by our conservative approach to financial management, we have established reasonable financial reserves over the past 10 years. During this period, we have averaged \$6 million in operating carry forward in the E&G budget. The carry forward occurs throughout WSU including the departmental and central administrative levels. From a cash management perspective, the \$6 million equates to approximately one month of working capital of total state-appropriated funding. Reserves have been established for academic facilities, student scholarships and student scholarly activities. Reserves from operations have also been established for auxiliary and service enterprises over the past ten years.

**--Fundraising:** (presented in Section 2.F.8)

**--Cash Management and Investments:** Our treasurer, in partnership with the University Investment Committee, is responsible for cash management and endowment investments. These areas are managed and governed by the Board of Regents policies and procedures ([Policy R-541 “Management and Reporting of Institutional Investments](#)), our Board of Trustees’ approved investment policy ([Policy 5-14 “Investment of Public Funds](#)) and the State of Utah Money Management Act. These investment policies provide general and specific provisions in the management of funds.

A significant percentage of earnings on cash management investments are allocated for institutional discretionary purposes. Earnings are also allocated on the residual balances of gifted funds. As reductions in state appropriations have been assessed, effective cash management has been a priority in serving as a safety net for financing urgent unfunded institutional needs. Institutional initiatives, priorities and emergencies are examples of projects financed with these discretionary interest earnings.

Given the complexities of a growing endowment fund, in 2005, the Investment Committee approved the use of investment options offered by a national investment firm dedicated to higher education (Commonfund). In 2007, the committee extended this relationship to include day-to-day management of the endowment fund. Preserving inter-generational value and stabilizing investment returns to finance endowment funded activities (including scholarships and academic departmental projects) were the primary objectives in implementing a more sophisticated approach to endowment investment management.

The Investment Committee has broad representation that includes:

- Business affairs committee of the Board of Trustees representative
- Foundation Board of Directors representative
- Community members with investment management experience
- President
- Other key institutional officers

This very active committee meets at least three times a year and reviews current economic conditions and current strategies. Based upon this broad-based input, the committee formulates future strategies.

**--Debt Management:** We have been very conservative regarding issuance of long-term debt. Most debt funding of capital facilities (non-revenue generating facilities) is financed by the State of Utah. Because the financing is sponsored by the legislature, any debt service is the responsibility of the state. Over the past few years, we have provided matching institutional funds (primarily generated with private gifts) on certain projects to help elevate the priority of projects and in effect reduce the obligation of the state.

We are responsible for debt service on any non-state supported activity. Bonding on our new (2010) student housing is an example of this, and it will require the bonds to be serviced with revenues of the bonding project. We currently have four series of bonds outstanding, (see required financial information, [Debt Service Schedule](#)). The source of funding for the debt service on the series 2005 is student fees. The source of funding for the debt service on the series 2001A, 2007, and 2010A is revenues generated from the new student housing.



[Regent Policy R-588 “Delegation of Debt Policy to Board of Trustees”](#) allows institutions to establish their own debt policies. Given the conservative culture of the institution regarding debt and our assessment that the issuance of debt is controlled adequately by the Board of Trustees and the Board of Regents (which must approve and authorize all major debt commitments per established [Regent Policy R-590 “Issuance of Revenue Bonds for Facilities Construction or Equipment”](#) ), we have not deemed it necessary to establish our own policy at this time. It is also important to note that through the use of an independent Financial Advisor and Bond Counsel, we utilize the suggested considerations set forth in the Regent policy when assessing the issuance of bonds (i.e., purposes for which debt may be issued, legal debt limitations, types of debt permitted to be issued, criteria for issuance of debt, credit objectives, authorized methods of sale, potential refunding of debt).

**--Transfers/Borrowings Between Funds:** Transfers between funds are made within established guidelines of the institution ([Policy 5-9 “Reserve Fund”](#) ), State Board of Regents, and the State of Utah. In light of the challenging economic environment over the past four years, the institution has tried to preserve funding for institutional objectives (including academic facilities, student scholarships and student scholarly activities) through strategic transfers. All transfers are subject to review in the annual financial audit.

We generally avoid inter-fund borrowing. There have been three exceptions in the last 10 years. A six year, \$600,000 loan was made to finance the Athletic Department Football Stadium electronic sign. This loan has subsequently been paid back early. A four year, \$384,000 loan was made to finance the Dee Events Center scoreboard. This loan is current and is expected to be paid off per the loan arrangements. An eight year, \$5,000,000 line of credit was extended to Facilities Management to finance a comprehensive Energy Savings Investment plan. Utility savings are projected to pay off the loan within the eight year period. Appropriate approval for these inter-fund loans was obtained from President’s Council and the Board of Trustees. For additional information on transfers between funds, see required financial information, [NWCCU Table 3](#).

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

WSU employs a sufficient number of qualified personnel to maintain its support and operations functions. The institution currently has 961.33 full-time and part-time staff. It also has 587.67 full-time and part-time faculty. The ratio of staff to faculty is 1.64 and is compared below to WSU’s peer institutions.

**YEAR : 2010**

<b>Unit ID</b>	<b>Institution Name</b>	<b>Faculty</b>	<b>Staff</b>	<b>staff to faculty ratio</b>
156620	Eastern Kentucky University	1644.00	1829.33	1.11
157447	Northern Kentucky University	861.33	1012.33	1.18
211644	Clarion University of Pennsylvania	319.67	393.00	1.23
206695	Youngstown State University	647.00	804.00	1.24
169910	Ferris State University	675.33	881.67	1.31
160038	Northwestern State University of Louisiana	339.00	458.33	1.35
230737	Utah Valley University	853.00	1228.00	1.44
230782	Weber State University	587.67	961.33	1.64
142115	Boise State University	770.00	1317.00	1.71
102553	University of Alaska Anchorage	628.00	1084.00	1.73
136172	University of North Florida	585.67	1175.67	2.01

Note: Part time faculty/staff are divided by three and added to the full time faculty/staff to come up with these numbers.

[PPM 3-5](#), Personnel Employment, [PPM 3-1](#), Equal Opportunity and Nondiscrimination Employment, [PPM 3-2](#), Employee Definitions, [PPM 3-5a](#), Employment of Convicted Felons, [PPM 3-6](#), Employment of Relatives, [PPM 3-7a](#), AIDS Policy, [PPM 3-8](#), Probationary Period, [PPM 3-13](#), Employment of Students and Youth, [PPM 3-14](#), Hourly Employment (Nonteaching Personnel), and [WSU Policy Manual Section VIII](#), Faculty Appointment, are in place to govern the institution's recruitment, hiring and advancement procedures to ensure that they provide an objective systematic approach for employing qualified employees. Criteria and qualifications for selection of personnel are included in these PPMs.

Each vacancy announcement contains a job description describing the duties, responsibilities and authority of the position.

- For faculty positions, the duties are accurately determined by the hiring manager, typically a dean, and are consistent with academic program needs. The Dean conducts the final review for accuracy before the position is posted. The qualifications are consistent with the policies and procedures relating to the [Appointment, Review, Promotion and Tenure](#) PPM.
- For staff positions, the duties and qualifications advertised in the vacancy announcement come directly from a position description with Hiring Manager input for accuracy.

The use of the Applicant Rating System in the [WSU Portal](#) helps ensure neutral, legitimate criteria which drives hiring decisions.

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

Per PPM [3-62](#), it is the university's practice to evaluate all personnel regularly.

- The evaluation of administrators includes (1) performance reviews of work duties and responsibilities, which are regular, low-profile reviews of incumbent administrators for essentially "formative" purposes and (2) reappointment reviews occurring near or at the end of a stated term and bearing directly on the question of continuation in office.
- Staff personnel are evaluated at least annually. The current process being used for staff personnel is the online Performance Review and Enrichment Program (PREP). Using job descriptions as benchmarks, staff are evaluated on four Core Performance Factors: Job Knowledge; Quality; Self-Management; Customer Service; and Community and Teamwork. Supervisors may select one or more job-specific factors on which to evaluate performance of specific work duties and responsibilities as well. There can and should be variations in the factor(s) selected, based on differences in job responsibilities and work duties.
  - Staff members receive an overview of the PREP during employee orientation.

Supervisors are provided a 6-hour training session which teaches them about the PREP process, the importance of using the job description for evaluating performance of work duties and responsibilities, and the value of regular, honest feedback.

## **2.C – Education Resources**

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

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

By [policy](#), all courses must include expected learning outcomes as part of the syllabus, which must be available in written form for students. All program and degree learning outcomes are identified in the [Catalog](#) and department websites.

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

All of the university's degree programs must meet credit hour limits established by the Board of Regents or receive approval from the Board of Regents to exceed these guidelines. Further, the university's professional programs must meet external agency standards. The university's degree designations are consistent with the program content.

*2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.*

New degree programs are reviewed at departmental, college and university levels to ensure that they meet appropriate guidelines within the university and the discipline. After university review, new programs are reviewed the WSU Board of Trustees and approved by the Utah State Board of Regents. All programs are reviewed on a five year cycle to ensure that the depth, breadth, coherence and content are appropriate.

These programs reviews are reviewed by the WSU Board of Trustees and approved by the Utah State Board of Regents.

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

Each program's curriculum is developed by the program faculty and subsequently reviewed and approved by faculty at the college and university levels. Routine curriculum changes, such as modifications of courses and programs, are made consistent with policies and procedures established by the University Curriculum and General Education Committee and approved by the Faculty Senate and Board of Trustees.

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

The library, working with teaching faculty, provides approximately 150 instruction sessions each year for English 2010 and First Year Experience (FYE) classes as well as course-integrated, subject-specific sessions. Students in the English 2010 and FYE sessions complete an assignment demonstrating their ability to effectively use library databases and internet resources. An increasing number of senior-level capstone courses also include an information literacy component and assessment.

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

WSU departments award credit for experiential learning consistent with the university's policies and guidelines. Departments which award experiential credit must have written criteria to assure its academic equivalency. Prior to being awarded experiential credit, students must provide evidence of a satisfactory learning pattern. The university's institutional policies on experiential credit are in compliance with NWCCU Policies on Credit for Prior Experiential Learning.

*2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees.*

*In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

WSU has articulation agreements, consistent with university policy and reviewed on a regular basis, with all two- and four-year Utah System of Higher Education (USHE) institutions to ensure smooth transfer of credit for students. The transfer policies and procedures ensure the academic quality, level and content of the transfer credit awarded.

### **Undergraduate Programs**

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

WSU offers several types of undergraduate degrees that include a general education program with both core requirements (American Institutions, Composition, Computer and Information Literacy and [Quantitative Literacy](#)) and breadth requirements ( [Humanities and Creative Arts](#), [Physical Sciences & Life Sciences](#), Diversity and [Social Sciences](#)). The general education and other required courses are taught by appropriately qualified faculty, the majority of whom have doctorates.  
(<http://www.weber.edu/AcademicAffairs/gened.html>)

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

As discussed at length in 2.C. , WSU has systematically assessed student learning outcomes throughout the Division of Academic Affairs since 1995. The processes used for these assessments and the methods of review and analysis have been regularly reviewed and updated to ensure that the analyses appropriately inform student learning and academic program design.  
([http://www.weber.edu/Assessment/reports\\_data.html](http://www.weber.edu/Assessment/reports_data.html))

*2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

All associate and baccalaureate programs comply with [WSU's general education requirements](#). Institutional certificates include related instruction with clearly identified content appropriate to support the certificate program goals. All related instruction courses are taught by qualified faculty.

#### Graduate Programs

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

Graduate program curricular additions and changes are subject to the same faculty review and approval procedures as are undergraduate programs. The university's graduate programs are assessed by an evolving matrix of assessment methods reflected in each program's online assessment materials. Each masters programs has developed entrance requirements and coursework that differentiate them from their undergraduate program counterparts. (<http://www.weber.edu/graduateprograms/>) The graduate program curricula ensure that students achieve a greater depth of study and increased development of intellectual and creative capacities. In 2010-2011, graduate students accounted for 3% of all WSU enrollments and 6% of all WSU degrees awarded.

