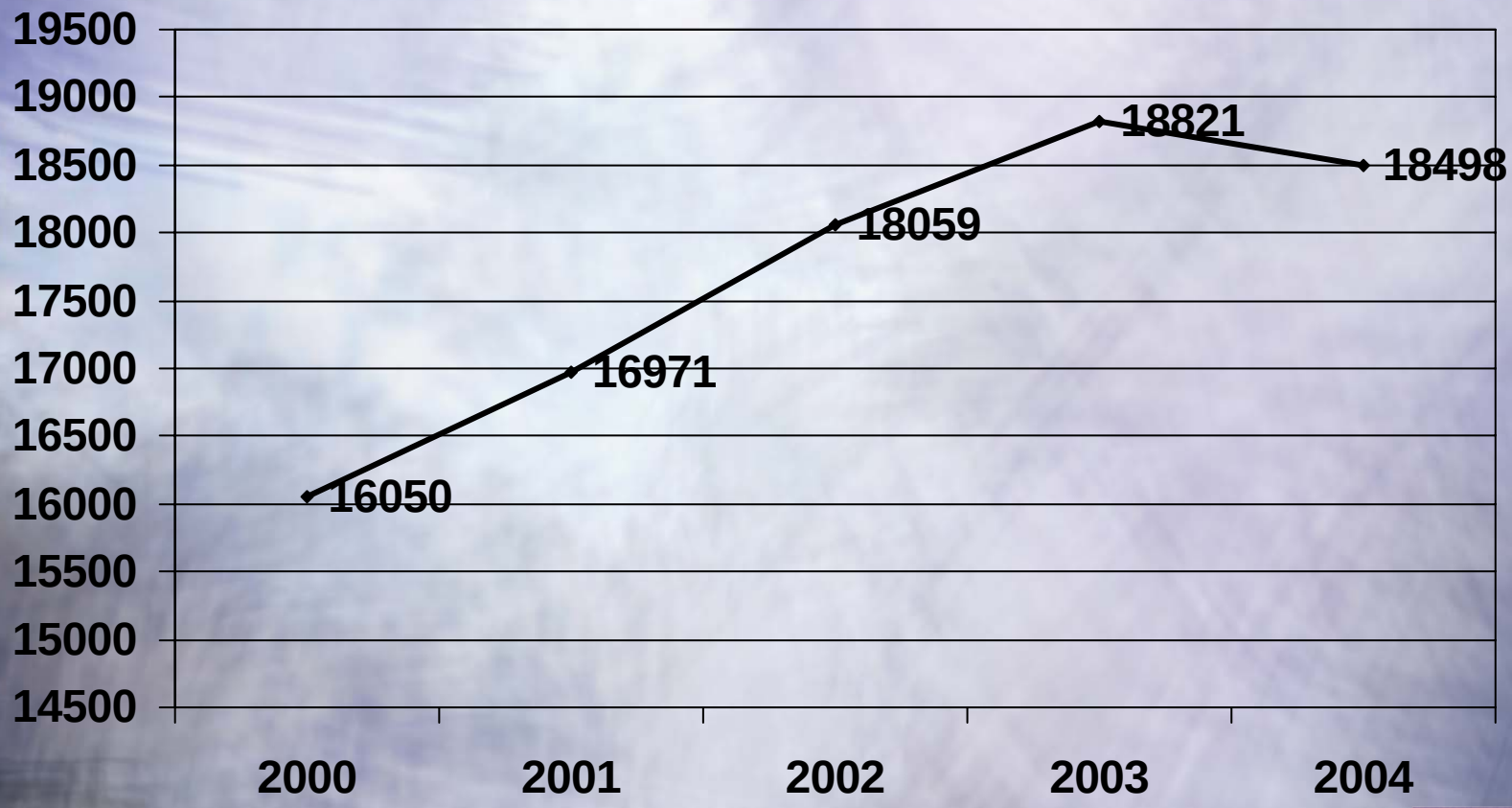
Performance Measures

WSU Planning Council

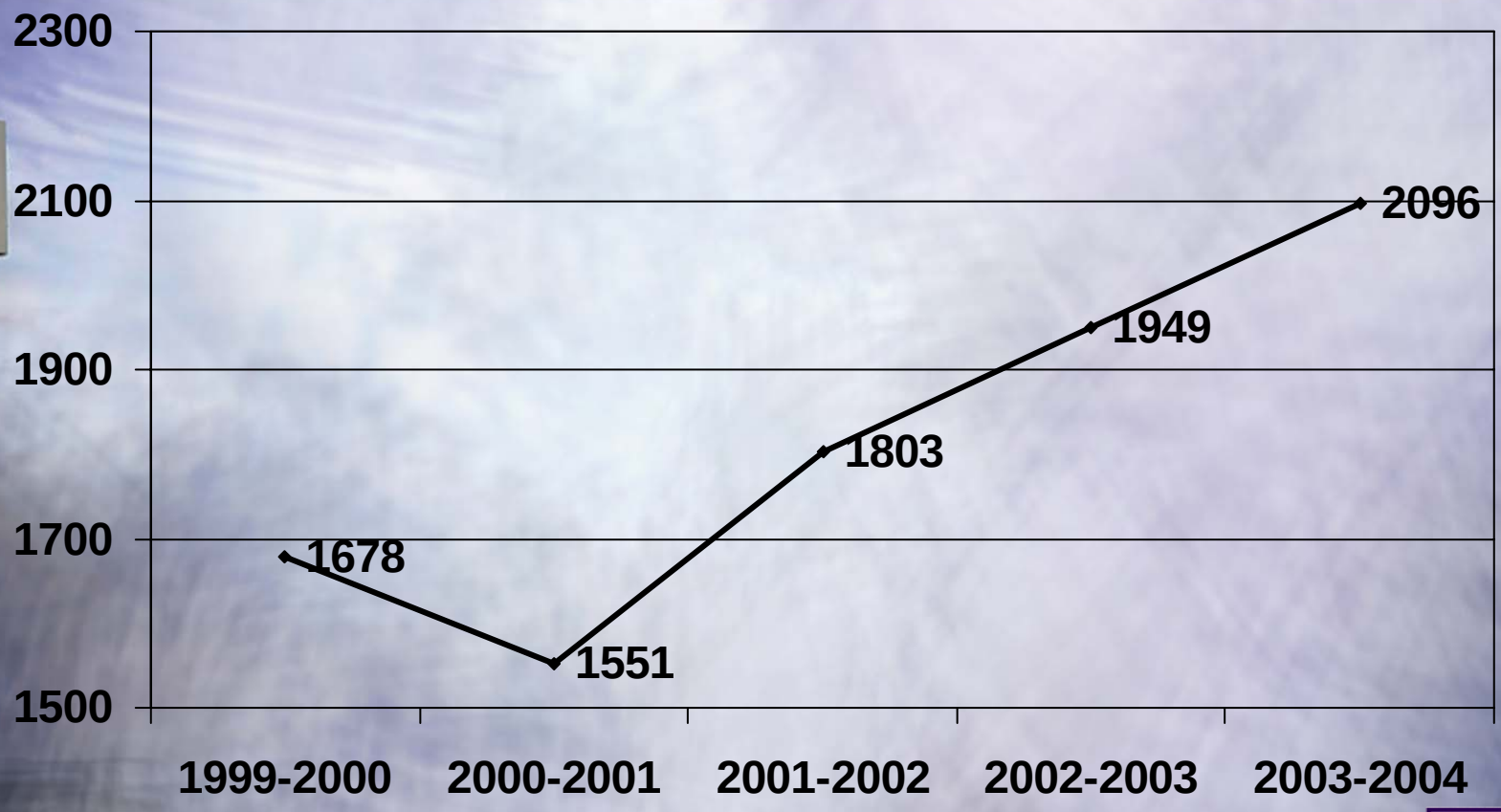
Fall 2005

The data presented here was obtain from the College Board, the Utah System of Higher Education and Weber State University.