*2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.*

Graduate program admissions policies and procedures are published in the printed and online versions of the university's catalog and in each program's brochures and web pages. Admission to a graduate program is based upon criteria determined by the faculty involved in the program and the program's director. Each program has defined requirements and policies for graduation that have been formulated and approved by relevant faculty members. In designing the depth and breadth of their curricula, the graduate programs meet the guidelines of their respective accrediting bodies.

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

Faculty in each graduate program have formulated and approved policies for the acceptance of transfer credit that are in compliance with NWCCU Standard 2.C.14. In compliance with this Standard, none of the university's graduate programs grant credit for prior experiential learning or other learning experiences external to the student's formal graduate program. The admissions policies and procedures for all graduate programs are published in the printed and online versions of the university's catalog and in each program's brochures and web pages. These materials are publicly available to prospective applicants, admitted graduate students, and other interested persons.

*2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.*

Each graduate program has [defined requirements and policies](#) for graduation that have been formulated and approved by relevant faculty members to ensure that research, professional practice, scholarship and artistic creation are characterized by high levels of expertise and critical analysis.

### **Continuing Education and Non-Credit Programs**

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

In keeping with the mission of Weber State University

<http://documents.weber.edu/catalog/current/pages/profile.htm#Mission Statement>, Continuing Education (CE) extends lifelong learning opportunities beyond the traditional campus, using a variety of innovative, collaborative and flexible approaches to provide credit and non-credit offerings at times and in places close to where the university's students live and work [http://departments.weber.edu/ce/mission\\_new.asp](http://departments.weber.edu/ce/mission_new.asp).

In addition, Continuing Education provides marketing support for prospective non-traditional students <http://blog.finishatweber.com/>. Continuing Education meets the needs of the university's community through:

- Evening and off-campus classes
- Day and evening classes at the WSU Davis campus, West and Morgan Centers
- Online, hybrid, and web-enhanced classes and online testing
- Professional development programs for law enforcement, education, government entities, health care, business and industry
- Conferences and community education offerings

Courses scheduled and/or funded through Continuing Education, are taught:

- at several locations (WSU Ogden, WSU Davis, Kaysville Center, Morgan Center, West Center, other college campuses, local high schools, neighboring/other states and abroad);
- at various times (day, evening, weekends);
- with multiple delivery methods (face-to-face, online, independent study/correspondence, interactive audio/video); and
- to different audiences (high school students, post-high school degree and non-degree seeking students).

In addition, Continuing Education provides leadership in the development and delivery of quality lifelong learning opportunities that respond to community needs through strategic partnerships employing resources of the university and partners in a fiscally prudent manner

<http://departments.weber.edu/ce/default.asp>.

A portion of funding for continuing education and special activities comes from legislatively appropriated monies (tax funds and student tuition). These funds support courses and programs considered budget-related because they are the basis for the university's legislative allocations. In addition, continuing education and special learning activities operate with "self-support" funding that is generated when students pay for courses or programs not funded by state-appropriated monies.

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

Administratively, all continuing education and special learning activities are located within Academic Affairs and the existing faculty in university departments are responsible for the curriculum. Continuing Education serves a facilitation role to the academic departments by assisting with faculty hiring/compensation and course scheduling for evening, off-campus, online and distance degree programs. All academic programs are established and approved by faculty, have a clearly defined purpose, and are consistent with the university's institutional mission and purpose.

Each distance degree course/program <http://departments.weber.edu/ce/distancelearning/default.aspx> complies with NWCCU Policy 2.6 Distance Delivery of Courses, Certificate and Degree Programs (refer to 2.G.6 of this report). In each instance:

- These are existing degree programs at WSU.
- Curriculum is designed and continuously reviewed by the faculty.
- Courses are designed to promote optimal faculty/student interaction.
- Training and support services are offered for faculty to develop and teach distance delivery and online courses.
- Existing copyright policies are in place to clarify intellectual property ownership and fair use practices.
- Student support services are provided for distance and online students, including admissions, registration, advising, and tutoring (See Standard 3).
- Student access to extensive online library resources are provided ([library.weber.edu](http://library.weber.edu) -see Standard 5).
- Current and appropriate technology to support all online course offerings is provided primarily with the use of online student fees.
- Ongoing assessment processes are in place for distance education and online programs.



To provide additional clarification on the university's expectations for online and hybrid courses, the university's faculty have developed a document entitled "Standards of Good Practice and Review of Online/Hybrid Courses." <http://ced.weber.edu/wsuoonline/training/training-booklet/> This document contains criteria that must be met as online/hybrid courses are developed and delivered, including use of a/an:

- Common home page format
- Complete syllabus
- Course orientation module
- Interactive learning community
- Timely feedback to students
- Appropriate electronic media
- Course equivalence with face-to-face courses

Each online course is reviewed and approved by a faculty committee for online delivery utilizing the "Standards of Good Practice" document. Any academic credit attached to courses scheduled by Continuing Education is awarded according to established Utah State Board of Regents and WSU policies and guidelines <http://www.weber.edu/ppm/Policies/4-AcadAffairs.html>. These guidelines are consistent with NWCCU standards. For face-to-face courses, a minimum of 15 contact hours is required for one hour of credit. Credit may also be awarded as a result of successful performance on standardized exams (CLEP, AP), on special departmental examinations, and by petition.

The budget-related tuition and fees that are attached to Continuing Education-scheduled credit courses are consistent with Utah State Board Regents guidelines. Self-support course tuition and fees vary depending on the cost of delivering the courses or programs. Continuing Education follows established institutional guidelines for refunding tuition and fees for budget-related courses and programs.

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

When credit is measured by outcomes alone or other nontraditional means, the demonstrated student learning is believed to be comparable in breadth, depth, and quality to the results of traditional instructional practice and according to generally accepted standards. ([http://www.weber.edu/ppm/Policies/4-21a\\_CreditPetition.html](http://www.weber.edu/ppm/Policies/4-21a_CreditPetition.html))

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

The majority of Continuing Education non-credit activities are self-supported (versus budget-related) with records being maintained for each of these courses. A small number of non-credit programs are also offered through the university's Small Business Development Center <http://community.weber.edu/sbdc/>

which maintains appropriate records. Prior to offering a non-credit course or program, the respective academic department is contacted to approve the course and instructor.

Non-credit activities include professional development programs, law enforcement academy <http://departments.weber.edu/ce/policeacademy/>, conferences, workshops, and travel programs. The focus of professional development programs <http://departments.weber.edu/ce/pd/> is to help individuals improve their job performance or advance their careers through instruction in such content areas as customer service, human resource management, leadership and supervision, and manufacturing and quality. In addition, Professional Development provides employers customized training program to improve organizational productivity. Conferences and workshops <http://departments.weber.edu/ce/conferences/default.aspx> are often connected with the university academic departments and include the Families Alive Conference, National Undergraduate Literature Conference, Western Conference of the Association for Asian Studies, and Storytelling Festival. The university's travel programs (as distinguished from the university's study abroad programs) are designed primarily to provide non-credit travel opportunities for community members. These programs may be associated with an academic department, the Alumni Relations Office, or an external vendor.

## **Standard 2.D - Student Support Services**

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

[Academic Support Centers and Programs](#) (ASCP) promote students' academic success and life-skills development by providing tutoring, testing, technology, and college-readiness initiatives. Through collaborations with university and community partners and the implementation of best practices, ASCP delivers effective learning support for all student population. ASCP includes [outreach programs](#), [tutoring](#), [supplemental instruction](#), [testing centers](#), and [technology related services](#). Adams that create or enhance the learning environment for students are found in Appendix D.

## **Safety**

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

Safety and Security:

### Law Enforcement Services:

The WSU [Police Department](#) employs Utah State Certified Law Enforcement Officers, 9 full-time and 35 part-time, which are all highly trained in securing the safety and security of its students, faculty, staff, guests and property. The department is well equipped and maintains an aggressive training program, to

include active shooter response. The department also operates an internal Dispatch Center (911 service). The center employs a full time dispatch manager and 5 part-time dispatchers.

#### Emergency Management and Planning:

The WSU Police Department directs a complex [Emergency Management and Planning](#) Program. The program has a full time position assigned to it and operates a viable Emergency Operations Center (EOC) that is well equipped to deal with all hazards. The program regularly drills/exercises, to include its emergency notification system ([CODE PURPLE](#)), has appropriate follow-through activities and measures to assess/evaluate the programs capabilities. The program also provides a quarterly emergency preparedness newsletter.

#### Higher Education Opportunity Act/Clery Act:

The WSU Police Department considers accurate crime reporting and federal compliance an extremely high priority. Great strides are taken annually to ensure precise safety and security information is disseminated to the campus community in support of the Clery Act. A [compliance pamphlet](#) detailing all of this information is published on a yearly basis which outlines our crime prevention strategies, available classes, and reporting protocols. The police department also employs a highly publicized [Campus Watch](#) program. In addition to the strategies listed above, a [crime prevention handbook](#) outlining safety information is disseminated annually to incoming freshmen.

#### Trends/Measurements in Campus Safety:

In a [spring 2009 survey](#) which examined students' perceptions and experiences regarding campus safety, 96% of students reported feeling safe at WSU. In recent staff satisfaction surveys, campus safety has trended higher over the last three years, from an average of 4.1 in 2008 to 4.4 out of 5 in 2011. As a catalyst for our desire to continue to cultivate a safe and secure atmosphere which supports the educational process we will continue to measure our progress through surveys.

*2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

According to the [Utah State Board of Regents](#) and the [University mission statement](#), WSU focuses on providing excellent educational experiences for students through offering associate's, bachelor's, and master's degrees. As WSU is an open-enrollment institution, all undergraduate students are admitted based on [policies](#) consistent with WSU's mission. Weber State University is a multi-campus institution, and student services offered at the Ogden campus are also provided at [WSU Davis](#).

[Enrollment statistics](#) are tracked and monitored at the institutional level. In accordance with the [mission statement](#), Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Within Student Affairs, [department goals and learning outcomes](#) are focused on the mission statement of the institution and include serving the

needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support, which advances the social, intellectual, cultural, and civic development of students.

### **Placement and Assessment**

WSU is an open-enrollment institution welcoming all students who have graduated from high school or earned a GED. To foster academic success, the university has a mandatory [assessment& placement policy](#) which requires incoming students to take the ACT, SAT, or Accuplacer exams to ensure proper course placement in mathematics, reading, and English classes and then continue making progress each subsequent semester.

### **Orientation**

All new students are invited to attend [new student orientation](#). Multiple one-day sessions are offered during the year, and students register for orientation online. In addition to taking a campus tour, getting to know other students, and being exposed to campus clubs and organizations, the primary focus of orientation is for students to learn about various campus services, meet with an academic advisor and register for classes. Students not able to attend the one-day sessions are accommodated as much as possible with one-on-one assistance. An on-line option for new student orientation will begin summer 2012 for those who cannot attend on-campus orientations. International student orientation is coordinated by the [International Student and Scholar Center](#). Graduate student orientation is coordinated by each graduate program.

### **Advisement**

Advising for general studies students is provided by the [Student Success Center](#), which is staffed with professional academic advisors. Each of the seven colleges at WSU has one, or more, trained academic advisors, which provide program advising to students with majors in their college. WSU faculty participate in curriculum planning and advising students within their respective majors/minors. Faculty are afforded opportunities for specific training in the university's on-line degree evaluation tool called [CatTracks](#). Finally, faculty members and [Career Services personnel](#) provide students with information about various careers opportunities.

### **WSU Catalog**

New students receive a current-year hard copy of the catalog in the mail shortly after being admitted, while all students and prospective students have access to several years of [on-line catalogs](#) via the Internet. A new e-catalog is being implemented in 2012 which will make the catalog easier to navigate, easier to search, and provide a rich source of information via hyperlinks and media flashpoint. The e-catalog will also be available to students via mobile devices. All information contained within the catalog (e.g., tuition, refunds, withdrawing, admission requirements, tuition, fees) can also be found on the University's web site using the "WSU A-Z" index or search features.

### **Registrar**

Degree requirements for certificates, associate's, bachelor's, and master's degrees are clearly explained in the [official catalog](#) and in [University policy](#). Information regarding degree requirements, transfer credit, and graduation are provided to every student via [CatTracks](#) (the university's on-line degree evaluation tool).