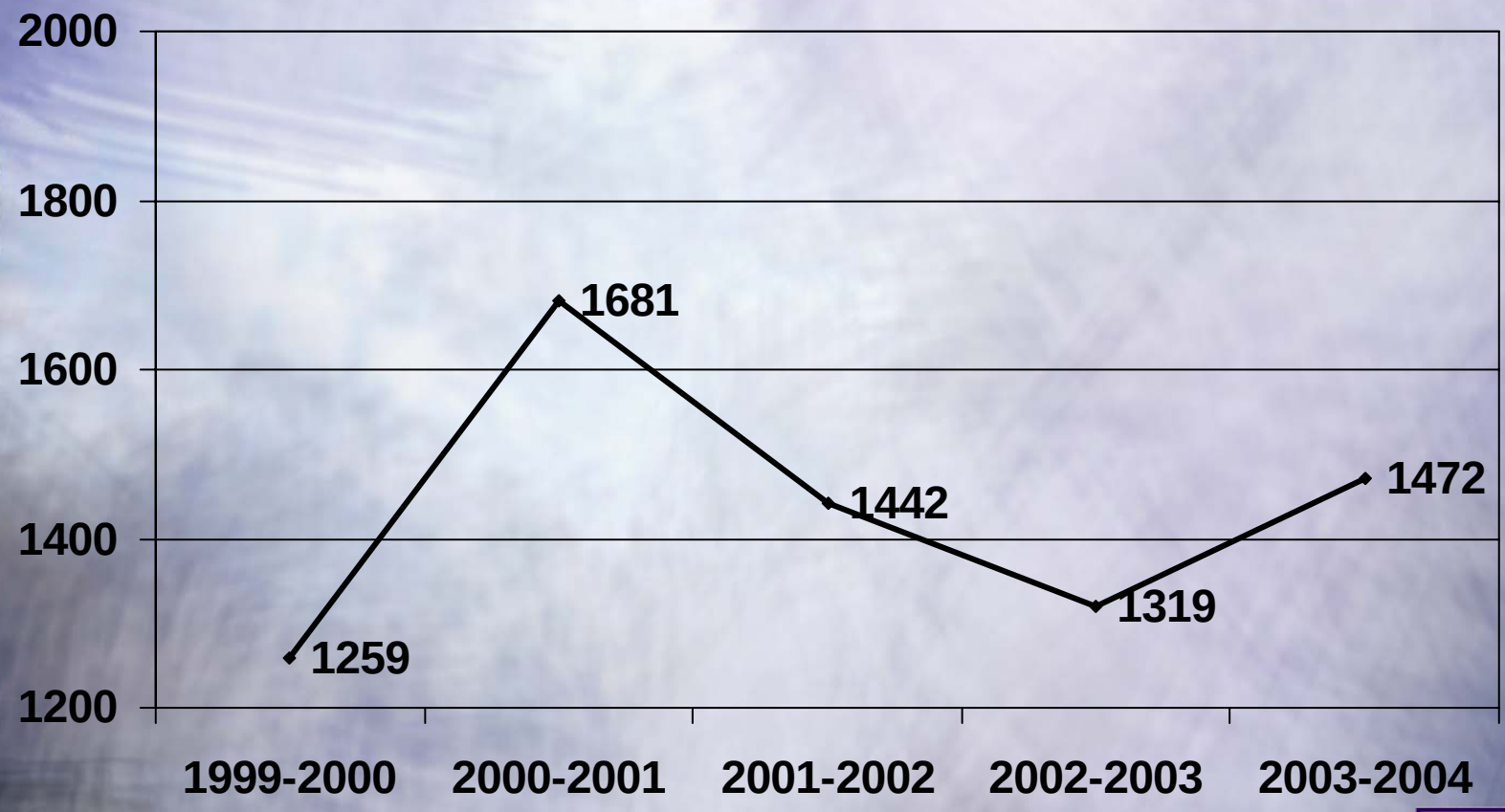
Fall Headcount



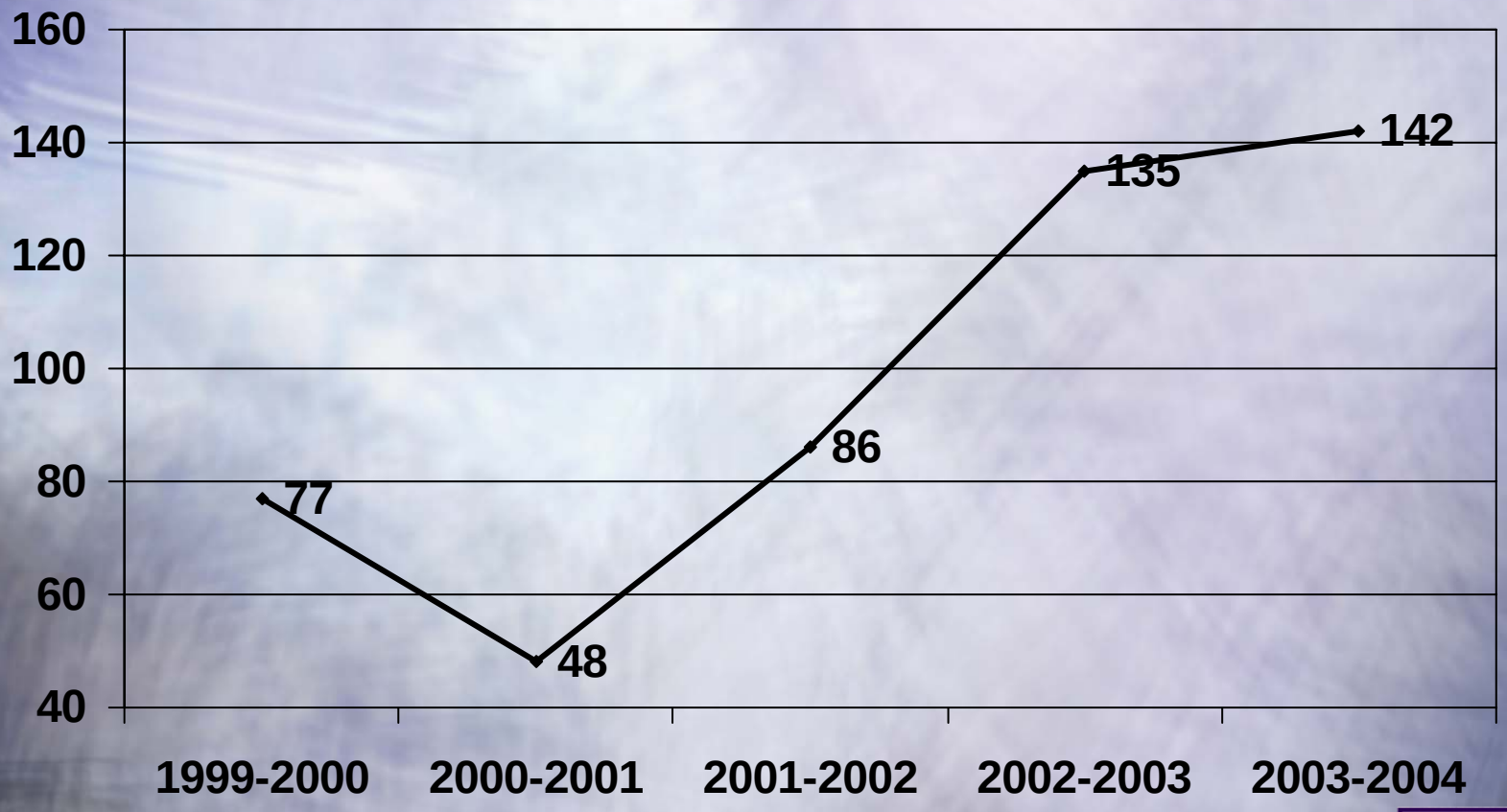
Bachelor Degrees Awarded



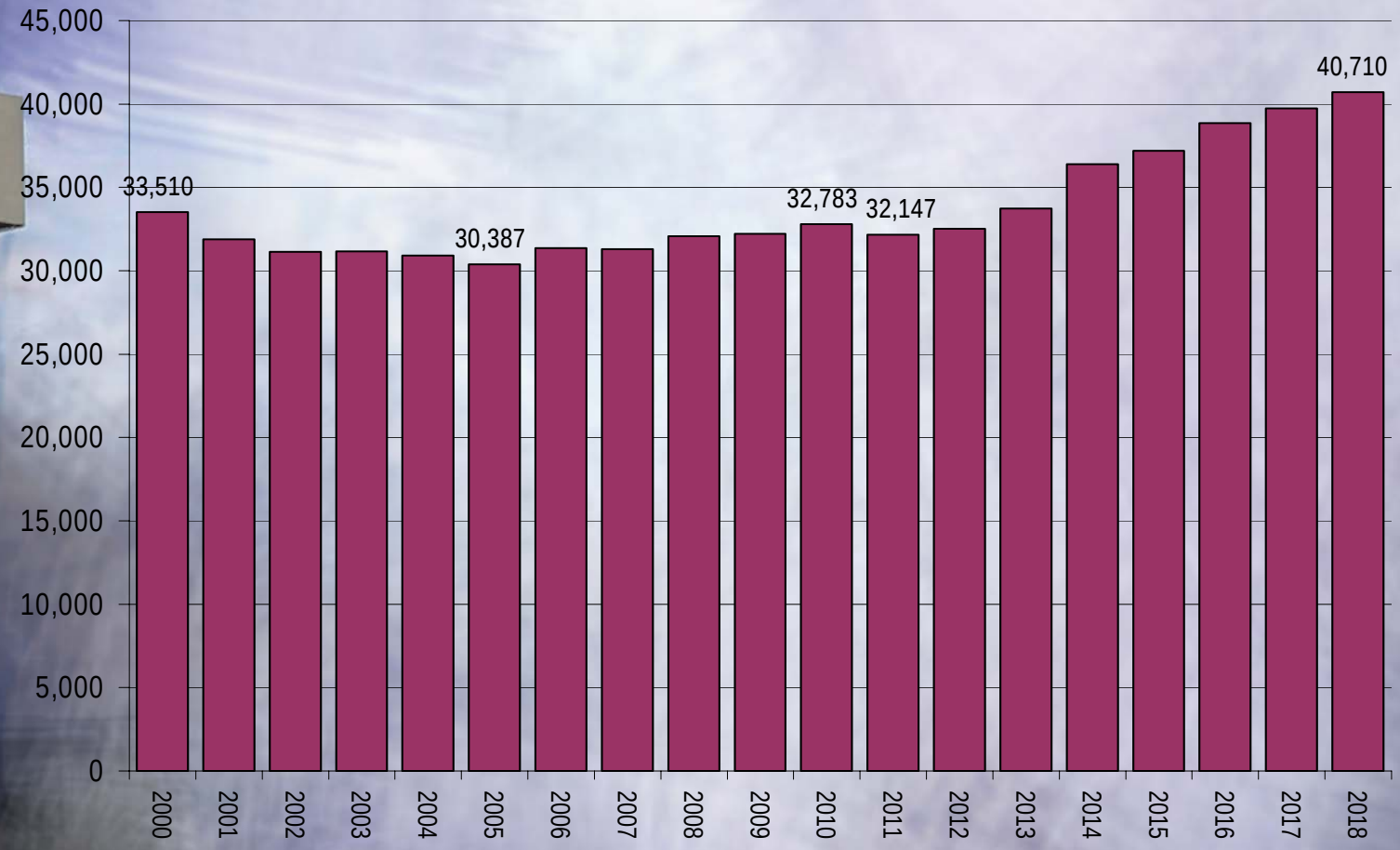
Associate Degrees Awarded



Master Degrees Awarded

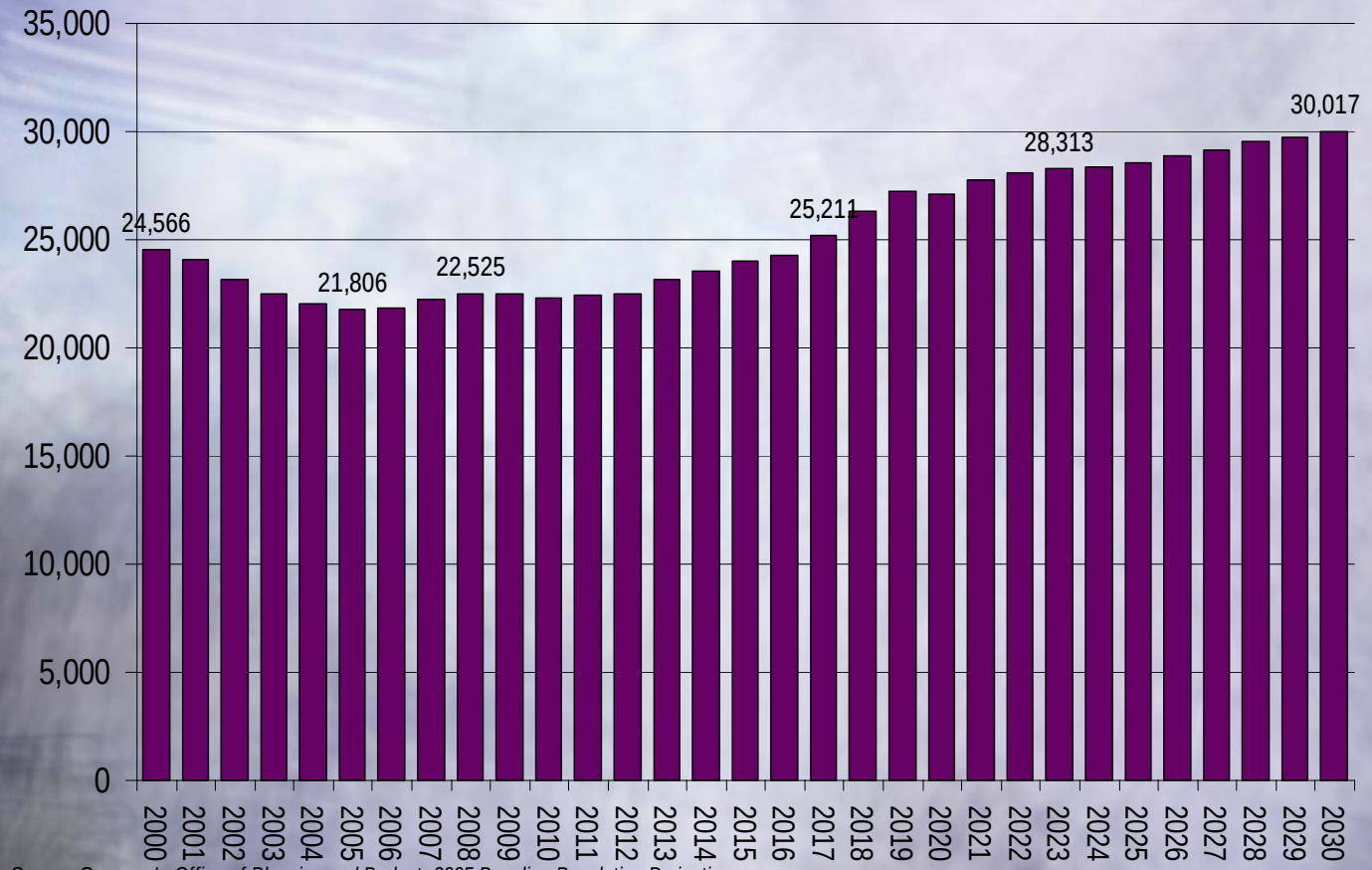


Actual and Projected Utah High School Graduates, 2000 to 2018



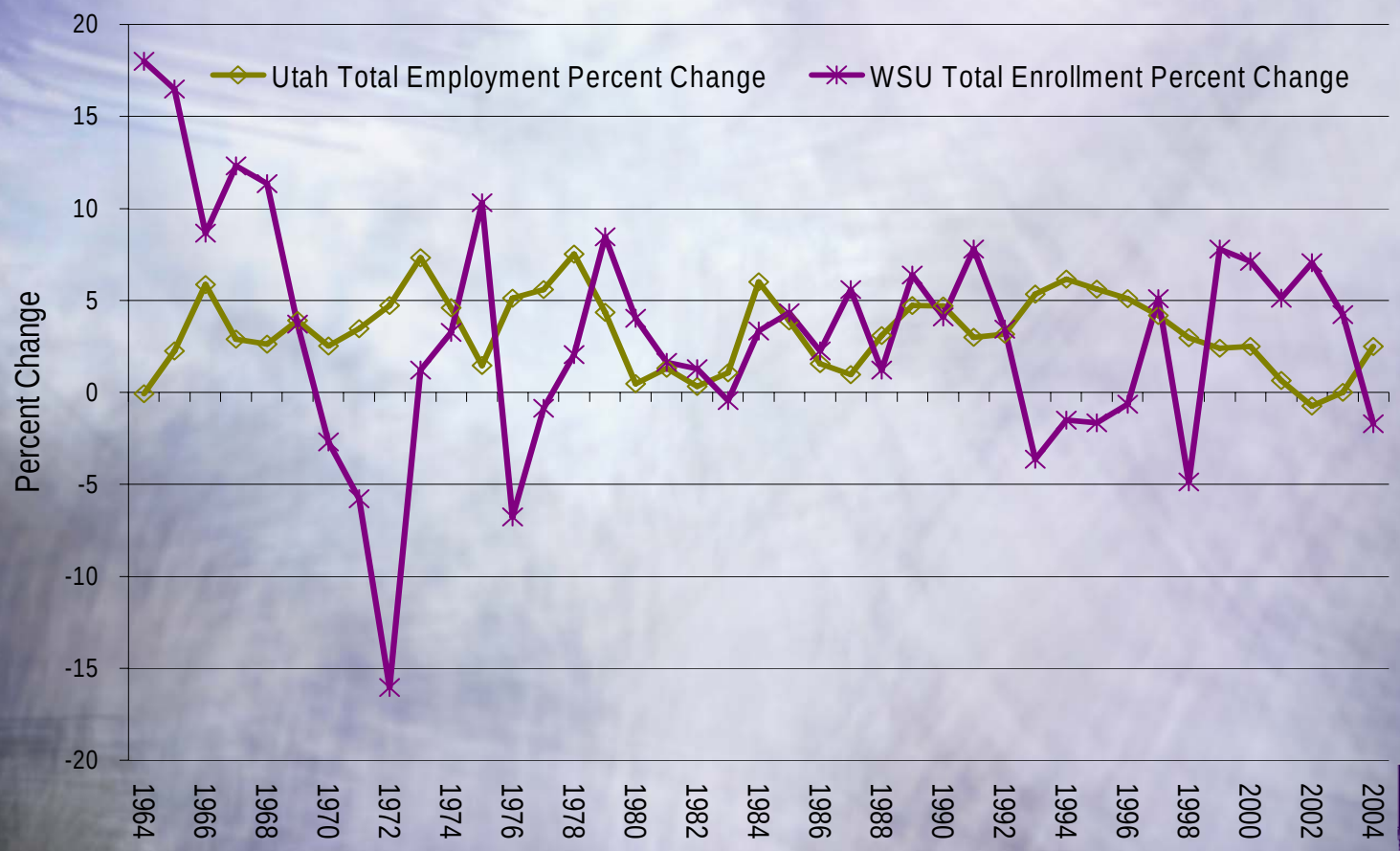
Source: Western Interstate Commission for Higher Education; Policy Indicators for Higher Education: WICHE States

18 Year Old Population
Weber, Davis, and Salt Lake Counties

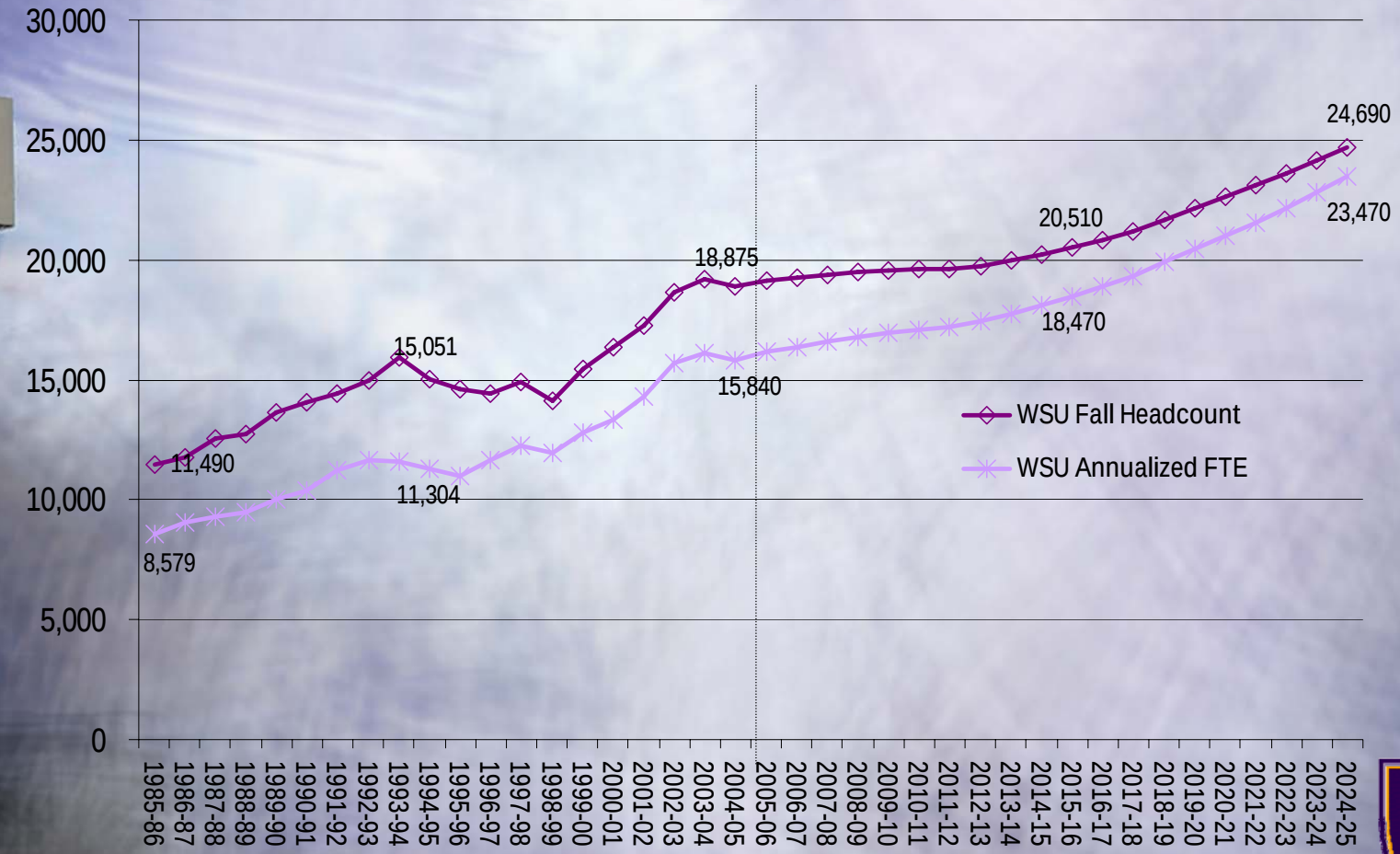


Source: Governor's Office of Planning and Budget, 2005 Baseline Population Projections