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

WSU has an extensive [policy regarding program discontinuance](#) that ensures that students enrolled in a program have an opportunity to complete their program in a timely fashion.

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

- a) *Institutional mission and core themes;*
- b) *Entrance requirements and procedures;*
- c) *Grading policy;*
- d) *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
- e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- f) *Rules, regulations for conduct, rights, and responsibilities;*
- g) *Tuition, fees, and other program costs;*
- h) *Refund policies and procedures for students who withdraw from enrollment;*
- i) *Opportunities and requirements for financial aid; and*
- j) *Academic calendar.*

Either or both the WSU catalog and the WSU webpages include:

- a) [Institutional mission and core themes;](#)
- b) [Entrance requirements and procedures;](#)
- c) [Grading policy;](#)
- d) [Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;](#)
- e) Names, titles, degrees held, and conferring institutions for [administrators](#) and [full-time faculty](#);
- f) [Rules, regulations for conduct, rights, and responsibilities;](#)
- g) [Tuition, fees, and other program costs;](#)
- h) [Refund policies and procedures for students who withdraw from enrollment;](#)
- i) [Opportunities and requirements for financial aid; and](#)
- j) [Academic calendar.](#)

2.D.6 *Publications describing educational programs include accurate information on:*

- a) *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*

b) *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

Each WSU program that leads to licensure or which has unique requirements for employments is clearly described in appropriate programs' webpages. These links lead to examples on a [website](#) and in the [catalog](#).

2.D.7 *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

WSU has adopted and [publishes policies for the retention, backup, confidentiality and release of student records](#).

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

The [Financial Aid & Scholarship Office](#) assists students in financing their education through a variety of federal, state, and institutional loans, as well as, grants, scholarships, tuition waivers, and work programs. Staff members work directly with students, parents, and secondary school personnel in explaining programs, answering questions, providing general assistance. Accountability for financial aid and scholarship funds is accomplished through regular internal, state, and federal audits.

Financial aid in the form of grants, loans, and scholarships is communicated to students in admission packets, through published brochures, during orientation and on the WSU [Financial Aid website](#). Every year, WSU provides more than \$68million in Federal financial assistance and almost \$12 million in institutional scholarship funding to students. Currently, 63% of WSU's students receive some form of federal financial aid and 26% are benefitted from institutional scholarships and state-approved tuition waivers. Policies are in place to ensure fair treatment for all applicants of financial aid. Each form of student financial aid is separately monitored and annual reports are prepared to facilitate federal, state, and university review of all financial aid processes.

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

Institutional loan default rates and student loan programs are regularly monitored. [Default rates for FY 2007, 2008, and 2009](#) (the most recent report available) are all under 4%. Student loan recipients are required to complete both entrance and exit counseling which discuss repayment obligations. Links to the Stafford, Perkins, and [Mapping Your Future](#) sites are available from the financial aid website so that students may complete both entrance and exit counseling. If the student does not complete the Mapping Your Future exit counseling, hard copy documents are mailed to the students.

The [Loan Servicing Department](#) conducts orientation, counseling, exit interviews, loan billing, repayment and collections relating to the Federal Perkins student loan program, short term institutional loans, Pell Grant over awards and tuition repayment.

*2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared*

### **Advisement**

The university has both a centralized and decentralized academic advising process. Centralized advising is provided through the Academic Advisement Center for students who do not have a declared major. Although advising is not mandatory for undeclared students who are in good academic standing, WSU's Center staff members have designed and implemented proactive advising programs which provide both group and individual student advising sessions in a variety of formats, including via the internet. Decentralized advising occurs when students declare their program of study (e.g., major, minor). At this point, they become the advising responsibility of the faculty and staff within academic departments, along with professional advisors.

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

Each of the co-curricular programs at the institution are directly aligned with the university core themes, specifically the objectives related to general and educational support services under the learning core theme. Programs and services regularly track the [utilization of their services](#), students' satisfaction, and each department will assess student learning in their [annual planning model](#).

### **Student Involvement and Leadership (SIL)**

The department of [Student Involvement and Leadership \(SIL\)](#) supports the mission of the University and Student Affairs by promoting the development of the whole student through co-curricular opportunities, leadership experiences, and community involvement in an inclusive environment. In order to fulfill this mission, programs and activities are offered at varying times and locations. Accommodations are provided to "meet students where they are." WSUSA Student Senate advocates for and addresses the needs of under-represented students by having numerous [special constituency senate seats](#). The [Center for Diversity and Unity](#) focuses on providing programs and services for students to enhance cultural competence at WSU, and the [Community Involvement Center \(CIC\)](#) serves to facilitate a civically engaged experience for Weber State University students. The [CIC annual report](#) references accomplishments from [2010-11](#) including the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.

The Department of Student Involvement and Leadership works to be proactive in its approach to guiding student organizations by providing education, training, and consultation. Information addressing

[policies and procedures](#) for student organizations and other [governing](#) documents can be found on the [SIL website](#).

The Student Involvement and Leadership Office tracks student learning outcomes and goals on an annual basis through the [6-column model](#). In addition to the 6-column model, the Profile of Today's College Student included questions related to student activities on its recent administration. The summary can be found on the [Student Affairs Assessment and Research site](#).

## **Campus Recreation**

The primary purpose of the [Campus Recreation Department](#) is to provide wellness, sport, and recreation opportunities for University students with secondary support for faculty, staff, and community members. This is accomplished through a variety of programs and services utilizing experiential opportunities that enhance lifelong learning, critical thinking skills, and the promotion of interpersonal relationships. The WSU Department of Campus Recreation offers opportunities in Club Sports, Intramural Sports, Fitness and Wellness, Aquatics, and Outdoor Programs. This includes 15 active [Club Sports teams](#) (e.g., Baseball, Billiards, Bowling, Cycling, Fencing), several of which are nationally ranked; [Intramurals](#) featuring both team league and tournament play; [Aquatics](#) including informal drop-in lap swim, swimming lessons, water fitness classes, lifeguard and water safety instructor training; [Fitness & Wellness](#) programming including: informal drop-in resistance and cardio training, group exercise classes, wellness education; and [Outdoor Recreation](#) including: equipment rental, clinics and trips, challenge education/course, and climbing wall.

Fitness and wellness and intramural programs conducted satisfaction surveys each semester to ensure that they are providing quality programming with which students were satisfied. Campus Recreation also administered the [National Intramural and Recreational Sports Association](#) (NIRSA) Campus Recreation Benchmark Survey in spring 2009. This will be conducted again during the 2012-13 academic year. The Department of Campus Recreation conducts annual learning outcome and program goal oriented assessments through their [6-column model](#).

In recent years, Campus Recreation has also implemented a fee allocation system for club sports with significant student involvement. This system was designed to create equity based on effort and performance of the teams and the individuals on the teams. The Club Sports Council, which includes students, faculty, and staff, revised its [constitution](#) in fall 2008 and serves to allocate student activities waivers within club sports and other funds. More information on the point system as well as the club sports forms, handbook, and Club Sport Council Constitution can be found on the [Campus Recreation site](#).

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

[Weber State University Campus Stores](#) is a self-supporting, auxiliary enterprise, owned by Weber State University and operated by university employees. The mission of the bookstore is to efficiently provide students and the campus community with educational materials, WSU merchandise, campus supplies, and excellent service. The bookstore supports faculty, students, staff, and administration in creating an enjoyable and positive student-centered learning environment. The profitability of the bookstore has



allowed for significant annual contributions to the University Community through its [Reinvestment in Campus Initiative](#).

Campus Stores maintains a website and networking outlets, such as [Facebook](#) and [Twitter](#), designed to allow students, faculty and staff to communicate directly with the department and provide input and suggestions. The WSU Bookstore also uses [YouTube](#) to advertise its campus wide services.

Recent examples of Campus Stores efforts to meet the needs of students, faculty, staff and administrators were cultivated by the implementation of a new Dynamic Textbook Pricing program, Textbook Rentals Kiosks, and a Student Payment Plan. Another essential initiative was the creation of an Online Textbook Adoption Software Program that ebbs and flows between faculty, administrator and Campus Stores which is a direct result of feedback from this group. As a result, significant improvement was made in the efficiency, accuracy and oversight of the textbook ordering process and compliance to the Higher Education Opportunity Act (HEOA)

### **Housing and Residence Life**

Campus Living Villages (CLV) manages student housing at Weber State University in very close partnership with WSU Student Affairs. [WSU Housing and Residence Life](#) consists of nine residence halls led by the housing director. Other staff members include two assistant directors, marketing director, three area coordinators, and 26 resident assistants. Resident assistants receive on-going training throughout the year in addition to the intensive training sessions at the beginning of each semester.

In addition to conducting health and safety inspections four times a year, Housing and Residence Life works closely with the police, fire, and safety offices around campus to provide the best service possible to residents. During the 2011-2012 academic year a new residence hall was opened and another will open during the fall of 2012.

Housing and Residence Life aims to maintain an environment that positively contributes to the learning and development of on-campus residents. This is accomplished through passive programming and other educational programs (e.g., sustainability, study skills, and alcohol workshops). Common area spaces and a computer lab are maintained to create an open study environment.

Living and learning communities are in place in two of the Housing and Residence Life building. For the past two years, the learning communities have included a Global Village and a Health Professions community. There are plans to expand this in the fall of 2012 to include an Outdoor Adventure Living and Learning Community and a Cultural Arts Living and Learning Community.

Focus groups are conducted each fall. Every year a quality of life survey is administered through Educational Benchmarking Incorporated (EBI). One of the findings on this survey was that students' satisfaction with housing and with Weber State University had a strong correlation with whether or not they felt they had opportunities to improve their study skills within housing. As such, residence life has incorporated more workshops focusing on time management and study skill workshops.

### **Food Services**

Weber State University offers an array of dining options on campus for residents and the campus community. On-campus residents living in traditional style residence halls are required to purchase a meal plan; however, all students living on campus (including those in University Village apartments) can purchase a meal plan. All services are supervised by professionally trained food service staff and meet

recognized nutritional and mandated health and safety standards. Nutritional information, operating hours, contact information, and food service evaluations are available [online](#) in addition to many other features. While the primary food service provider is [Sodexo](#), there are other options ranging from sandwiches, and vegetable and rice bowls, to a full range of vending options featuring snacks and beverages. In addition, the campus offers the "Off Campus Solutions" program, which allows students to utilize their student ID card for purchases at participating local restaurants.

The hours of operation in both the main dining facilities (Shepherd Union) and the convenience store in the residential complex are monitored student focus groups, an annual survey, and individual student feedback. In the past, product mix was expanded and weekend offerings also increased based on student feedback.

## **Athletics**

*2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

Weber State University is a member of the [NCAA](#) and the [Big Sky Conference](#). As such, Weber State University is required and committed to compliance with all rules, regulations and policies of the NCAA and Big Sky Conference. WSU sponsors 16 sports, 7 men's teams and 9 women's teams. The [Athletics Director](#) oversees departmental operations and reports directly to the [Vice President of Administrative Services](#). (See [the departmental organizational chart](#).)

Additional oversight is provided by the WSU Athletics Board, which was created to ensure the department is operating within its [mission](#) and the [mission of the University](#). The Chair of the Athletics Board reports to the [Vice President of Administrative Services](#) who reports directly to the [President of the University](#). The Athletics Board meets semi-annually to review reports on departmental policy, budget, equity issues, and student-athlete well-being concerns, including student-athlete exit interviews and student-athlete well-being surveys.

Weber State began the NCAA 2<sup>nd</sup> cycle re-certification in 2007 and received [certification](#) status in April of 2009. Although the NCAA certification process has been terminated, Weber State continues annually to self assess key areas related to student-athlete well-being, Title IX and gender equity on an annual basis through the Athletics Equity Committee (AEC).

Additionally, the department has undergone additional external reviews. In the fall of 2007, the Big Sky Conference provided an external review of compliance operations. The [WSU Internal Auditing department](#) performs a required NCAA compliance audit and completes the audit in four stages, over a four-year period. The audit covers fourteen overall sections, which include areas such as certification of eligibility, playing and practice seasons, athletic interests, complimentary tickets, equipment and apparel, camps and clinics, student-athlete employment, extra benefits and coaching limits.