40 year comparison: Utah Employment and WSU Enrollment

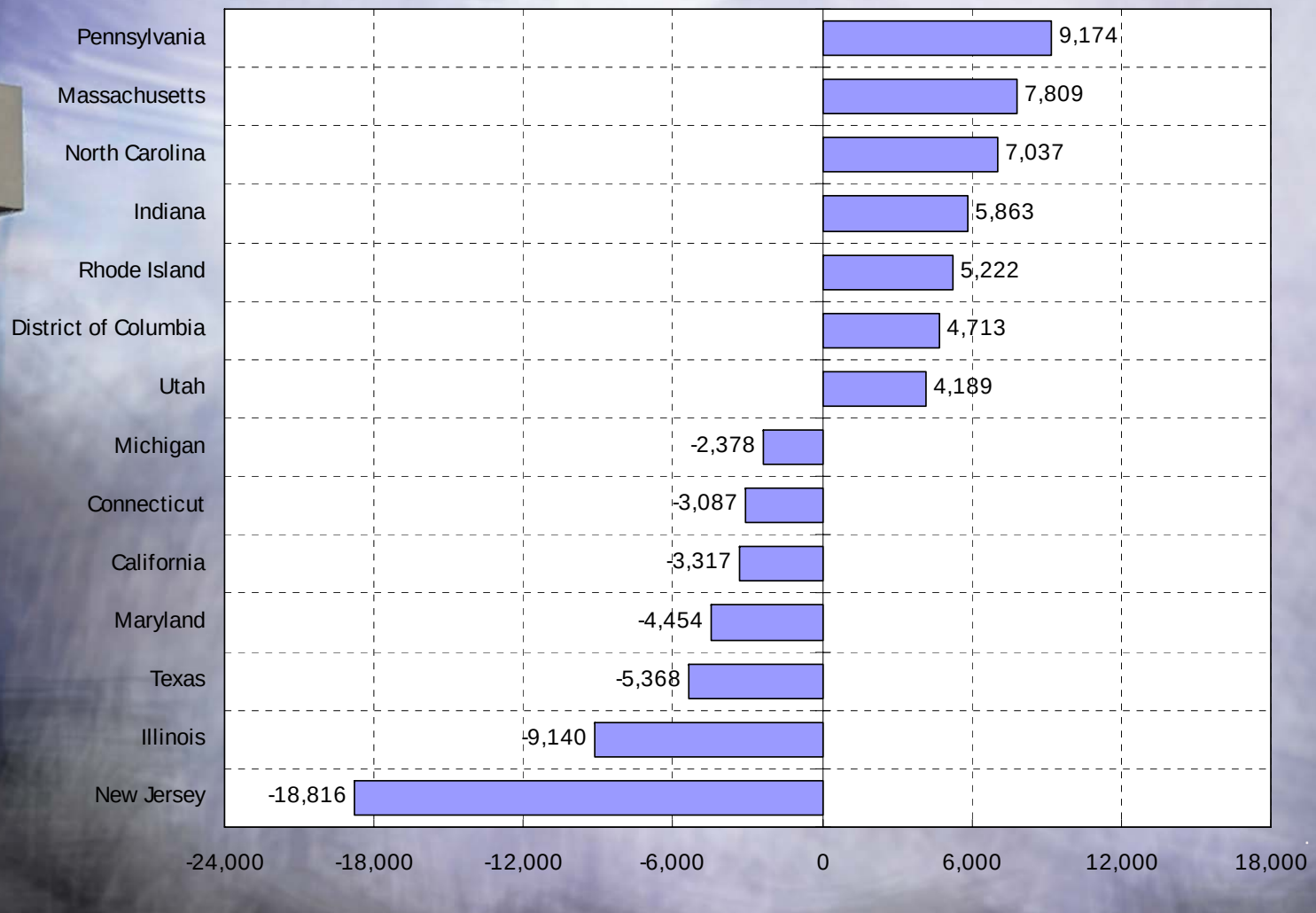


WSU 20 Year Enrollment Growth and Projections

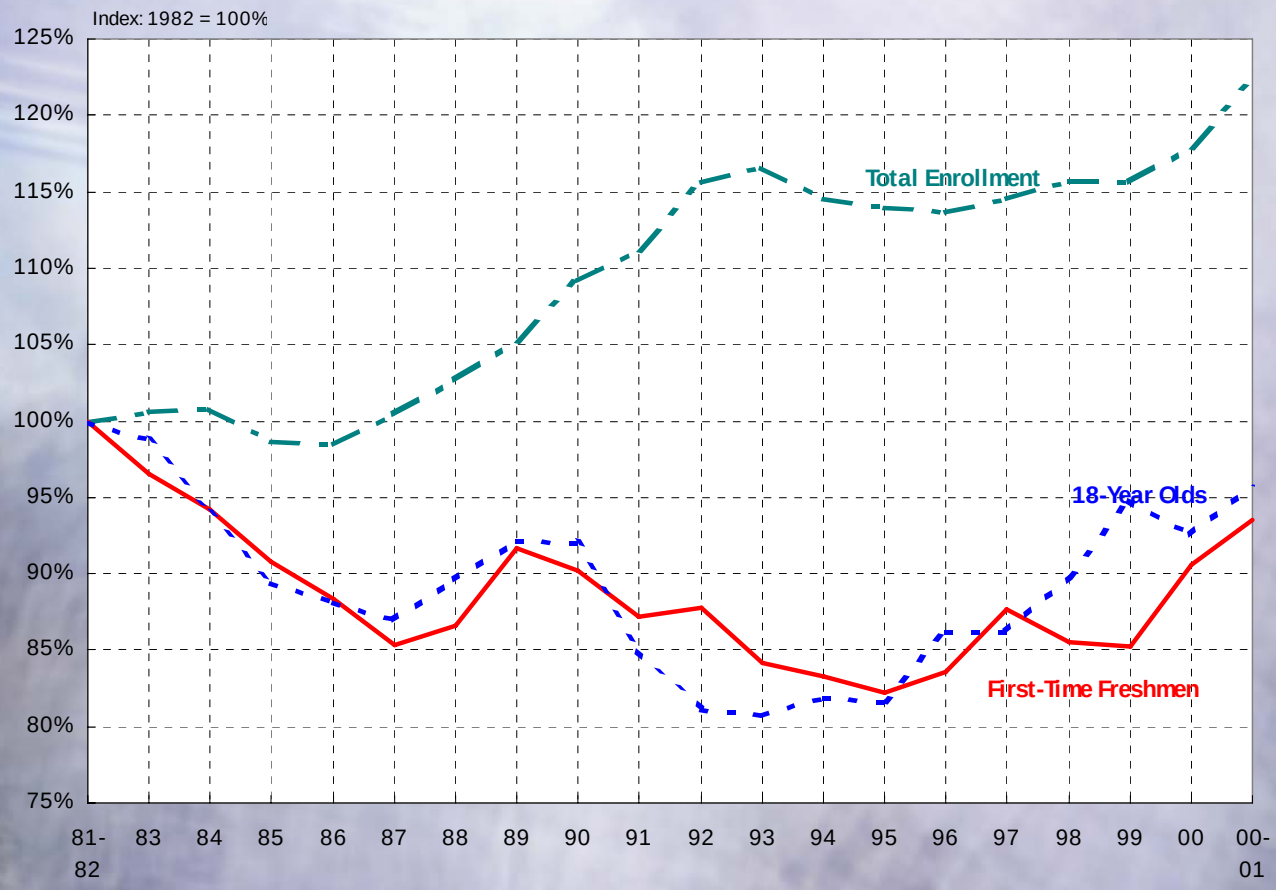


Source: USHE; 2005 Long-term Enrollment Projection Model

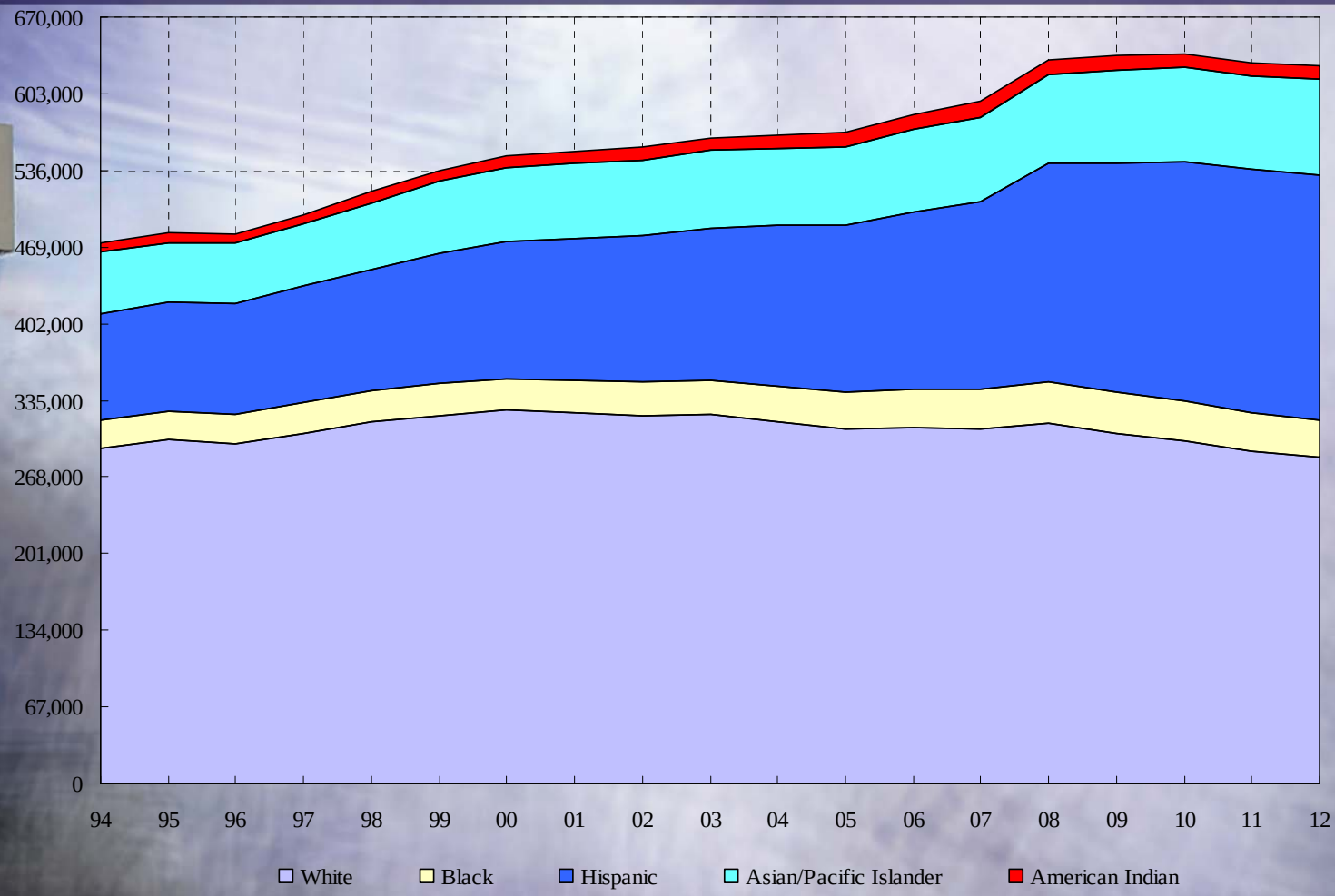
States with Largest Net Migration of Four-Year College Freshmen, Fall 2000



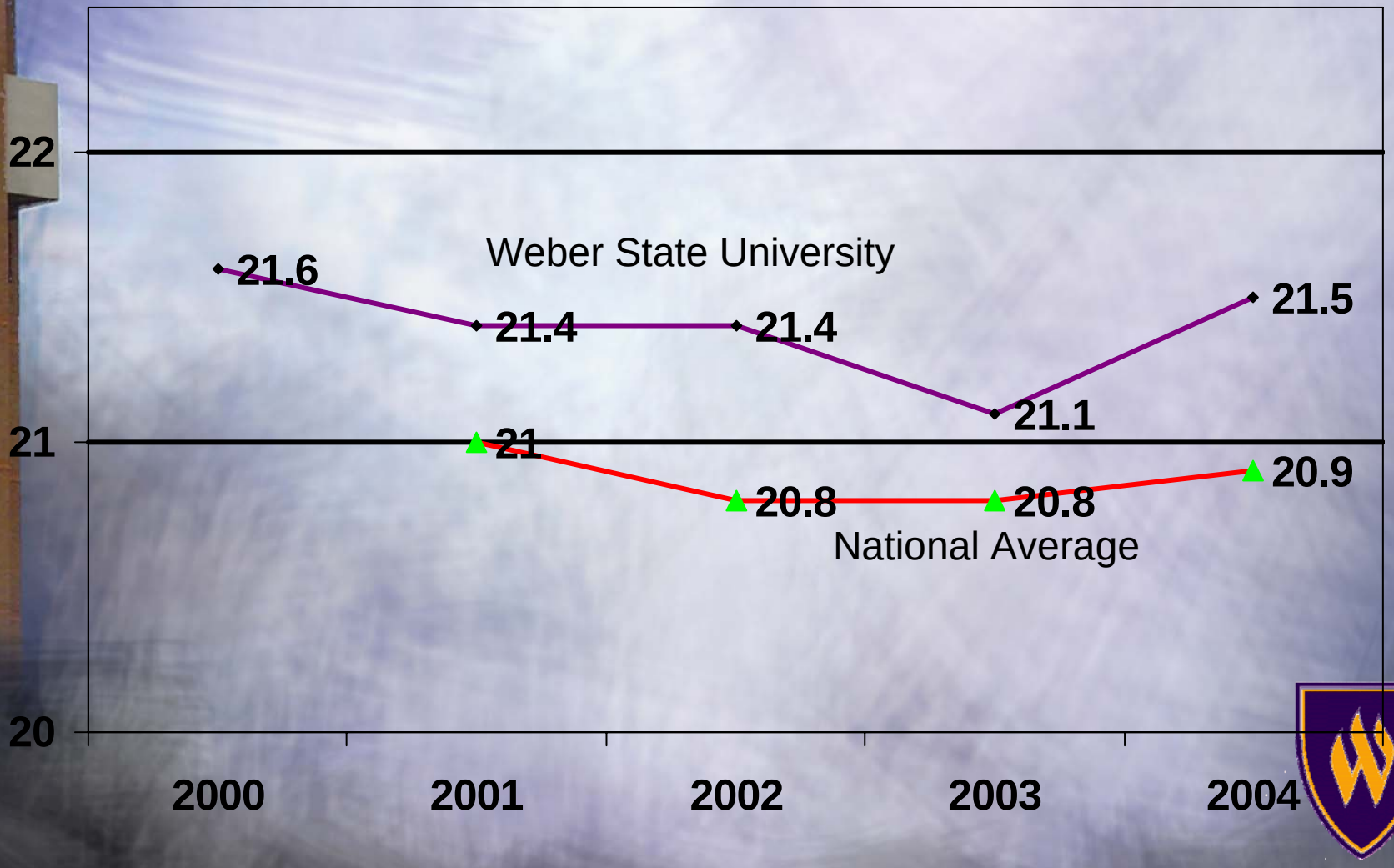
The Impact of Traditional Students on Total College Enrollment



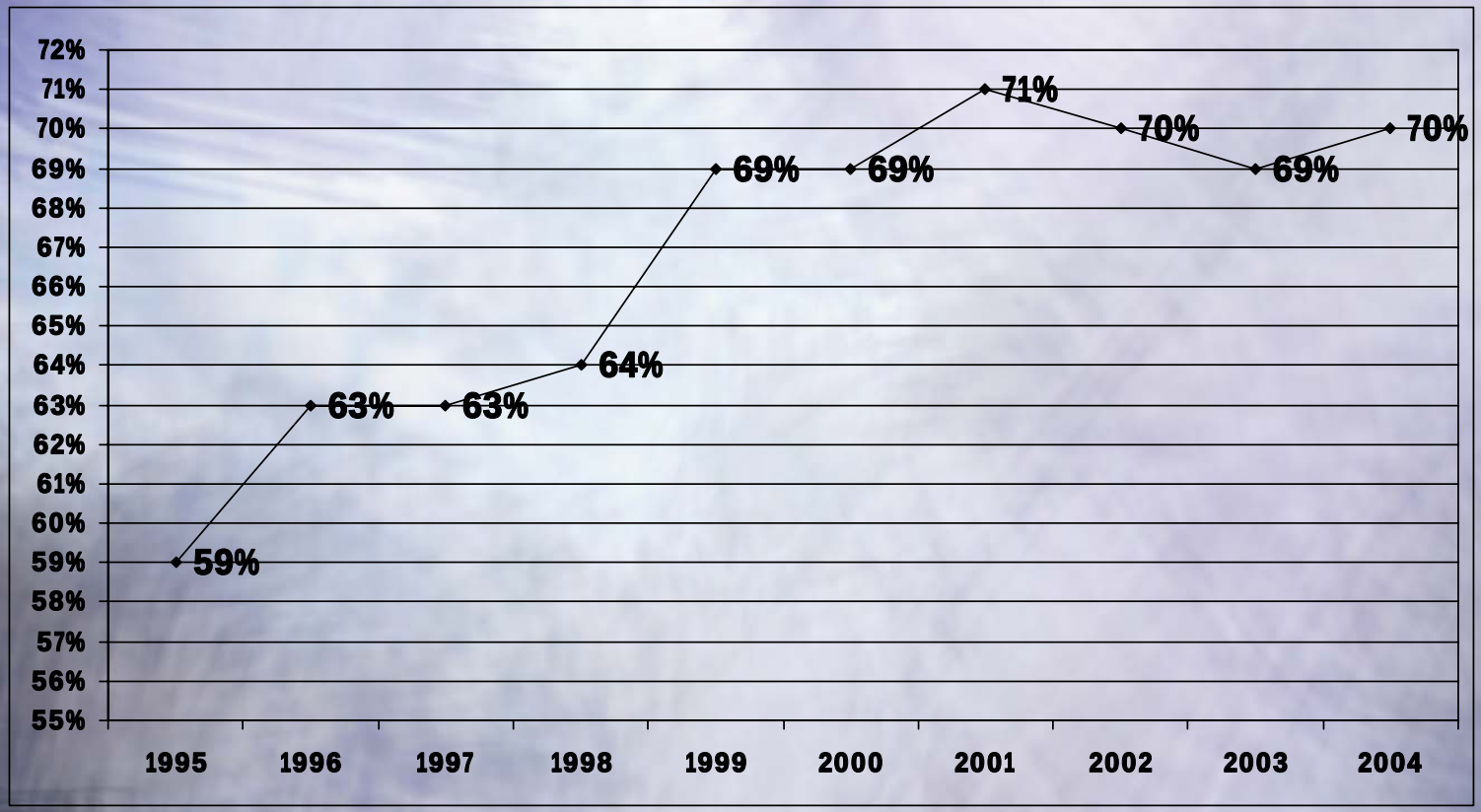
Number of Public High School Graduates, 1993-2012: West