The mission of the Department of Intercollegiate Athletics is to support the greater mission of Weber State University in meeting the educational needs of Utah by stimulating and improving athletic programs for students designed to develop and promote skills that assure an excellent chance of success in athletics participation, college, and career. The Intercollegiate Department of Athletics enhances the development and success of student-athletes within a diverse and inclusive environment in supporting equitable opportunities for all, including women and minorities, by acting affirmatively in the recruitment and selection of athletes, coaches, and staff who are representative of society.

The Department of Athletics works closely with the office of admissions to ensure that all incoming student-athletes are held to university admission requirements and procedures. The Department of Athletics has a written Student-Athlete Code of Conduct that addresses academic dishonesty, unexcused class absences, and poor academic performance. When an administrator of the Department of Athletics is notified that a student-athlete has violated a university policy the Director of Athletics will work directly with the Dean of Students. Student-athletes are held to the same standard as other students in regards to degree completion requirements for graduation. Student-athletes utilize their advisor from the program of study for direction on the sequence in which they take their courses throughout their undergraduate career. Student-athletes also have access to an academic advisor within the Department of Athletics that monitors their degree progress and monitors their NCAA eligibility as it relates to academics.

The Compliance Office and the Director of Financial Aid monitor the awarding of financial aid to student-athletes. NCAA rules and regulations pertaining to the awarding of financial aid can be found in the NCAA Manual under Bylaw 15. A head coach initially has the authority to make a recommendation on the awarding, cancellation, or reduction of athletics grants-in-aid (GIA), but the final decision rest with the Director of Athletics and the Director of Financial Aid. An athletic GIA contract is neither valid nor binding without the signature of the Director of Financial Aid or his/her designee. The Compliance Office works closely with the Office of Financial Aid to monitor countable aid during the academic year. Representatives from the Office of Financial Aid and the Compliance Office review system reports to audit countable aid disbursements.

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

Identity verification of all students enrolled in credit-bearing classes is performed by the Admissions Office. Standard secure protocols for students submitting social security numbers, birth dates, high school transcripts, college transcripts, and test scores are in place for all applicants. After being admitted, students receive a unique “W #” that is then used by the student for all future interaction with the university.

WSU protects student privacy by enforcing FERPA regulations and by providing training for college employees on a regular basis and individual offices/departments upon request. The university releases

directory information only and provides students with the ability to “opt out” if they do not want their information released. Students are notified on an annual basis of their FERPA rights. Currently, there are no costs passed-on to students relating to identify verification.

## **2.E – Library and Information Resources**

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

### **Library Services**

Both the Stewart Library and the Information Commons area of WSU Davis provide students and faculty with the full-range of services expected of any academic library, including expert reference assistance and information literacy instruction.

The facilities at both WSU Ogden and WSU Davis are pleasant, inviting, and adequate for information resources, equipment, and personnel. The Stewart Library is centrally located at WSU Ogden within easy walking distance of classrooms and parking lots, and the Information Commons at WSU Davis is a state-of-the-art facility ideally located to serve students and faculty. Both meet ADA requirements, are adequately wired to support library technology, and are “wireless” to support the computing needs of students with laptops. Electronic access to library resources and services is available to WSU students and faculty anytime, anywhere.

A \$2.1 million renovation of the Stewart Library completed in October 2006 created a new entrance by enclosing an unsightly breezeway that had separated the north and south wings of the building. The new entrance, staircase, and atrium enhance the appearance of the library and, with the relocation of the Circulation Desk to the lower level and the consolidation of Circulation Services (Circulation, Media, Reserve, and Interlibrary Loans), access to these services is much improved.

The Stewart Library provides a broad range of information resources and services in support of WSU’s mission and goals. Library services are provided at both the Ogden and Davis campuses. Off-campus access to resources and services is available 24/7 through the library’s website:

<http://library.weber.edu>

Collections include print, electronic, and audio-visual resources as well as access to an increasingly large number of electronic databases, books, and journals. A staff of 40.35 FTE plus approximately 15 FTE student assistants provides library services to the university community.

Day, evening, and weekend hours are maintained to accommodate patron needs at both campuses. The Stewart Library is open 105 hours per week; the WSU Davis library is open 75 hours per week. Reduced hours are in effect throughout summer semester and during semester breaks. The library and its resources are open to the public. Borrowing privileges are available to members of the community through the purchase of a Community Borrower's Card. Community members may also obtain an "Internet Guest Pass" that enables them to use library computers located throughout the building.

#### Mission and Goals:

The Stewart Library's mission is to:

- 1) Advance the teaching, research, and community service mission of WSU through the development of on-site collections, access to off-site resources, personalized assistance in the use of library and information resources, and instruction on research strategies and tools, and
- 2) Assess the services we provide and the relevancy and use of the collections and utilize assessment outcomes to continually improve the library's resources and services.

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

Based on feedback obtained from focus groups, surveys, and interviews with WSU students and faculty, library resources and services are now adequate to support the university's curricular offerings. However, as the campus increases the number of graduate programs it offers and places a greater emphasis on faculty and undergraduate research, more specialized, research level materials will be needed, which will require additional funding.

#### Library Holdings

Policies and procedures for systematic development and management of information resources in all formats are available on the library's website. These policies and procedures are regularly reviewed and updated. To view the Collection Management Policy go to:

[http://library.weber.edu/libadmin/lppm/collec\\_manag\\_policy.cfm](http://library.weber.edu/libadmin/lppm/collec_manag_policy.cfm)

Electronic full-text is now the library's preferred method of providing journal articles, newspapers, and reference materials to library patrons. In 1997-98, the Utah legislature provided \$900,000 of ongoing funds to the Utah Academic Library Consortium (UALC) for subscriptions to electronic databases. This funding provides students and faculty within the Utah system with access to a continually increasing number of electronic full-text titles. Consortium funding of electronic resources has enabled the library to use funds previously spent on database subscriptions to acquire additional electronic and print resources and to make funds available to new faculty to secure core titles in their areas of interest.

As part of its ongoing transition to a more digital library, the library continues to increase its reliance on electronic full-text journals, supplemented by rapid document delivery for articles not available otherwise.

It continues to monitor carefully the use of print subscriptions and, in consultation with academic departments, cancel titles that are not being used or are available electronically.

To ensure that the online and on-site resources added to the collection are relevant to curricular needs, a librarian is assigned to each college. Subject librarians are responsible for consulting regularly with faculty and students in their assigned subject areas to assess instructional and research needs and to collaborate with faculty in developing the collection. Assessment data and anecdotal information indicate that as a result of librarian/faculty collaboration, the collection is increasingly stronger, more focused and relevant to curricular and research needs.

#### Cooperative Arrangements -

The library continues to have a number of cooperative arrangements with other libraries and networks including the Utah Academic Library Consortium (UALC), which now includes several Nevada academic libraries, the Online Computer Library Catalog (OCLC), and the AMIGOS Library Network. All of these arrangements enhance the library's resources and services.

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

The Library has developed an information literacy program, which was nationally recognized by the Association of College and Research Libraries (ACRL), to provide students with the skills and knowledge needed to effectively identify, locate, evaluate, and use information for academic success and to support lifelong learning - in other words, to enable students to become independent users of library and information resources. All WSU students are required to demonstrate computer and information literacy competency. The information literacy component of this requirement may be met by taking one of the library's for-credit courses or a competency exam. More information on the library's information literacy program is found at: <http://library.weber.edu/il/ilprogram/default.cfm>

In addition to its for-credit courses, the library provides approximately 150 instruction sessions each year for English 2010 and First Year Experience (FYE) classes as well as course-integrated, subject-specific sessions. Students in the English 2010 and FYE sessions complete an assignment demonstrating their ability to effectively use library databases and internet resources. An increasing number of senior-level capstone courses also include an information literacy component and assessment.

Along with their collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to inform students and faculty of library resources available in their areas of interest, which we believe is essential if those resources are to be used. Academic faculty and librarians collaborate on the information to be covered in these sessions and students demonstrate their ability to use the resources in their required research papers. The number of course-integrated sessions varies from year to year depending upon the courses taught. However, given the very positive response from faculty and

the increase in the number of courses requiring students to write research papers, an annual growth rate of approximately 10% is expected for the next several years

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

The library is committed to assessing the quality of its resources and services and making improvements based on the information received from the library's assessment efforts.

The Noel-Levitiz Student Satisfaction Inventory (SSI), which WSU administers periodically to approximately 1,000 students includes two statements relevant to the library: "Library staff are helpful and approachable," and "Library resources and services are adequate." Based on a Likert scale, trend data indicate students' satisfaction levels with library resources and services continue to increase. Results from interviews conducted in 2010/11 with students who were using the library continue to indicate strong satisfaction with library resources and services. Approximately 94% of the 135 students interviewed said they were satisfied with both the assistance they received and the resources available to them. Suggestions for improvement included extending hours during finals week, creating additional quiet study areas, adding more computers in the Resource Commons and upper level, extending check-out time for laptops, providing document delivery service for graduate students, and reducing or eliminating overdue fines. With the exception of reducing or eliminating overdue fines, all of these suggestions have been implemented.

Student evaluations are collected for all library courses, for the sessions provided for English 2010 and FYE classes, and for a representative number of subject-specific sessions. In 2010-11, 97% of students surveyed in English Composition and First Year Experience courses, and course-integrated sessions indicated satisfaction with the instruction provided by library faculty and staff.

Consistent with the student feedback, the results of the library's surveys and interviews with faculty, as well as statements included in departmental program reviews, indicate overall satisfaction with library resources to support their teaching, and with the knowledge, efficiency, and helpfulness of library staff. However, some faculty, primarily in the College of Science, have expressed concern over the impact budget cuts will have on the library's ability to continue to provide access to very expensive science databases and journals.

The library routinely uses students, faculty, and its Friends of the Library Advisory Board as focus groups to assess and help improve specific services. A recent example is usability testing of the library's website. Focus groups provided important input on what they didn't like about the old site and that information was used in developing the new site. Focus group testing of the new site resulted in additional improvements that made the site more intuitive, user friendly, and graphically pleasing.

## Finance

### 2.F – Financial Resources

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

#### Institutional Financial Stability

The Institution continues to be on a solid financial foundation. Evidence of our financial stability includes:

- Stability of E&G funding base
- Emphasis on private fund raising (presented in 2.F.8)
- Strategies for supplementing existing resources for academic programs
- Maintenance of adequate institutional reserves/surplus for contingencies (presented in 2.A.30)
- Conservative use of debt (presented in 2.A.30))
- Effective treasury management (presented in 2.A.30)
- Strategic transfers and minimal inter-fund borrowing (presented in 2.A.30)

**--Sufficient Cash Flow to Support Programs and Services:** Over the long term, we continue to benefit from a stable funding base provided by state tax monies and tuition collections appropriated by the state legislature. Historically, the Utah legislature has allocated proportionately more tax funding for higher education than comparable states.

While we have experienced significant reductions in state tax dollars recently, our conservative financial management philosophy has allowed us to cope effectively. Maintaining adequate reserves, utilizing conservative budget allocations, reducing costs, shifting reliance on tuition collections, identifying alternate revenue sources, and focusing on fund-raising activities will allow us to maintain a stable funding base during this challenging economic period and into the future.

- Strategies for Supplementing Existing Resources for Academic Programs: We have implemented the following strategies to supplement existing resources for academic programs:
  - o Increased tuition rates to offset budget cuts in state tax appropriations
  - o Utilized a two-tier tuition schedule (first tier for general needs; second tier for program or initiative specific needs)
  - o Initiated tuition differential to adequately support master's programs
  - o Established course fees to augment specialized equipment, software, and labs
  - o Redistributed student fees to finance internet-based course development and support technology infrastructure



**--Sufficient Reserves to Support Programs and Services:** Through conservative financial management, we have provided for reasonable financial reserves over the past 10 years. During this period, we have averaged \$6 million in operating carry forward in the E&G budget. The carry forward occurs throughout the University including at the departmental and central administrative levels. From a cash management perspective, the \$6 million equates to approximately one month of working capital of total state-appropriated funding. Reserves have been established for academic facilities, student scholarships and student scholarly activities. Reserves from operations have also been established for auxiliary and service enterprises over the past ten years.