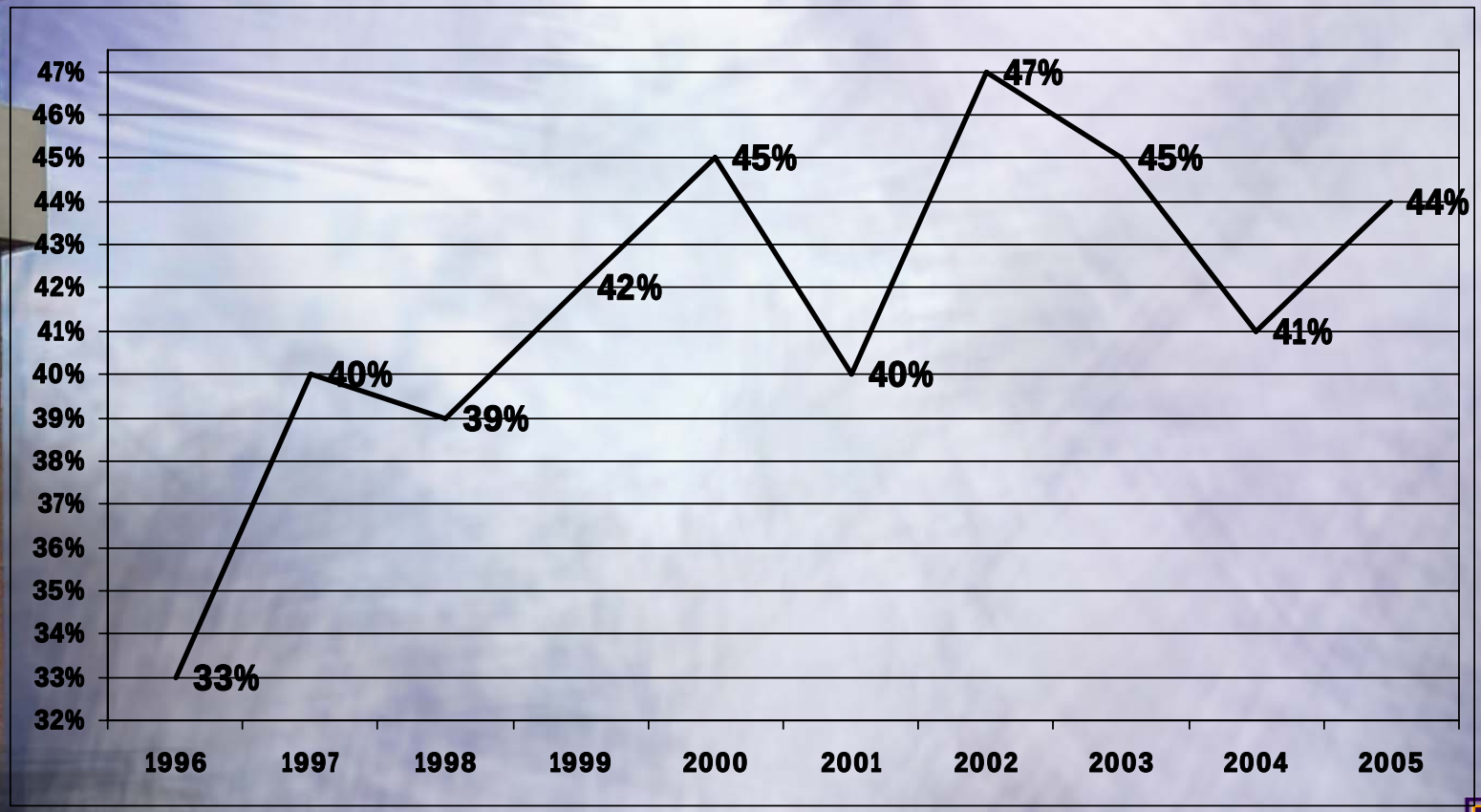
New Freshman Average ACT



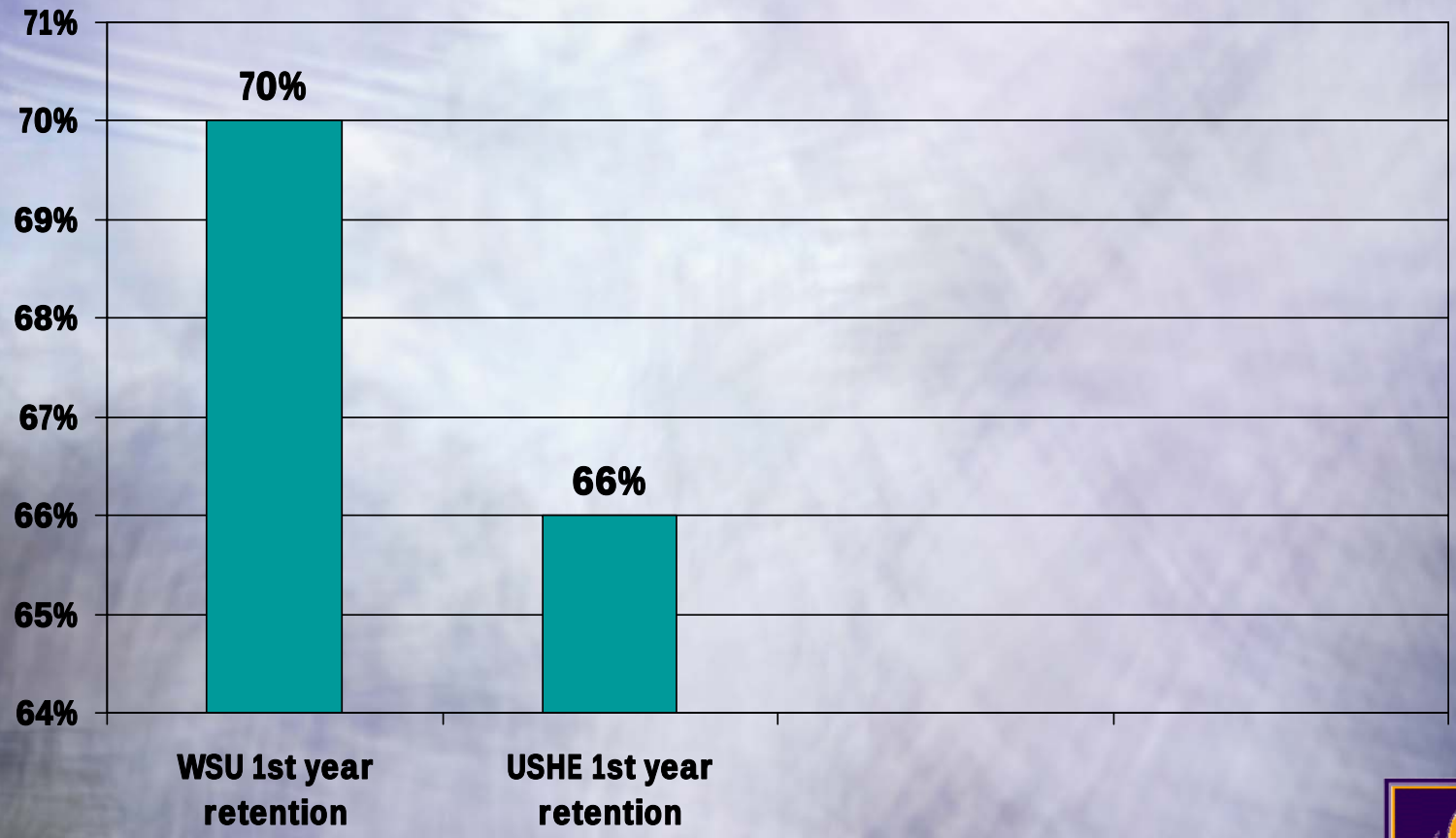
WSU Retention of First-Year Students



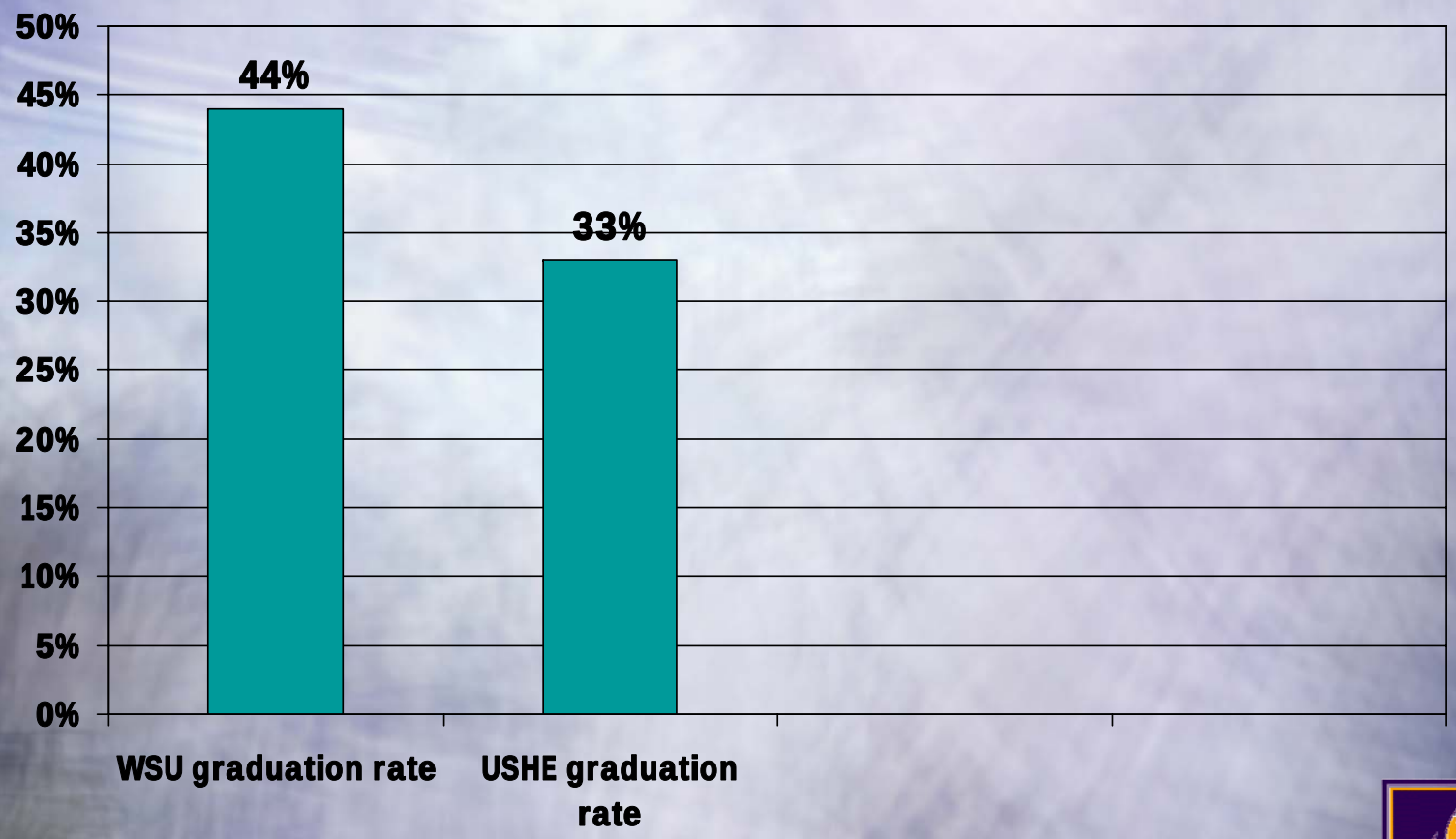
WSU Graduation Rate



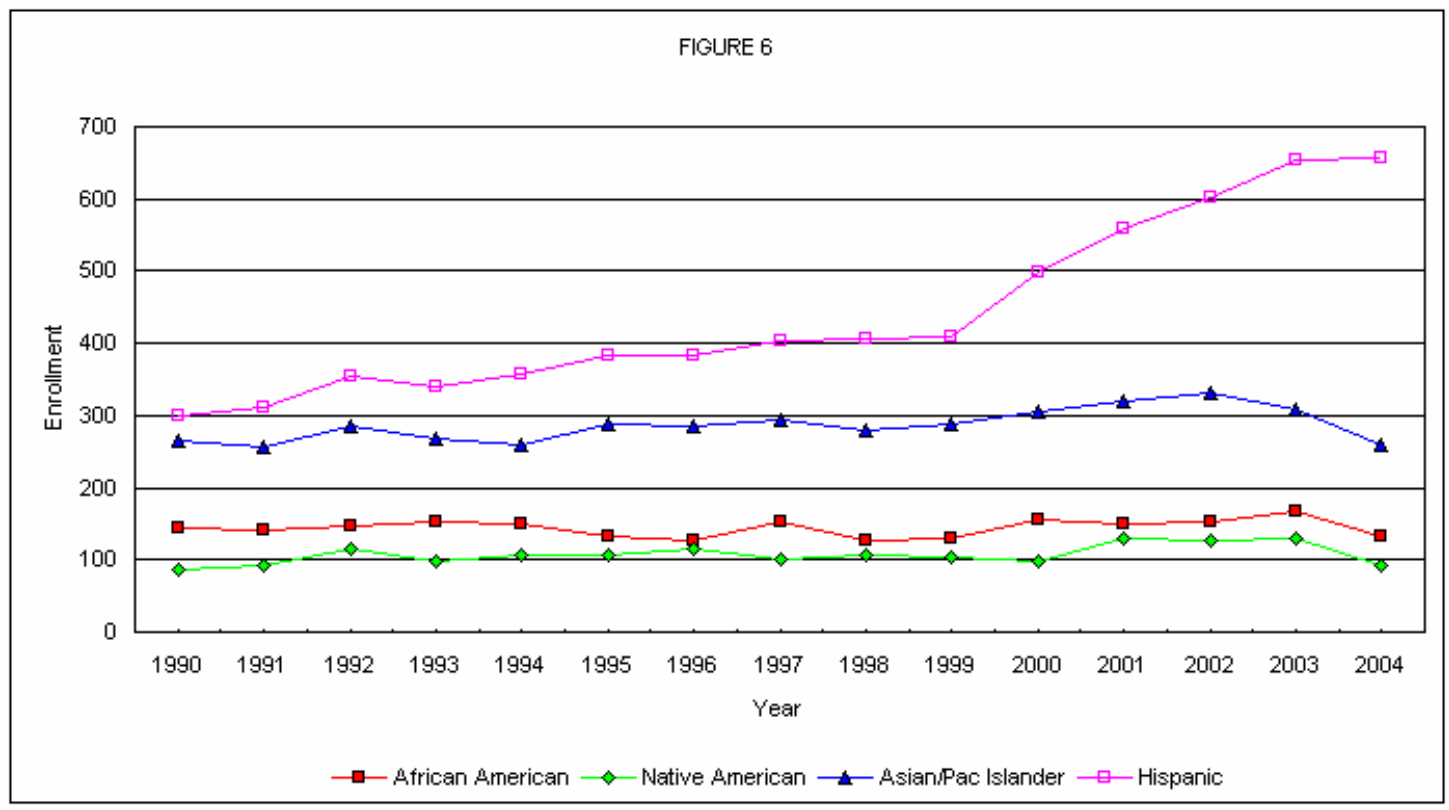
WSU Retention Compared to 4-Year USHE



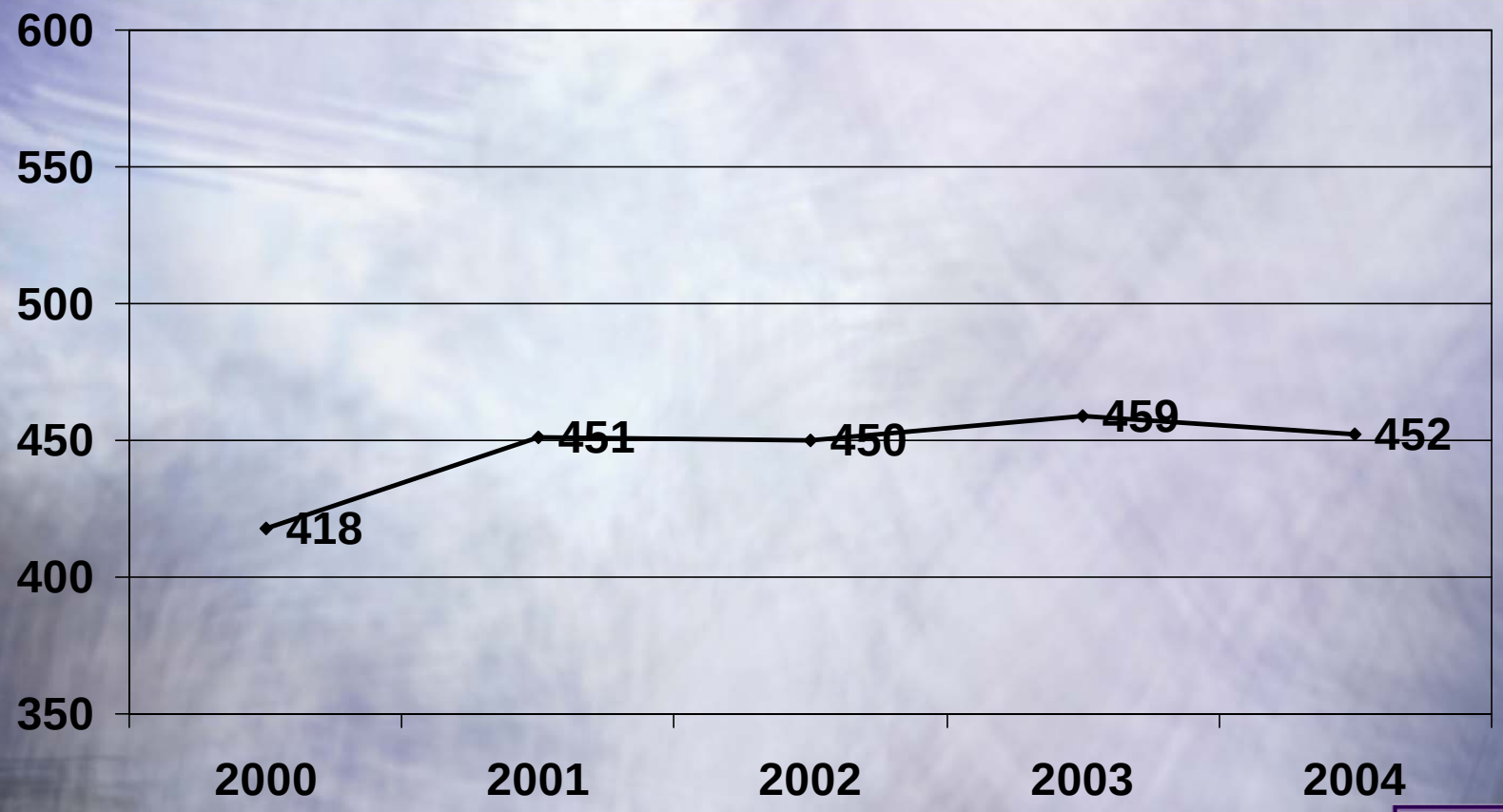
WSU Graduation Rates Compared to 4-Year USHE



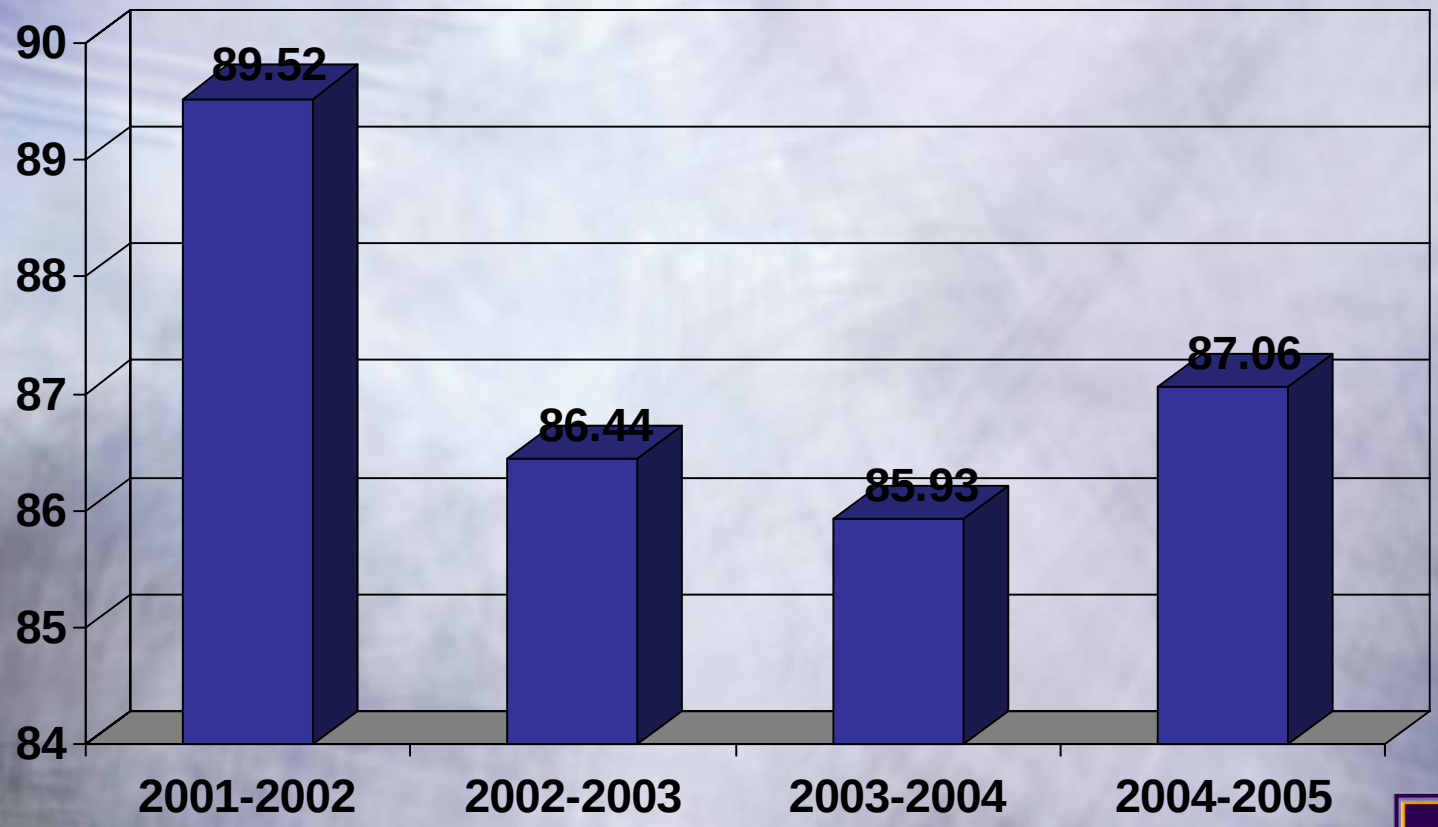
Enrollment by Ethnicity



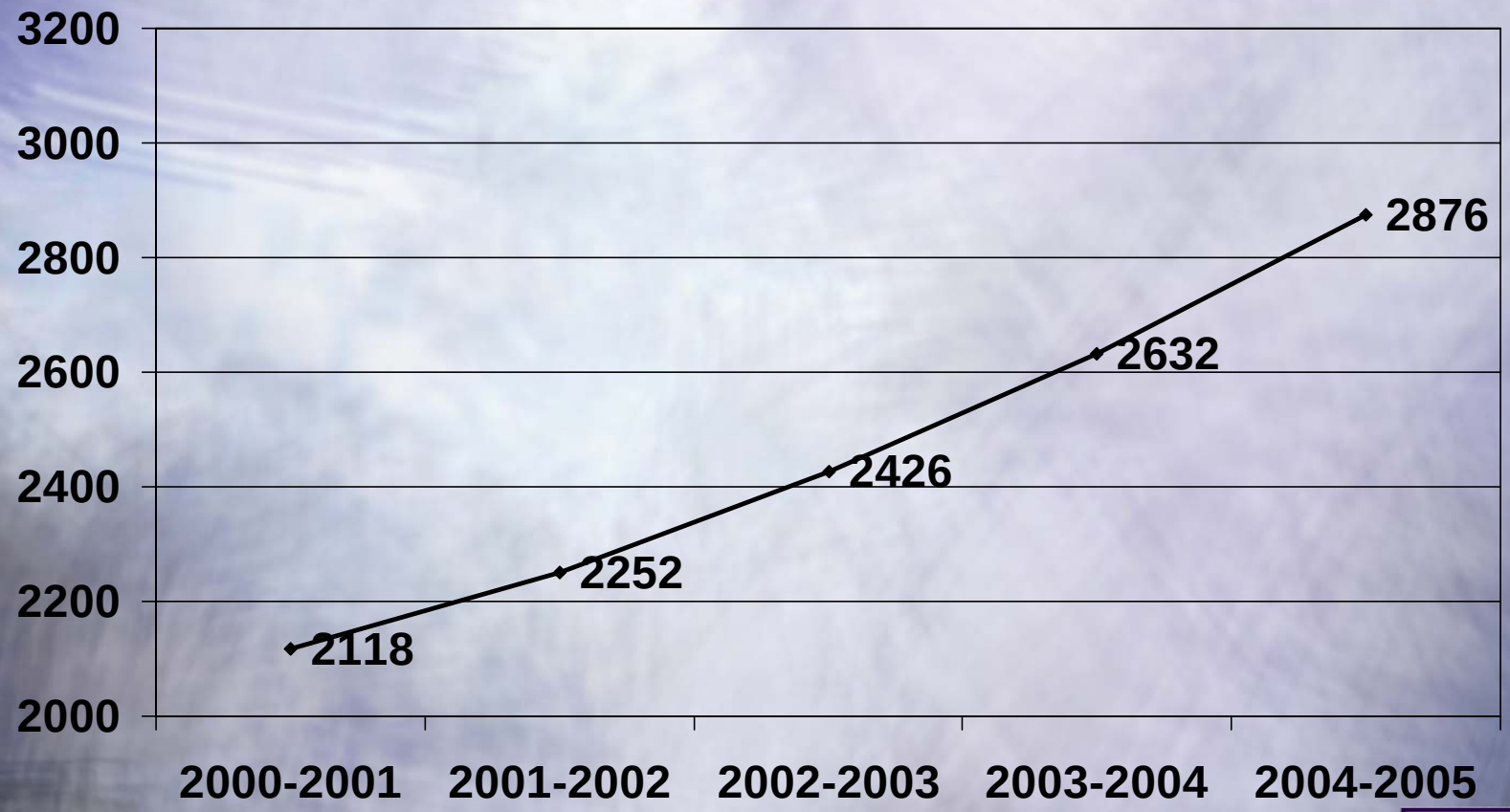
Faculty Headcount (Full-Time)