#### Financial Planning for Available Funds and Realistic Development of Future Resources

We have well-established financial planning linked to our established mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees, the Office of the Commissioner of Higher Education, and the Utah State Board of Regents. Our mission is the guiding principle throughout all levels of planning and budgeting.

While we enjoy adequate autonomy in establishing realistic objectives, we also recognize our responsibility and accountability to the citizens of the State of Utah. This requires that we work effectively with the State of Utah Governor's Office and the Utah State Legislature with regard to financial planning and budgeting. Our Vice-President for University Advancement has the primary responsibility for establishing and maintaining relationships with state-elected officials. Significant involvement is also provided by the President, other executive officers of the University and Board of Trustee members in managing the legislative process. Being a state-supported institution, we must be responsive to limitations of state resources and to statewide initiatives. Both state government and our state's economy heavily influence our financial planning and budgeting processes.

Financial planning throughout all levels of the Institution is emphasized and supported. We also perform periodic ratio analysis with our peer institutions. One of these comparisons includes the comparison of the financial data (2007-08, 2008-09, 2009-10) provided in the "Integrated Postsecondary Education Data System (IPEDS) Report". Institutions across the nation provide this information to the National Center for Education Statistics (U.S. Department of Education, Office of Educational Research and Improvement). We calculated key ratios compared them with our peer institutions across the nation (Master's Colleges & Universities, Medium, Public 4-Year), [see Appendix "B"](#). Salient points of this financial ratio analysis include:

- Emphasis on academic instruction and academic support activities (63rd and 61st percentile, respectively)
- Our increasing reliance on tuition collections versus state appropriations. A challenging economic environment with resulting state budget cuts and record enrollment growth are also contributing factors (88th percentile)
- The utilization of Federal ARRA Stimulus funds by the state to backfill for reduced state revenues (88<sup>th</sup> percentile)
- Record enrollment growth and increased awards for student Pell Grants (73<sup>rd</sup> percentile)
- A growing emphasis and priority on private gifts & grants (91st percentile)
- Our emphasis on building our endowment and endowment income (91st and 95th percentile)

- Continued capital investment in facilities (academic, student support, institutional support) resulting in higher depreciation (68<sup>th</sup> percentile)
- Conservative use of debt (19th percentile)

**--Appropriate Risk Management to ensure Short-Term Solvency:** We have avoided the use of short-term debt over the years. Currently, we have only a small number of capital leases outstanding. Funding from the State of Utah is established to allow us to make regular draw-downs of appropriated tax funds. This, coupled with tuition collections and closely managed draw-downs of federal funding (e.g., Pell awards, Direct Student Loans, grants, contracts), provides adequate working capital for operations. As short-term needs are identified, debt financing is generally avoided.

As shared previously, from a cash management perspective, the Institution has maintained an operating reserve that equates to approximately one month of working capital of total state-appropriated funding. Reserves have also been established for academic facilities, student scholarships and student scholarly activities. Reserves from operations have also been established for auxiliary and service enterprises over the past ten years.

**--Anticipate Long-Term Obligations (including payment of future liabilities):** We have been very conservative regarding issuance of long-term debt. Most debt funding of capital facilities (non-revenue generating facilities) is financed by the State of Utah. Because the financing is sponsored by the legislature, any debt service is the responsibility of the state.

We are responsible for debt service on any non-state supported activity. Bonding on our new (2010) student housing is an example of this, and it will require the bonds to be serviced with revenues of the bonding project. We currently have four series of bonds outstanding, (see required information, appendix ). The source of funding for the debt service on the series 2005 is student fees. The source of funding for the debt service on the series 2001A, 2007, and 2010A is revenues generated from the new student housing.

From an independent financial evaluation perspective, we have always serviced our debt obligations fully and on schedule. Further, we are consistently above the 125% bond coverage requirement outlined in our bond covenants. The Institution's overall financial condition, including the conservative use of debt as well as meeting all past debt requirements, is reflected in our recent Standard & Poor's AA Bond Rating.

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

### Resource Planning and Development

We have well-established financial planning linked to our established mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees, the Office of the Commissioner of Higher Education, and the Utah State Board of Regents. Our mission is a guiding principle throughout all levels of planning and budgeting.

While we enjoy adequate autonomy in establishing realistic objectives, we also recognize our responsibility and accountability to the citizens of the State of Utah. This requires that we work

effectively with the State of Utah Governor's Office and the Utah State Legislature with regard to financial planning and budgeting. Being a state-supported institution, we must be responsive to limitations of state resources and to statewide initiatives. Both state government and our state's economy heavily influence our budgeting process.

**--Realistic Budgeting:** Our budgeting process is decentralized. E&G budgets are developed at the departmental level and reconciled by divisional and centralized offices. Clear instructions and deadlines are conveyed to all areas of the institution. Budgets are centrally input into administrative software. This process is managed effectively and results in our budget for the upcoming fiscal year being finalized in June before the beginning of the new fiscal year. Our budget plan is examined for consistency with our established mission and role throughout all steps of this process.

Determination of tuition rates is an annual process that is linked tightly to our overall budgeting process and is greatly influenced by what the legislature provides to the institution. Effective fiscal year 2001-02, we initiated a new two-tier tuition-setting process. Estimates for the first-tier tuition are determined by the State Board of Regents and are budgeted by the legislature as part of the state's appropriation process. Taking into account the proposed first-tier tuition increase and the general assessment of the economic condition of the state, the legislature allocates state tax dollars as well. Separate from this process, we assess the need for a second-tier tuition increase to be budgeted by the institution. A public hearing is held to explain the reasons for the increase and to obtain public comment (from students, faculty, staff and other interested parties). After evaluating the input, the second-tier tuition increase is finalized.

**--Enrollment Management:** Long-term financial planning reflects the University Mission, Core Themes and Long-Term Planning. It is informed by enrollment analysis and projections performed at the University, the Office of the Commissioner for Higher Education, and the Governor's Office of Planning and Budget. Given the characteristics and timing of projected enrollments, financial planning is strategically designed to accommodate projected trends. Both operational needs and capital requirements are examined.

**--Responsible Projections of Grants, Donations and Other Non-Tuition Revenue Sources:** The Institution has an established operating philosophy of utilizing "base" E&G funding to finance all programs and activities deemed critical and necessary to achieve the mission of the Institution. While recent state budgetary deficits have challenged this operating philosophy, it continues to be a financial cultural characteristic of the Institution. The institution primarily utilizes non-E&G resources (grants, donations, investment earnings) for one-time purposes rather than on-going. In those instances where we must finance mission critical activities with non-E&G funding, a realistic and conservative approach is followed.

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

#### Clear Definition and Adherence to Policies, Guidelines and Processes for Financial Planning and Budget Development

We have well-established financial planning linked to our established mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees, the Office of the

Commissioner of Higher Education, and the Utah State Board of Regents. Our mission is a guiding principle throughout all levels of planning and budgeting.

While we enjoy adequate autonomy in establishing realistic objectives, we also recognize our responsibility and accountability to the citizens of the State of Utah. This requires that we work effectively with the State of Utah Governor's Office and the Utah State Legislature with regard to financial planning and budgeting. Being a state-supported institution, we must be responsive to limitations of state resources and to statewide initiatives. Both state government and our state's economy heavily influence our budgeting process.

Long-term financial planning reflects the University Mission, Core Themes and Long-Term Planning. It is informed by enrollment analysis and projections performed at WSU, the Office of the Commissioner for Higher Education, and the Governor's Office of Planning and Budget. Given the characteristics and timing of projected enrollments, financial planning is strategically designed to accommodate projected trends. Both operational needs and capital requirements are examined.

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

#### Timely and Accurate Financial Information

**--Financial Accounting System:** We utilize the Sungard Banner system for our administrative enterprise systems (including the Financial System, Human Resources System, and Student Information System). After a successful system conversion from July 2003 through September 2005, the Banner software is operating in a stable and effective environment. Financial information is provided to financial managers through the University's web portal in an on-demand manner. Appropriate internal controls are utilized to ensure that the financial information is accurate.

**--Adherence to Generally Accepted Accounting Principles:** Independent auditor examinations have verified that our financial statements have been prepared based upon generally accepted accounting principles (see required financial information, [Audited Financial Statements](#))

#### Evaluation of Institutional Internal Control Systems

Our overall internal control systems have consistently been judged effective by the results of auditor examinations (see required financial information, [Audit Reports](#)). While existing systems have been developed to promote sound financial and management practices, we respond to and implement all internal control recommendations. Over the past ten years, independent auditors' management reports provided a minimal number of recommendations. Appropriate internal controls are in place, well established, and subject to review, both internally and externally, for all types of expenditures.

#### Internal Control Systems -- Budgetary

**--E&G Budget:** Our E&G budget is managed and monitored closely by Administrative Services. Adjustments to the budget are coordinated centrally with specific budgetary impact determined at the vice-presidential level. The two major components of the E&G budget are general operating expenses and compensation expenses.

Monitoring general operating expenses (e.g., current expense, travel, capital equipment) has generally been decentralized to our operating units. Units are expected to manage their operating budgets in a fiscally responsible manner with surpluses/deficits carrying forward.

With salaries and benefits at approximately 85% of the state-appropriated budget, budgetary control is extremely critical. Any deviations from the original budgeted amount must be approved by the departmental head, the dean/director, the human resources department, and the supervising vice president. Budgetary control of benefits is performed in the budget office. A standard benefit rate is charged on all contract salary payments. This standard rate is determined based upon the prior year's actual expenses and any projected increase for the year. Use of a standard rate stabilizes benefit costs at the department level

**--Non-E&G Budgets:** There are similar and well-established budgetary control procedures established for non-E&G entities. Auxiliary enterprises, service enterprises, grants and contracts, gifts, and intercollegiate athletics are examples of subsidiary budgetary control.

#### Internal Control Systems -- General Expenditure Controls

[University policy 5-25 "University Procurement"](#) provides guidelines for processing of expenditures. General expenditure controls begin at the department level. The department head is responsible for verifying that funds are available and expenditures have an appropriate institutional purpose. All requisitions are approved electronically through an established supervisory queue. Departments are required to review their monthly reports of expenditures to verify the listed transactions.

All requisitions are examined by the purchasing department prior to processing to assure general policy compliance. The buyers evaluate the need to competitively bid requested items or combine similar orders to achieve quantity discounts. There are specific bid guidelines at different expenditures levels. All operational expenses with an estimated purchase price of \$20,000 or more (\$30,000 or more for construction services) are formally bid consistent with our policy and the State of Utah Procurement Code.

Accounting Services inspects all requisitions for direct-check payment for federal and state law compliance, policy compliance, correct coding, sufficient budget balance availability, and adequate supporting documentation. All requests for direct payment by check must have two signatures.

The internal audit department provides an additional general control over expenditures. All departments are audited on a periodic basis to evaluate internal controls and expenditure compliance with established laws, regulations, and policies.

#### Internal Control Systems -- Specific Expenditure Controls

In addition to general expenditure controls, there are specific controls by type of expenditure and the fund source of expenditure. The expenditure categories that have additional specific controls include payments for personal services (e.g., payroll), grants and contracts, scholarships, federal student financial aid, and purchasing card transactions.

All payments for personal services must have at least two signatures including the department head and the dean/director. Contract salary payments are budgeted at the beginning of each year and monitored monthly by the operating unit, throughout the year by the supervising executive and reconciled each year by the Budget Office when the new budget cycle begins. Any deviations from the original budgeted amount must be approved by the departmental head, the dean/director, the human resources department, and the supervising vice president. Hourly employees are processed through the Human Resources Office. Once hired, hourly employees use the automated time and attendance system to record their work hours. For federal work study hourly employees, the Financial Aid Office establishes an award limit. Once this award limit is reached, the time and attendance system automatically recognizes the need to establish the employee as a regular hourly employee.

Requests for expenditures on grant and contract accounts must be signed by the principal investigator, the appropriate department head, and the accountant responsible for grant and contracts. The Office of Sponsored Projects also reviews and approves expenditures to ensure compliance with requirements of the grant/contract.

WSU follows the Utah State Board of Regents policies for scholarship awarding. We also have scholarship guidelines used by the campus to ensure scholarships are awarded in a fair and equitable manner. Throughout the awarding period the Financial Aid & Scholarship Office monitors the scholarships for applicable requirements of the award (i.e., minimum grade point average and minimum credit hours). For the private and endowment scholarship, the award requirements are defined by the Development Office and also posted online for review by the supervising department, the Financial Aid & Scholarship Office, and the Development Office to ensure compliance with donor criteria.

Our Financial Aid & Scholarship Office manages the administration of federal student financial aid. Awards are made based upon a federal formula that is used to establish a student's need for financial assistance. Federal Loans and Pell grants are awarded in accordance with the federal regulations, using the federal Pell grant payment schedule provided by the U.S. Department of Education and factoring in the student's enrollment level and cost of attendance. For additional control the financial aid office authorizes payment, while the business office makes the payment to eligible students. In conjunction with our annual financial audit, the independent auditors review the financial aid program on an annual basis to ensure compliance with general and state guidelines.

Over ten years ago, the purchasing department implemented a purchasing-card (P-Card) system to more effectively and efficiently process small dollar purchases. Our P-Card system has automated expenditure controls (e.g., amount and type) with initial mandatory training for all P-Card holders, mandatory departmental supervisory review and approval, daily expenditure reviews and periodic examination by the Internal Audit Department. The current limit of P-Card purchases is \$1,500.

Internal Control Systems -- Cash Receipting/Revenue Controls

[University policy 5-3 “Receipt and Deposit of Funds”](#) provides guidelines for processing of cash receipts and revenues. Our largest funding source is state-appropriated tax dollars. Once the appropriated amount is established, a “drawdown” schedule is developed with the state. This schedule attempts to align our working capital needs taking into account projected tuition and fee collections throughout the year. The state electronically transfers the funds into our investment account with the Utah State Treasurer’s Office. Monies are transferred to our operating account to meet financial obligations. These procedures are well established and monitored closely by the university and the state.

Student tuition and fees are the second largest revenue source of the institution. The billing and collection of tuition and fees are managed centrally within the Bursar’s Office. Once statements have been distributed, students have the option to pay on the internet, through the mail, or in person at the cashier’s office. Students also have the option of registering for an institutional sponsored payment plan for tuition & fees, textbooks and on-campus housing. Outstanding balances are monitored closely and actively collected throughout the semester. All unpaid students at the end of a semester are restricted from registering for another semester until the outstanding balance is paid or formal payment arrangements are made.

Grants and contracts (including federal, state, and local) are the third largest revenue source. Because generally these are established on a cost reimbursement basis, this area is managed closely within Accounting Services. Reimbursements are processed according to requirement of the grant or contact. Periodic billings (i.e., monthly or quarterly) are prepared and processed through our accounts receivable system. Federal financial aid, including Direct Student Loans and Pell, is the largest single component within grants and contracts. At the beginning and through the first few weeks of each semester, a daily evaluation is made to determine the authorized drawdown amount from the U.S. Department of Education. We are knowledgeable of and sensitive to federal guidelines regarding drawdown procedures. These procedures are examined each year by our independent financial auditors; no exceptions have been noted. Drawdowns are monitored in Accounting Services, the Financial Aid Office, and the U.S. Department of Education to ensure that only authorized amounts are processed.

Revenues generated in auxiliary enterprises are another major component of our revenues. Each auxiliary is responsible for preparing deposit reports that agree with supporting documentation. All revenues are required to be deposited within three working days of receipt. Once the deposit reports are prepared, they are deposited with the cashier’s office where they are reconciled to the cash report. All auxiliaries are required to match their supporting documentation with the data that are entered into the accounting system.

*2.F.5 Capital budgets reflect the institution’s mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution’s mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*

## Capital Development and Improvement

The State of Utah is heavily involved in the institutional capital budgeting processes via the Division of Facilities Construction and Management (DFCM). DFCM acts as the staff agency for the State Building Board, which is assigned by Utah State law the responsibility to approve all capital development and capital improvement projects over \$250,000 in total value. Capital development projects are those projects with a total cost over \$500,000 for new buildings or \$2.5 million dollars for repair, renovation, or infrastructure improvements and are line item approved by the State Legislature. Capital improvement projects have a total value between \$250,000 and \$2.5 million and are line item approved by the State Building Board against a set funding amount appropriated each year by the Legislature. When either a capital development or a capital improvement project is generated by the University, DFCM will assign a project manager to each project to work directly with institutional representatives to develop the project and oversee design and construction once funding is acquired. For a summary of capital investments, see required financial information, [NWCCU Table 10](#).

### Capital Development (projects over \$2.5 million)

The Utah State Legislature allocates funds for the construction of new physical facilities and major renovation of existing structures or infrastructure systems. As part of the approval process for capital development projects, the Legislature will address the cost of construction, operations and maintenance costs for the life of the facility, as well as furnishings, fixtures and equipment to initially outfit the facility, and other soft costs related to design, inspection or construction.

Within the constraints of this state mandated process, University staff develops a list of projects with justifications and requests funding for these projects each year. The process the University uses to develop and submit our list of proposed projects is developed at the highest administrative levels of the University to assure critical mission requirements and objectives are addressed. A committee consisting of the President, Vice Presidents, appropriate Deans, and facilities management representatives convene as necessary, sometimes multiple times in a year, to discuss and determine what mission elements and core themes need attention regarding facility replacement, expansion, renovation or new construction. The facilities master plan (a 20-year plan updated every five years; most recently addressed in 2009) helps in identifying projects and long term facilities objectives. A capital development project list and necessary justification documents are then prepared and arranged in priority order, based on academic program and service needs, and submitted for evaluation through the established state process. Once the list has been finalized, it is presented to and approved by the President's Council and subsequently the Board of Trustees. The list is then submitted with supporting documentation for inclusion in the State Board of Regents request to the legislature.

Once we submit capital development priorities to the State Board of Regents, they are evaluated with all other higher education projects through a "Qualification and Prioritization Model." This model incorporates such factors as mission/role, current inventory of space, life safety issues, and extent of institutional matching funds in determining the relative priority of each project. Once this process is complete, a higher education capital development priority list is presented to the State Building Board, Governor and Legislature for further evaluation. Capital Development projects over \$2.5 million in value are line item approved by the Legislature.



### Capital Improvement (projects less than \$2.5 million)

A similar process as is used to identify and prioritize capital development projects is used to identify, prioritize and justify capital improvement projects for the University. Facilities Management (FM) prepares a proposed capital improvements project listing each year based on system and infrastructure condition, repair history, age, expected service life, mission requirements, strategic objectives, and core themes that need to be addressed. This proposed capital improvement project listing is developed primarily around maintenance, repair, renovation and upgrade requirements of major facility systems and infrastructure. It is then presented to the Vice President of Administrative Services who amends and adds to the project list to reflect mission and core themes that may not have been apparent to the FM staff. A consolidated priority list is then developed and presented to President's Council and the University Board of Trustees for approval before it is submitted to DFCM and the State Building Board. Weber State University employs a rolling multi-year priority list since not all project requirements can be funded in one year. That list is reevaluated, amended, updated and reprioritized each year.

The same agencies described previously evaluate and fund projects costing less than \$2.5 million from a different part of the state budget which is restricted to use in altering, renewing, and improving existing facilities. DFCM works in cooperation with each university or college to identify and evaluate those buildings needing attention in any given year. A consolidated state-wide project list is developed, prioritized and allocated funding by the State Building Board. Weber State University has historically received approximately \$2.5 to \$4.7 million per year for capital improvements through this process.

### Privately Funded Projects

Institutions may solicit funds from donors to either augment state resources or totally fund any project, including new buildings. Authorization to construct a building using donated funds follows the same approval process described earlier for capital development projects.

### Capital Debt

The University will on occasion utilize revenue bonds to finance facility improvements or new construction. These projects follow the same approval process as for other projects as denoted above, depending on the value of the project. All projects being financed with revenue bonds are carefully evaluated to ensure a solid funding stream exists to service the debt. Auxiliary facilities, such as residence halls and student fee funded facilities are examples of projects that fit this category. See section 2.F.1 above for debt review.

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

## Financial Relationship between General Operations and Auxiliary Enterprises

[Board of Regent policy R550 “Auxiliary Enterprises Operation and Accountability”](#) provides general guidance regarding the operation of auxiliary enterprises. The policy outlines that auxiliary enterprises are operated as essential elements in support of the education, research and public service programs at the institutions. The policy also requires that these entities should be operated on an essentially self-supporting basis.

**--Use of General Operations Funds to Support Auxiliary Enterprises:** Overall auxiliary financial results have been positive over the past 10 years. While the bookstore is the stabilizing net income source, the operations in the union building, student housing, and athletics have achieved more stable financial results. Auxiliaries as a whole generated a net increase in fund balance totaling \$487,914 and \$382,876 respectively, for fiscal years 2009-10 and 2010-11. When possible, reserves from operations have been established for each auxiliary. These reserves have been set up to help stabilize revenue fluctuations and finance capital expenditures. Continued positive financial results are expected for the future. We manage these operations closely to ensure that auxiliaries do not jeopardize our general operations.

**--Use of Auxiliary Services to Support General Operations:** As noted, auxiliary enterprise reserves have been established to help stabilize revenue fluctuations and finance capital expenditures. After establishing a reasonable level of reserves, the bookstore has implemented a “Reinvestment in the Campus Initiative”. This initiative has been extremely successful in supporting essential academic programs, student support activities and administrative projects.

The financial results of auxiliary enterprises, also provides investor financial security on University issued bonds. The designated auxiliary enterprises provide bond debt service coverage. This bond coverage has consistently exceeded the 125% coverage required by the bond covenants.

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

## External Financial Audit – Auditor Professional Qualifications and Timeframe

The Utah State Auditor’s Office conducts or contracts our annual financial audit, which covers all aspects of operations, including the Weber State University Foundation and Weber State University Research Foundation. The audit is conducted in accordance with generally accepted auditing standards. With the timing of our fiscal year end of June 30, preliminary fieldwork is generally conducted during May with final fieldwork being completed in September. Preliminary financial statements are presented to the auditors in August. After receiving the formal audit opinion, final statements printed in November and provided to the administration and Board of Trustees in December.

In conjunction with its financial audit, the Utah State Auditor’s Office also conducts the Single Audit of federal financial assistance. This audit is conducted in accordance with the requirements of the U.S.

Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profits Organizations*. Given the size of our federal financial aid, specific audit work is performed on these programs. The Utah State Auditor's Office also annually conducts our NCAA athletics audit.

All reports of these independent audits are available for review, see required financial information, [Audited Financial Statements and Audit Reports](#).

#### Results of External Financial Audit – Findings and Management Letter Recommendations

We have received “unqualified audit opinions” from our independent financial auditors over the last 10 years. As part of the financial audit, a management letter is prepared outlining any recommendations. Over the last 10 years, there have been a minimal number of recommendations that can all be classified as minor in nature. The positive results of these audits provide a level of assurance to our administration and governing boards that management and accounting controls are operating effectively.

Over the past 10 years, the Single Audit of federal financial assistance and the NCAA Athletics audits have identified a minimal number of recommendations that have been implemented in a timely manner.

**--Administrative consideration of Audit Recommendations:** As matter of procedure, all institutional responses to audit recommendations are centrally coordinated in the Accounting Services Office. After coordination with the targeted institutional office and development of an appropriate institutional response, they are shared with the Vice-President for Administrative Services for final review. The institutional responses are then submitted to the auditor for inclusion into the audit report. Procedures also include a presentation of all recommendations to President's Council for review.

**--Governing Board consideration of Audit Recommendations:** We adhere to the [Utah Board of Regents policy R565 on audit committees](#). This policy establishes a Board of Trustee audit review committee. The policy also outlines audit functions and audit responsibilities of the committee.