Weber State University Faculty Salaries Compared to College University Personnel Association National Averages

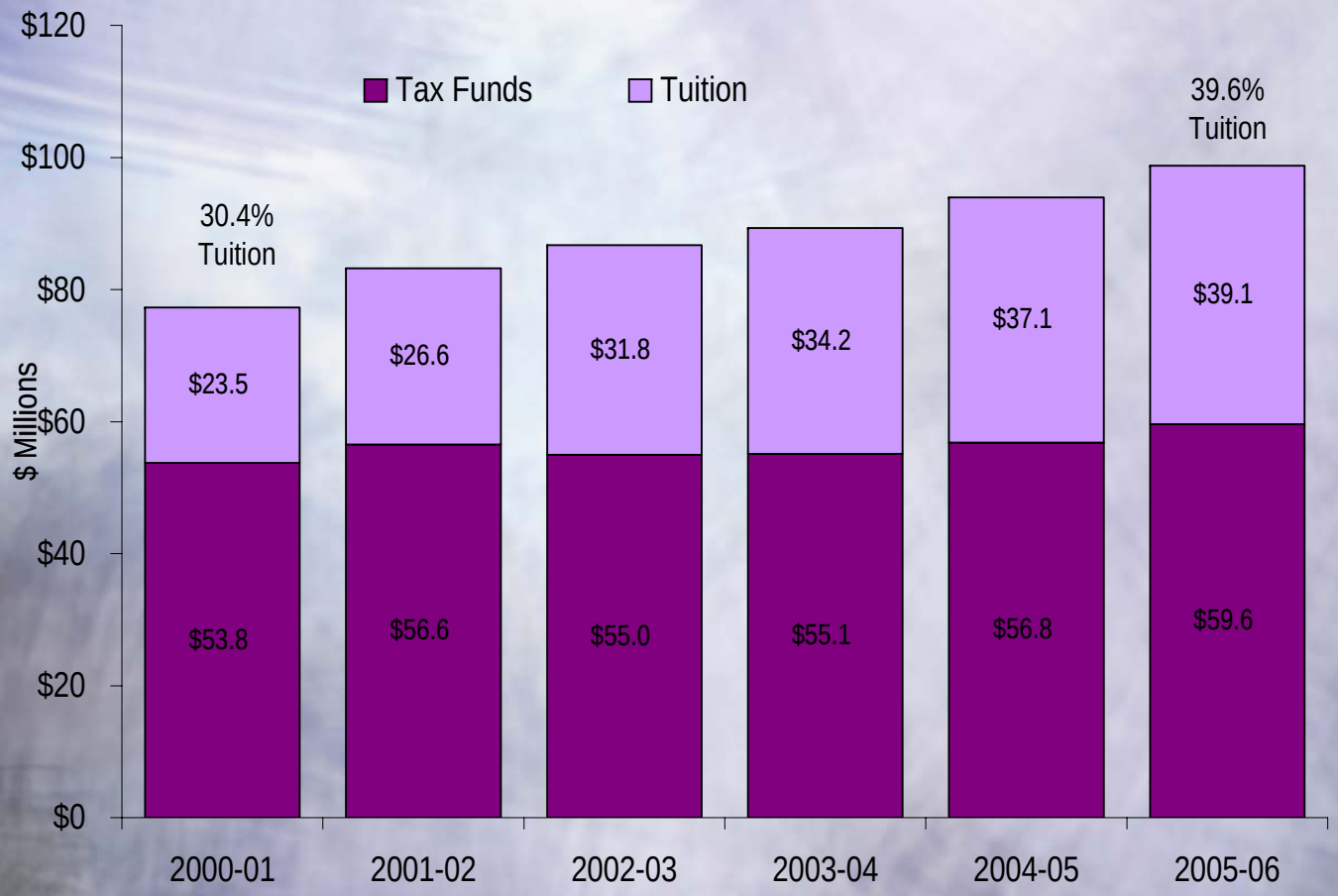


Tuition and Fees Full-Time Undergraduate Resident

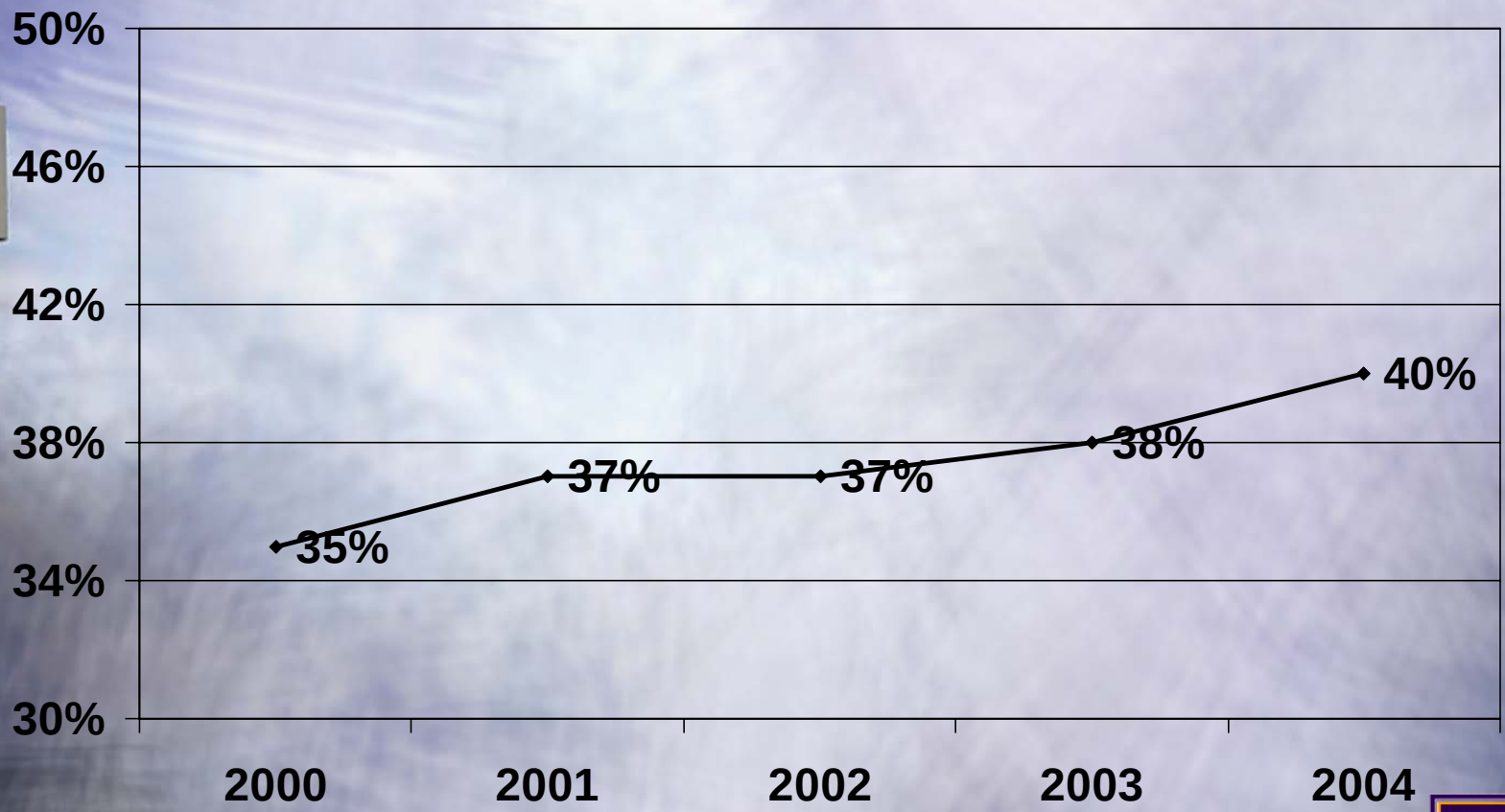


WSU Tax Funds and Tuition, 6-year History

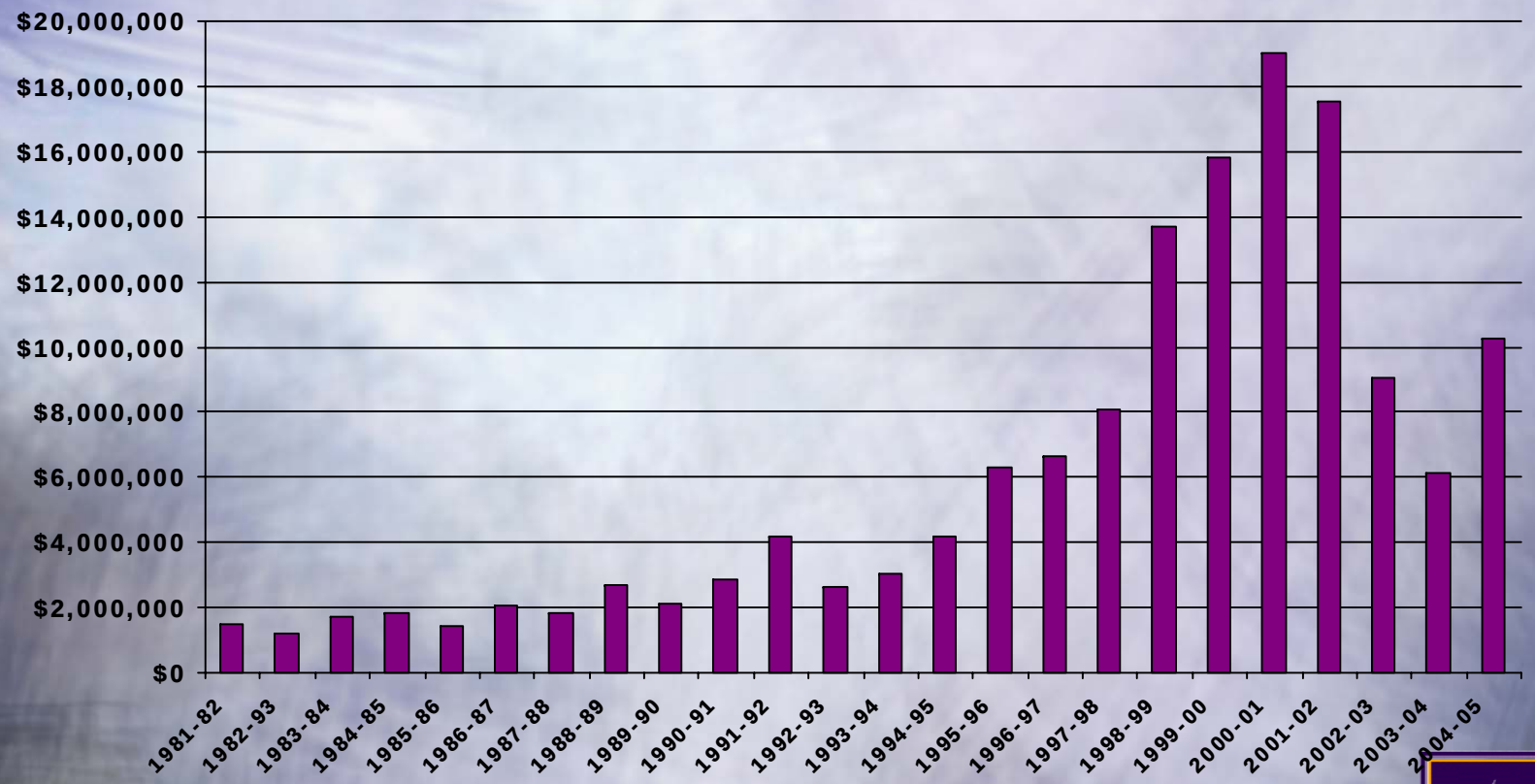
Instructional Line Items Only



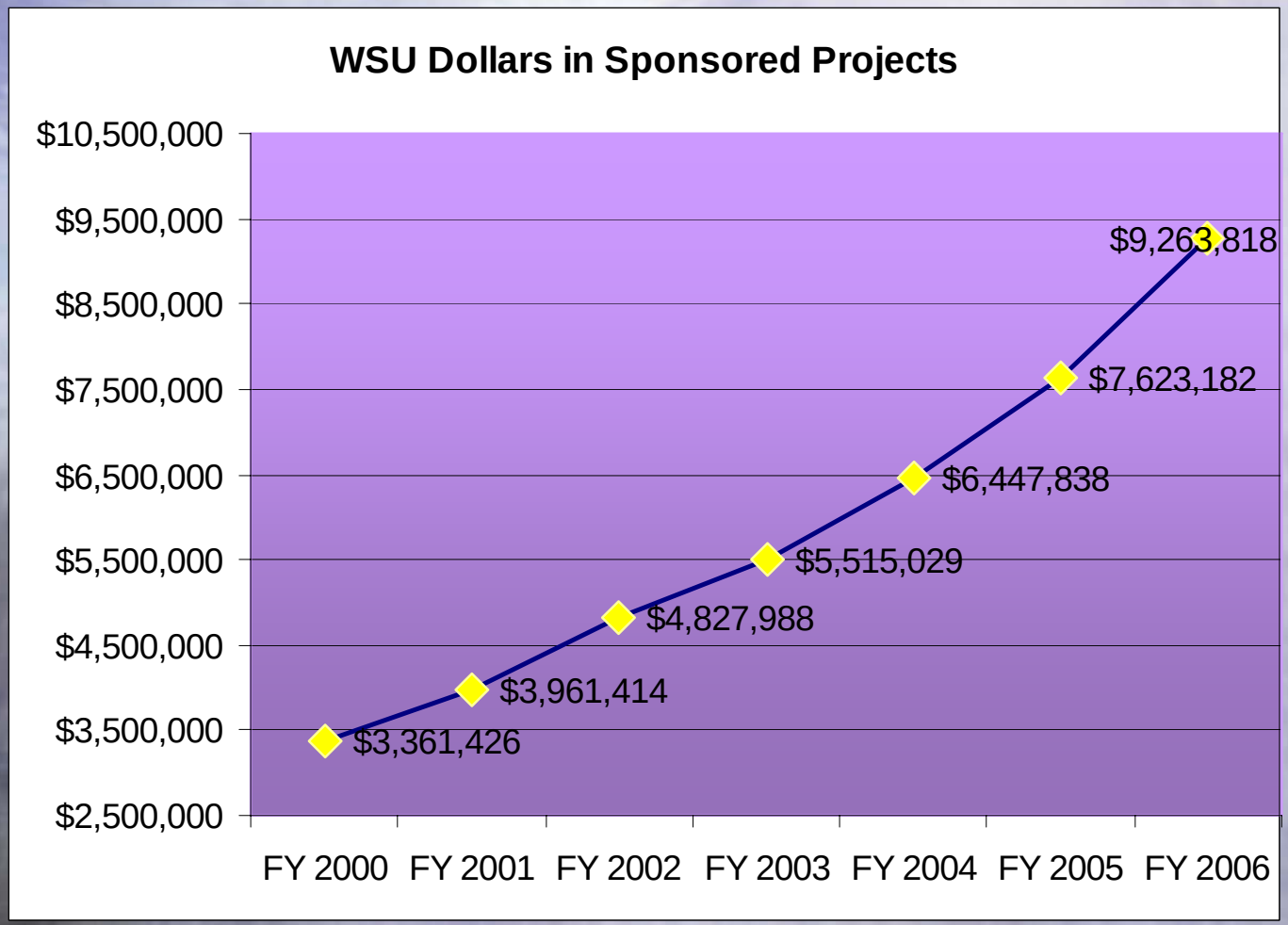
Students Receiving Financial Aid



Total Private Giving to WSU



External Funding: Sponsored Projects



WSU Staff Satisfaction Survey

Staff Satisfaction Survey results:

- *More than 560 employees responded*
- *89% of respondents "proud to work at WSU"*
- *90% of respondents feel they "contribute to student success"*
- *87% of respondents "happy working at WSU"*
- *47% of respondents viewed compensation as "inadequate"*

Faculty Satisfaction with Work

Weber State University Full-time Faculty	Weber State Total	Public 4-yr Colls Total
Aspects of your job notes as very satisfactory or satisfactory:		
Autonomy and independence	92.4	85.0
Professional relationships with other faculty	89.3	78.3
Social relationships with other faculty	77.1	67.3
Competency of colleagues	79.7	76.4
Relationship with administration	70.3	54.6
Overall job satisfaction	84.8	75.4
Opportunity to develop new ideas	81.1	73.1

Sources of Work and Personal Stresses

Weber State University Full-time Faculty	Weber State Total	Public 4-yr Colls Totals
Managing household responsibilities	71.0	73.5
Committee work	62.9	61.6
Institutional procedures and "red tape"	64.1	70.7
Teaching load	76.8	71.3
Lack of personal time	73.7	74.7
Keeping up with information technology	69.1	58.9
Self-imposed high expectations	79.0	79.5

Faculty-- Issues Which Are Institutional Priorities

Weber State University Full-time Faculty	Weber State Totals	Public 4-yr Colls Totals
Issues you believe to be of "high" or "highest" priority at your institution:		
To increase or maintain institutional prestige	49.5	55.9
To hire faculty "stars"	11.5	16.2
To recruit more minority students	31.1	48.4
To enhance the institution's national image	38.5	55.7
To create a diverse multi-cultural campus environment	38.5	51.9
To mentor new faculty	43.9	43.2
To promote gender equity among faculty	53.0	45.7
To provide resources for faculty to engage in community-based teaching or research	42.7	34.2
To create and sustain partnerships with surrounding communities	60.5	49.5
To pursue extramural funding	45.8	52.7
To increase the representation of minorities in the faculty and administration	45.9	47.4
To increase the representation of women in the faculty and administration	50.5	40.6

Faculty's Goals for Undergraduate Students

Weber State University	Weber State Total	Public 4-yr Colls Total
Goals for undergraduates notes as "very important" or "essential":		
Develop ability to think critically	99.5	99.0
Prepare students for employment after college	80.3	76.3
Prepare students for graduate or advanced education	65.0	62.0
Develop moral character	61.3	56.7
Provide for students' emotional development	36.8	34.7
Help students develop personal values	51.1	49.5
Enhance students' self-understanding	58.7	58.6
Instill in students a commitment to community service	39.9	38.1
Prepare students for responsible citizenship	68.3	62.2
Enhance students' knowledge of and appreciation for other racial/ethnic groups	64.1	59.7
Help master knowledge in a discipline	96.4	95.2
Develop creative capacities	72.6	67.9
Instill a basic appreciation of the liberal arts	52.5	56.5
Enhance spiritual development	19.9	16.9
Promote ability to write effectively	91.5	89.3
Facilitate search for meaning/purpose in life	37.4	34.5

Faculty Involvement in Curriculum Activities

Methods you use in "most" or "all" of the courses you teach:	Weber State Total	Public 4-yr Colls Total
Class discussion	83.9	81.2
Community service as part of coursework	8.1	7.7
Cooperative learning (small groups)	52.5	49.1
Essay mid-term and/or final exams	48.2	56.9
Extensive lecturing	55.2	55.8
Grading on a curve	15.7	18.2
Group projects	33.2	35.6
Multiple-choice mid-term and/or final exams	40.2	33.7
Multiple drafts of written work	21.4	27.0
On-line instruction	12.6	15.5
Readings on racial and ethnic issues	13.4	20.8
Readings on women and gender issues	14.3	18.1
Recitals/Demonstrations	22.8	21.5
Reflective writing/journaling	24.1	19.7
Short-answer mid-term and/or final exams	33.2	39.1
Student evaluations of each other's work	18.0	16.8
Student evaluations of their own work	22.0	19.8
Student presentations	47.8	46.4
Student-selected topics for course content	13.9	14.8
Teaching assistants	2.7	5.4
Term/research papers	30.9	35.7

Faculty Use of Student-Centered Instructional and Evaluation Methods

Weber State University Full-time Faculty	Weber State Total	Public 4-yr Colls Total
During the past two years, have you engaged in any of the following activities?		
Taught an honors course	15.6	16.5
Taught an interdisciplinary course	28.6	35.6
Taught an ethnic studies course	8.6	9.3
Taught a women's studies course	6.5	7.2
Team-taught a course	38.7	31.3
Taught a service learning course	18.7	20.4
Worked with undergraduates on a research project	62.9	63.6
Placed or collected assignments on the Internet	71.9	67.9
Taught a course exclusively on the Internet	37.9	13.7
Participated in a faculty development program	70.9	67.4
Advised student groups involved in service/volunteer work	51.0	44.6
Collaborated with the local community in research/teaching	47.9	49.8
Developed a new course	70.7	66.2
Conducted research or writing focused on:		
International/global issues	22.3	25.3
Racial or ethnic minorities	12.8	19.0
Women and gender issues	12.3	18.2
Taught a first-year seminar	17.7	18.4

WSU 2005 NSSE

- Overall response rate for WSU 39%

WSU 2005 NSSE Respondents

Hours spent working off-campus

	First Year	Senior
16-20 hrs/wk	8%	14%
21-25 hrs/wk	8%	12%
26-50 hrs/wk	10%	7%
More than 30 hrs/wk	31%	22%

WSU 2005 NSSE Respondents Seniors

RACE/ETHNICITY	
Native American	1%
Asian/Pacific Island	1%
African American	2%
Caucasian	87%
Mexican American	1%
Hispanic	1%
Other	2%
No Response	6%
	100%
International	4%

WSU 2005 NSSE
Positive Relative to Peers

- Examinations challenged students to do best work (F, S)
- Participated in activities to enhance spirituality (F, S)
- Worked on problem sets taking more than one hour (S)
- Quality of relationship with faculty (S)
- Amount of time studying (S)
- Received support needed to succeed academically (S)
- Acquired work-related knowledge (S)
- Satisfaction with entire educational experience (S)
- Would attend WSU again (S)
- Commuting (lower) (F, S)

WSU 2005 NSSE
Negative Relative to Peers

- Made a class presentation (F)
- Worked with other students during class (F)
- Worked with students outside class (F, S)
- Tutored other students (F, S)
- Used the Internet (or other electronic medium) (S)
- Used email to communicate with the faculty (F, S)
- Discussed assignments with instructor (F)
- Discussed ideas with faculty outside class (F)
- Received prompt feedback on assignments (F)
- Worked with faculty on non-course activities (F)
- Had conversations with diverse students (F, S)
- Synthesized ideas (F)

WSU 2005 NSSE
Negative Relative to Peers

- Wrote a paper of 20 pages or more (S)
- Wrote papers of 5 to 17 pages (F)
- Attended cultural event (F)
- Participated in a learning community (F)
- Did foreign language coursework (F, S)
- Pursued independent study (S)
- Capstone experience (S)
- Quality of relationship with other students (F)
- Worked for pay on-campus (lower) (S)
- Worked for pay off-campus (higher) (F, S)
- Co-curricular activities (F)
- Partying/watching TV (higher) (F, S)
- Contact with diverse students (F)

WSU 2005 NSSE
Negative Relative to Peers

- WSU helped cope with non-academic demands (F)
- Social support (F)
- Campus events (F)
- Speaking effectively (F)
- Thinking critically (F)
- Using information technology (F)
- Working effectively with others (F)
- Voting (F)
- Understanding yourself (F)
- Understanding people of different backgrounds (F)
- Solving complex problems (F)
- Developing values (F)
- Contributing to the community (F)