The [institution's policy 5-10c establishes our audit committee](#) and outlines the reporting process. Our audit committee consists of at least four and not more than six members, at least three of whom must be members of the Board of Trustees. They meet at least three times a year and perform the following functions:

- Review significant external financial audits (Annual Financial Audit, Single Audit of Federal Financial Assistance, NCAA Athletics Audit). Ensure that all audit recommendations have been responded to appropriately and monitor any repeat recommendations.
- Review and close all internal audits
- Review all regent-required audits
- Interact with external auditors
- Approve annual audit schedule with the advice of the president
- Assess the internal control environment
- Assess the process for receiving anonymous complaints
- Assess compliance with applicable laws
- Review audit function organization
- Concur in the appointment and replacement of audit director
- Review and approve minutes

- Report to the regents annually
- Report to the Board of Trustees at least three times a year

**--Internal Audit Department:** University [policy 5-10a “Internal Audit”](#) established our Internal Audit Department. The department is staffed with experienced and qualified auditors. Long-term and annual internal audit schedules are maintained and approved by our Board of Trustees. Financial examinations, internal control reviews, compliance audits, and procedural reviews comprise the majority of activities in the department. The internal audit department is considered an integral component of the financial and management control system. All internal audit report recommendations include departmental responses. A six-month compliance report is conducted to ensure that all recommendations have been implemented in an acceptable manner.

The department reports directly to the president and has reporting responsibilities to the Board of Trustees Audit Committee, Board of Trustees, and the Utah State Board of Regents to ensure that appropriate levels of independence and objectivity exist.

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

#### Fund Raising and Development

The Office of University Development and Office of Advancement Services are internal departments of the university responsible for coordinating fundraising activities and for receiving and acknowledging all private gifts of cash, real property, securities, and in-kind items. Policies and procedures relating to the roles and responsibilities of University Development's and Advancement Services' are found in our Policies and Procedures Manual at the following web sites: <http://documents.weber.edu/ppm/2-01.htm> and <http://documents.weber.edu/ppm/2-02.htm>.

Any organized development program to seek financial support from outside sources is closely coordinated with academic planning and reflects the mission and goals of the institution. All college/university fundraising activities are governed by institutional policies, comply with governmental requirements, and are conducted in a professional and ethical manner.

#### Gift Processing and Receipting

University Development and Advancement Services comply with Internal Revenue Service regulations in the receipting of gifts and follows guidelines established by the Council for Advancement and Support of Education (CASE), as outlined in the CASE reporting standards and management guidelines. For a summary of gifts received, see required financial information [NWCCU Table 9](#).

Advancement Services records all gifts to WSU, including cash, in kind, real property and stock. Donations are accepted through the U.S. Mail, in person, through campus mail, and online. All gifts are opened by two people, as required by the internal auditor, and listed on a form. The gift processing staff enters each gift record in Banner. Banner produces a report that is verified by a third staff member in the development office. The report is verified against the donations form and checked for errors. After the verification of accuracy is complete, Advancement Services feeds the gifts to Accounting Services

through a Banner process. The money donation form, Banner report, and a calculator tape of all checks are taken by the WSU police to the cashier's office.

Advancement Services produces individual donor receipts which are sent to the donor. Accounting Services receives copies of the donor receipts and verifies them against the original Banner report.

Employees are able to make gifts to WSU through payroll deduction. Using a delivered Banner process, deductions are processed for each employee by Payroll and forwarded to Accounting Services.

Advancement Services determines the correct designation and forwards that information to Accounting Services which then reconciles the two transmittals. Each employee who has made gifts through deduction receives one receipt in January of the next calendar year. That receipt lists each gift fund to which the employee gave through payroll deduction and the total amount designated to each fund.

Employees who make other types of gifts through the year receive receipts through the regular process described in the preceding paragraph. Those receipts are sent at the time the gift is made.

The department of Athletics solicits gifts for student-athlete scholarships through the Wildcat Club. That department deposits gifts with a WSU cashier and sends a report to Advancement Services detailing the donor name, date of the gift, and amount. The gifts are entered in Banner and donor receipts are produced.

#### Fund-Raising Activities

University Development is organized on a constituency-based fund-raising model. Each of our seven colleges has a fund raiser liaison who works with the dean on academic priorities. Additionally, development directors support the Division of Student Affairs, Department of Intercollegiate Athletics, and the Stewart Library. One staff member is designated to oversee the annual fund program, which includes direct mail, phoning, and electronic solicitation components. Each year annual fund priorities are determined in consultation with the Vice President for University Advancement.

We are an institutional member of CASE, and all WSU fund raisers are members under the institutional umbrella. (The CASE Statement of Ethics, which we abide by, can be found at <http://www.case.org/Content/AboutCASE/Display.cfm?contentItemID=2570>)

#### Weber State University Foundation

The Weber State University Foundation is incorporated under the laws of the State of Utah and acts and operates exclusively for our benefit, as described in the provisions of Section 501(c)(3) of the Internal Revenue Code. The foundation has no employees and operates from the Office of University Development with the Vice President for University Advancement acting as executive director and as secretary by right of office. The Vice President of Administrative Services serves as foundation treasurer by right of office. The members of the Board of Directors are appointed by our president.

At the donor's direction, any gift may be accepted by the foundation. Foundation gifts are processed and receipted through the university system. All charitable gift annuities are accepted through the foundation.

The institution has a clearly defined relationship with any foundation bearing its name or which has as its major purpose the raising of funds for the institution.

Copies of the Weber State University Foundation Articles of Incorporation and By-Laws are available for review.

## **2.G – Physical and Technological Infrastructure**

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

The university's mission and goals of providing high-quality instructional programs and public service are supported with physical facilities and equipment that are designed, maintained, and operated to provide a safe, clean, and comfortable environment conducive to higher learning. To that end we maintain the following physical facilities:

1. WSU Ogden campus consists of 400 total acres with 59 major buildings totaling approximately 2.6 million square feet (see complete list at: <http://departments.weber.edu/facilities/campuskeys/campusinfo/fmbuildinginfo.asp>).

The campus is pedestrian oriented with academic buildings located in the interior of the campus and major vehicular traffic, parking, and service functions around the perimeter. As a result, relatively short walking distances separate the academic buildings, adding to the convenience of class scheduling. For an Ogden campus map, see (<http://weber.edu/weberstatemap/default.html>).

2. WSU Davis, approximately 10 miles south of WSU Ogden, consists of 100 acres with a single building (113,581sq. ft.). A second building of approximately 118,000 sq. ft. and a central plant of 3,000 sq. ft. have been funded by the state legislature and are now under construction.
3. Off-campus instructional centers. WSU owns or leases additional instructional facilities. The university recently sold the Training and Learning Center (TLC) in Layton and acquired a facility in Clearfield Utah called the Continuing Education Center (CEC) as a replacement. The TLC will remain in use as a leased facility for several months while the CEC is renovated. The university also leases the WSU West Center in Syracuse, approximately 14 miles southwest of WSU Ogden.

### **Parking**

Parking Services develops and maintains a safe and economical parking system that continuously adapts to the changing needs of the university's community. Although convenient parking at WSU Ogden has been a challenge, a free campus shuttle bus system allows students to park at the Dee Events Center, approximately one mile south of the campus. This service has allowed considerable growth in enrollment without introducing significant numbers of additional vehicles to the center of campus. The shuttle bus system delivers students to nearly the center of the Ogden campus academic area.

In cooperation with the Utah Transit Authority (UTA), WSU began an Ed Pass program in 2003. This enables students, faculty, and staff to ride transit authority busses and light rail free by showing a WSU ID card. This also helps to ease the parking and congestion problems on the Ogden campus. UTA also runs a regular route between WSU Ogden and WSU Davis.

### **Access**

The university is committed to providing appropriate access to physical facilities for students, faculty, staff, and visitors. WSU Ogden has been designed with a peripheral road system and peripheral parking lots. In general, vehicle traffic is restricted from the central campus area, which is pedestrian oriented. WSU Davis is similarly master planned to keep vehicle and pedestrian traffic separate with parking and vehicle traffic on the outside of the built area.

WSU Ogden is built on the side of a mountain. Adequate access for the physically challenged has been difficult but is a priority. The use of ramps, sloping sidewalks, and building elevators make central campus movement available to everyone. Services for Students with Disabilities has direct responsibility for assisting individuals with disabilities. This department works closely with the Facilities Management department to ensure all new and remodeled physical facilities projects meet all applicable codes and the needs of special constituencies.

Efforts are now underway to expand the scope of access for those with disabilities to include information and academic program upgrades to meet needs. This includes analysis and adjustments to how program content is delivered to those with disabilities such as those visually or aurally impaired.

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

Each campus building is annually inspected by a representative of the Environmental Health and Safety department and the university Fire Marshall to identify and correct occupational and fire safety concerns. Inspections are also conducted for each campus building to identify hazardous materials and assess storage and management practices. All campus buildings and utility tunnels have been surveyed for asbestos-containing materials and the results have been cataloged. Asbestos containing materials and other hazards are removed as resources allow. In addition, the Environmental Health & Safety office ensures the proper use, storage, and disposal of hazardous materials and assures compliance with state and federal regulations. Hazardous and toxic materials are stored in segregated and approved storage facilities before disposal by licensed contractors.

The university has shown steady improvement in campus safety and security as evidenced in student satisfaction survey data. (add Noel Levitz link)

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

## Master Planning

In early 2002, WSU undertook an extensive physical facilities planning effort that culminated in the publication of the WSU Recommended Master Plan in June 2002 for WSU Ogden.

([http://departments.weber.edu/facilities/docs/2004\\_final\\_master\\_plan.pdf](http://departments.weber.edu/facilities/docs/2004_final_master_plan.pdf)) The plan provides a framework for planning and development of additional growth as academic and university programs grow and develop requirements for additional facilities and/or infrastructure. This plan, though somewhat dated, is

still viable and has been supplemented with smaller supporting plans, such as the Master Transportation Plan prepared in 2006, the Climate Action Plan prepared in 2009, the Landscape Master Plan prepared in 2004 and the Central Quad Master Plan prepared in 2004.

A separate master plan has also been developed to guide the expected rapid growth of WSU Davis. The WSU Davis master plan was produced in 2001 with the assistance of HFS Architects. Like the WSU Ogden plan, it involved the most senior members of administration in the planning and concept development and remains viable. The new building authorized and funded by the legislature is being built consistent with the Davis campus master plan.

The two master plans complement each other in addressing the growth opportunities and limitations in the physical plant for the foreseeable future.

#### Physical Facilities Development and Improvement

Like all other state institutions of higher learning in Utah, we identify projects for facilities construction, renovation or improvement into two programs, capital development (over \$2.5 million) and capital improvement (under \$2.5 million) and submit them through the State Division of Facilities Construction & Management (DFCM). These projects are then validated with the DFCM facility condition assessment program that is conducted approximately every five years. Each deficiency is described and prioritized in terms of urgency of need, impact, and cost. This information is aggregated and evaluated for all campus facilities to establish an operations and maintenance capital investment program for the next five or more years.

Each year we follow the state mandated process to identify capital development and capital improvement projects. For capital development projects, we submit those projects through the State Board of Regents, the State Building Board, and the state legislature for approval. For capital improvement projects, we submit those projects through DFCM to the State Building Board for approval. The university's development and improvement projects compete with similar projects submitted by state agencies and other institutions of higher education each year.

*2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

#### Instructional and Support Facilities and Equipment

Classrooms, laboratory space, and support facilities on each of the campuses are designed based on assessments from user departments and state guidelines from the Utah Division of Facilities Construction and Management (DFCM) Design Criteria. For the past five years, there has been a focused effort on the part of the university to renovate all classrooms to be "smart" classrooms with full multi-media presentation capability. The university also has campus wide wireless internet connectivity for both the WSU Ogden and WSU Davis campuses. Several open access computer labs have also been established on each campus.

Maintenance and repair requests are managed through a computerized maintenance management system (CMMS). This system allows receipt of work requests either verbally or electronically. The work requirement is entered into the CMMS system and electronically transmitted to the appropriate shop for execution. When the craftspeople have completed work, information relating to costs, time, and status is



automatically recorded in the CMMS and available for reporting and analysis. Since the inception of CMMS in 2002, the backlog of maintenance and repair items has been substantially reduced. The system enables shop managers to maintain better visibility of the work assigned and the current status of those requirements. The department also uses a computerized control system, the Johnson Control Metasys Building Automation system to control and monitor the HVAC systems.

Operation and maintenance at the WSU Davis campus is fully coordinated with the maintenance functions based at WSU Ogden. All WSU Davis work is logged into the same CMMS system, and a dedicated team of technicians performs maintenance with supplemental support from the main work force at WSU Ogden.

Working in cooperation with the DFCM, a comprehensive facilities condition analysis of all major WSU Ogden buildings and infrastructure is maintained. This serves as a valuable tool in formulating requests for capital improvement and capital development funding from the legislature (see Standard 7).

#### Equipment Control

Property Control, a department within the administrative services division has the direct responsibility for inventory and audit of all institutional equipment. The university Policy & Procedures Manual clearly defines the scope and policy for accountability of assets. All items purchased or otherwise acquired are evaluated for life expectancy and acquisition value. When required by policy, equipment is tagged with an inventory number, placed on a master list, and audited on an annual basis.

#### Technological Infrastructure

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

The university's primary information technology support resource is the highly qualified professional staff of the [IT Division](#) in collaboration with the distributed [Campus Technology Coordinators](#). Administrative overhead has been minimized to include the VP, IT Business Office staff, and two directors of the IT departments. Currently the IT Division has stabilized with 49 highly skilled Professional and Classified staff, a loss of six positions after the downturn in 2008 due to national economic changes. In an effort to improve the IT Division's focus on supporting Academic endeavors, the IT Division [restructured](#) its resources into two departments to better support and streamline processes: Enterprise Business Computing and Academic Technologies, Training and Planning. This new structure allows us to offer quality focused services to the university's Academic areas while maintaining the quality business system processes for the University.

A significant IT resource is the improved data network infrastructure including both a highly reliable fiber optic-based Gigabit network among all buildings and 100% wireless connectivity on both the Ogden and Davis campuses. The IT Division was given a \$1 million dollar base funding addition from Administration towards infrastructure replacement costs. In 2010 a 5-year plan to refresh the data network was initiated to replace older copper wiring to CAT6, to refresh the fiber optic backbone with new Single Mode fiber cables to support 10+GigE backbone speeds, and to increase the wireless density in response to the increase in wireless devices showing up on campus. A system-wide disaster recovery plan has been implemented and a test in June 2011 showed we were able to recover services within a few hours.

#### Utilization of IT Resources & Services

Central computing facilities for faculty, staff and students are closely monitored to ensure capacity planning meets expected bandwidth needs. Other centralized resources, including expensive software (e.g., Oracle database) and backend storage requirements are more than adequate to meet with expected demands. In addition, WSU continues to maintain an affiliate membership with the [Internet2 Consortium](#), which provides virtually unlimited high performance computing and networking capabilities to science faculty and students.

Decentralized computing facilities have continued to grow over the past ten years. In 2009 WSU boasted over 200 multimedia equipped classrooms. This number has grown to include 90% of the university's 452 classrooms and class labs among all WSU campuses being equipped with technology ranging from a basic projector and computer connection to a technology enhanced multifunctional layout. Many are heavily scheduled with nearly 35% providing students a computer for in class instruction. A five year plan has been established that will upgrade the university's classroom standard to a hybrid analog/digital model, allowing for new digital technology enhancements to support learning.

General computing labs for students have decreased 31% since 2009 as the university has experienced less demand for [open student computer labs](#) and an increase in the number of personal laptops and mobile devices. We maintain 420 desktops and laptops in 9 locations with a mix of both Apple and Windows computers. The [Stewart Library](#) provides another 84 computers in three ways: a reference area lab, Library Commons, and circulation desk with laptops for checkout. A virtual lab environment allowing students to access required software from anywhere at any time was piloted in 2006 to. In 2011 Weber's Virtual Lab is now available to all enrolled students and employees with access to over 70 software applications. Careful consideration has been made to ensure proper licensure of software made available through Weber's Virtual Lab.

Computing support is provided through a distributed combination of mechanisms. The Support Operations professional staff is comprised of eight individuals and a manager. However, they work cooperatively with dedicated technical support staff hired by the academic colleges to manage support in those areas. All seven colleges have dedicated technical support for their classrooms and/or faculty and staff. Technical workshops in a wide variety of software applications are provided regularly by [Academic Technology Services](#) staff and other professionals across campus. The IT Service Desk is staffed by trained undergraduate students with different training and experience. In addition to staffing the [IT Service Desk](#), these "student techs" also help resolve computer problems for individual faculty and staff through visits to their office and/or [IT Chat](#) services. The response time on any particular problem rarely exceeds 24 hours and a majority of issues are resolved over the phone.

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

Professional technical support staff members in the WSU distributed technology environment provide instruction to faculty and instructors on how to use technology in the classrooms where they teach. Often this instruction is accompanied by instruction on software packages and applications that faculty and students will learn during their course of instruction. [Training Tracker](#) is an online training program

developed to offer, schedule and approve training for faculty and staff in a variety of areas. [Technology training](#) is outlined here based on the needs of campus employees seeking advanced knowledge.

The WSU professional technical staff members, under the group name of [Campus Technology Coordinators \(CTC\)](#), communicate and work collaboratively to ensure we work as a team. The CTC members meet monthly to discuss the latest technology issues, coordinate communications and new software product rollouts, and to identify and collaborate on common technology goals.

A faculty lab is available to all faculty and staff. Windows and Mac computers are available with a variety of software. Services are also available for faculty and staff to scan photos and slides, as well as prepare multimedia materials for their courses, publications, and department websites. The lab provides faculty and staff a place to work with immediate access to designers and support personnel. It also provides access to high-end software that instructors may not be able to have on their own computers. This increases efficiencies and opportunities for development.

When new systems or programs are released to the campus, training is developed and offered to ensure that each individual who is interested in learning the technology can attend training at a convenient time. [Just-In-Time training](#) is being developed to meet the needs of faculty and staff who are unable to attend a session, but who may have limited time to go through training in an online experience.

In 2009 Technology Services began offering educational training sessions to faculty, staff and students at the [Wildcat Tech Expo](#), co-sponsored by [Campus Stores](#). The purpose of the education sessions is to identify trends in technology and provide attendees with the opportunity to learn more about these fast growing trends. In 2011 we offered 56 sessions with 594 attending the two-day event, an increase from the 2009 event attendance of 369 attendees, including community attendees. [Academic Technologies, Training and Planning](#) (ATTP) continue to evaluate educational sessions each year, aiming to improve the training. Having a second day of classes generally meant we were able to educate 225 more people.

ATTP collaborates with the [Developmental math program](#) known as TERM and Chi Tester to provide and support technology equipment that is specifically designed to deliver computerized math courses using eCollege. eCollege is the learning management system that supports the software used for this developmental math program.

#### WSU Online Contributions

[WSU Online](#) offers training for faculty on the use of two learning management systems, Blackboard Vista and Canvas. This training includes face-to-face sessions, online tutorials, online videos and an online orientation. Training is also available for faculty and staff who using Wimba Live Classroom, Camtasia, [Chi Tester](#), clickers, Turnitin.com, and a variety of web 2.0 interactive instructional games. Custom training is also available for faculty or entire departments, by request.

Students were offered a face-to-face orientation to Blackboard Vista. They are also provided online tutorials and demo courses in both Blackboard Vista and [Canvas](#).

WSU Online provides technical support to faculty, staff, students and administrators in their use of online tools. This support is available in person, via phone, email, chat and a ticketing system within Canvas.

WSU Online supports a staff of developers who continue to develop Chi Tester. This system allows Weber State to offer secure testing and provide increased access to distance students. Proctor authorization approval is also supported by WSU Online.

WSU Online instructional design staff members provide course reviews for online and web-enhanced courses. Two professional development programs have also been provided by this group. They include the Master Online Teacher Certification Program (MOTC) and the Adjunct Academy. The MOTC focuses on advanced online teaching tools and pedagogy/best practices in online education. The adjunct academy focuses on instructional design, learning theory and pedagogy.

WSU Online partners with the [Teaching and Learning Forum](#) as well as the [IT Service Desk](#) to provide professional development opportunities and technical support, respectively. WSU Online provides administrative support for three learning management systems, Blackboard Vista, Canvas and eCollege. Blackboard Vista served as the university's primary learning management system for the last nine years. When the discontinuation of support for Blackboard Vista was announced, an RFP process selected [Instructure's Canvas](#) as the replacement learning management system.

*2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

#### Assessment of Resources and Services (5.E.3.)

The university's most important assessment efforts are those that we conduct as part of the ongoing IT Strategic planning process. In 2010 we gathered student, faculty, staff and administrative groups to provide input into the university's five year [IT Strategic Plan](#). These focused groups assisted the IT Division with establishing the most important initiatives where technology could play a key role in the base infrastructure and computing as well as the academic technology needs for the campus.

In 2008 a group named the [Information Technology Advisory Committee](#) (ITAC) was created as a planning and policy advisory council. Composed of a diversified group of academic and administrative technology users appointed by the President, this committee recently adopted a method for evaluating, prioritizing and recommending new IT Projects to President's Council for their review, financial support (where necessary) and final priority approval. Working closely with ITAC, IT Portfolio sponsors and managers, and student government leaders we identify the projects and initiatives of most importance to the University. For example, the move to a new student email system was organized, reviewed and tested by students and [Student Senate](#) members before the final selection of Google Mail.

Technical resource evaluations take place on a regular basis. For example, technical tests are applied periodically to ensure that firewall protection of the university's data network is functioning properly and the safeguards protecting access to sensitive data are in place. Other technical evaluations are used to determine the security of the university's computers from viruses, Trojans, and other vulnerabilities that can compromise secure systems. During peak processing times (e.g., the highest demand dates during registration for any given semester), usage levels and response times are monitored continuously to ensure user access.

Adjustments in system parameters are made as needed to ensure user needs are being met. For example, the [IT Division](#) converted the university's data systems supporting Banner to RedHat Linux. This conversion served to reduce the University's dependency on increasingly expensive systems (Sun Systems) improved response times for running reports during critical business hours, allowing for better availability and expanded system capacity.

An Information Technology Needs Assessment committee was formed in 2011 to work with faculty and identify what types of innovative technology and support are in demand and would support the academic mission. Faculty completed a survey and attended focus group sessions to help us determine where the most critical resources need to be and how we can provide improved support for teaching and learning in the classroom.

*2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

In general, schools, colleges, divisions, and programs are responsible for acquiring information technology resources for their individual units, with several managed and expanded assistance being provided by central IT. Therefore, the university's IT plan focuses primarily on university-wide IT services and issues. IT collaborates closely with CTC members on specialized areas and with common goals and support in mind.

For example, the five-year [IT Division Strategic Plan](#) includes evaluating mobile initiatives and how teaching and learning can be enhanced when mobile technology is integrated academically in the classroom. The supporting infrastructure needs in the classroom are being ramped up to accommodate the increased demand for a growing wireless network.

The continued focus on implementing [Information Technology Infrastructure Library](#) (ITIL) best practices across the IT Division has helped us to speak one common language of IT service management. IT staff strive to assure high levels and quality of service while constantly working to improve the technical base and accountability management. They have exhibited success in maintaining healthy systems and discontinuing obsolete technologies and services in an effort to more closely match the changing needs of the campus community.

From a formal organization and planning perspective, the IT Division works closely with the faculty [Teaching, Learning and Assessment](#) (TLA) Committee and the [Academic Resources and Computing Committee](#) (ARCC) on academic issues and innovative projects, the [Campus Technology Coordinators](#) (CTC) for campus wide computing support and strategic technology plans and the [Information Technology Advisory Committee](#) (ITAC) on prioritizing university computing projects and resources. The [IT Division](#) is an integral and important part of the [Emergency Operations Committee](#) (EOC) providing key technology communication and support during emergency situations. The VP of Information Technology chairs the IT Council, which meets monthly. It includes representatives from ARCC, WSU Online, and the IT Division directors and managers. The VP of IT is a member of the [President's Council](#) and serves as liaison between the various groups.