



Office of the Provost

Michael B. Vaughan

TEL 801.626.6006

FAX 801.626.7922

mvaughan@weber.edu

This report outlines the key activities which occupied the attention of the Division of Academic Affairs during the 2004–05 year. In part these efforts included: preparing for and responding to the Northwest Accreditation review, implementing recommendations to foster student success, assessing student learning outcomes, offering programs in multiple locations through multiple delivery methods, enhancing the educational infrastructure, fostering student engagement through undergraduate research and other methods, enhancing revenue through gifts and sponsored projects, and creating an environment of inclusion. This report details these activities within the framework of the five over-arching goals for Weber State University.

## **GOAL #1--OFFER AN OUTSTANDING, LEARNER-CENTER EDUCATIONAL EXPERIENCE IN A MULTI-CAMPUS ENVIRONMENT**

### **NORTHWEST ACCREDITATION**

One of the more important endorsements of the learning environment is accreditation. The Northwest Accreditation Commission reviewed Weber State University in 2004-05. The accreditation review was an overwhelming success. The successful outcome reflects the deep commitment of our faculty and staff to a learner-centered educational experience. The report included formal commendations in four areas. The campus community was praised for a remarkably strong and coherent sense of mission; for providing enhanced educational opportunities through successful fund raising efforts; for facilities planning, maintenance, and construction; and for greatly improved access to library resources and services. In light of the 1994 report which cited numerous concerns about our library, the team's commendation of the Stewart Library is especially gratifying.

The report contained two formal recommendations. The first recommendation concerned our general education program. The Northwest Commission recommended that we "regularly and systematically assess the general education curriculum, and document that assessment activities lead to improvement." The second formal recommendation of the report was that, "improvement be made in the mentoring of part-time faculty, as well as in expanding their professional development opportunities."

After receiving the report, faculty groups worked throughout the remainder of the 2004-05 academic year to expedite progress in these areas. This work will continue during the 2005-06 year under the direction of the new Associate Provost for Academic Programs, Jim Hutchins.

## ASSESSING STUDENT LEARNING

The aforementioned review by the Northwest Commission expressed concerns about the assessment of our general education program. It is notable that the Northwest Commission did not express similar concerns regarding the assessment of the academic majors. In part, this reflects ongoing assessment activities within the academic programs. The following summary of assessment was derived from the annual reports of the academic colleges.

- Many programs in the College of Applied Science and Technologies have added senior projects or Capstone experience to the curriculum. Senior projects that are required in the CET, CMT, DGET, EET, MET, MfET, and Telecommunications programs, and the senior projects in these disciplines are now starting to be used as an assessment tool to provide an overview of what the students have learned in their respective disciplines.
- The College of Arts and Humanities uses a variety of assessment methods. English students in education, technical writing, and creative writing prepare portfolios of their work. Foreign language students participate in a senior assessment in which they prepare portfolios that include evidence of their oral proficiency. All music majors and minors participate in a Performance Evaluation (Jury) each semester until degree completion. They must also perform in a student convocation (multi-student recital) each term. Theatre students have annual juries and participate in a junior seminar to guide their senior year studies. Dance requires that students create and/or perform a senior project for the B.A. Art students for the BFA undergo portfolio review which includes their mounting an exhibition that is judged by faculty.
- Dumke College has a long-standing tradition of assessment. All programs in the Dumke College conduct extensive assessment procedures and use the results for changes and improvements.
- All programs within the College of Social and Behavioral Science have completed an assessment plan. Four programs (Anthropology, Criminal Justice, Masters of Criminal Justice, and Sociology) completed their assessment results for 2004-2005.
- Assessment activities within the seven academic departments of the College of Science are focused on evaluating the effectiveness of their programs in preparing students for immediate employment, or entrance into graduate or professional programs. Results of assessment efforts have resulted in modifications or revisions to several programs.
- All programs in the Moyes College of Education have assessment processes in place. During 2004-05 work was done to align assessment efforts with accreditation standards, to ensure that assessments are performance or outcome based, and to develop or improve databases for storing, manipulating, and displaying the data collected. The Teacher Education Department has spearheaded the development of an assessment plan, and the gathering of data, that extends into all program areas that have a hand in the preparation of teachers. Family Studies outcomes were assessed based on student prepared portfolios which documented student accomplishments in each of the National Council on Family

Relations substance areas, the end-of-program questionnaire, and an examination of enrollment. Four outcome measures were implemented this year to determine the progress of students majoring in Early Childhood and Early Childhood Education.

- With its scheduled AACSB International Maintenance Review in 2007-2008, the Goddard School of Business and Economics will refine its mechanisms for collecting assessment data to measure student learning in the different degree programs. By the end of Spring 2006, processes changes will be recommend and instructional changes based on assessment data will be implemented in order to be consistent with the AACSB-recommended 2007 assessment cycle.

Many of the annual reports prepared by the academic colleges mention they have been less successful at trying to apply the same standards of reviewing performance for the general education component of our college. As the University moves to respond to the recommendation of the Northwest Commission concerning general education assessment, the academic departments must become more involved with the assessment of general education.

### **HELPING STUDENTS SUCCEED**

During the 2004-05 year, the groundwork was laid to implement several significant changes which will foster student success. A formal proposal for required placement testing has been developed and presented to Faculty Senate leadership. Pending approval of the Faculty Senate, a program to better place students in developmental classes may be in place in 2005-06. There have also been efforts to help students by improving the scholarship and financial aid processes. These improvements are focused upon better serving students and making more effective use of scholarship and financial aid funding.

### **A MULTI-CAMPUS ENVIRONMENT**

Weber State University is committed to the delivery of programs in multiple location and in multiple formats. One of the most visible testaments to the commitment is the WSU Davis campus. The 2004-05 academic year saw continued growth and consolidation at WSU Davis. During the fall semester, 238 course sections were taught at WSU Davis: 228 at the Davis Campus and another 10 at other locations in Davis County. Total enrollment at WSU Davis was 3,353. Coursework was offered from over 40 university departments. The extensive use of other Davis County locations was necessary because Davis campus classrooms were fully utilized during the evenings.

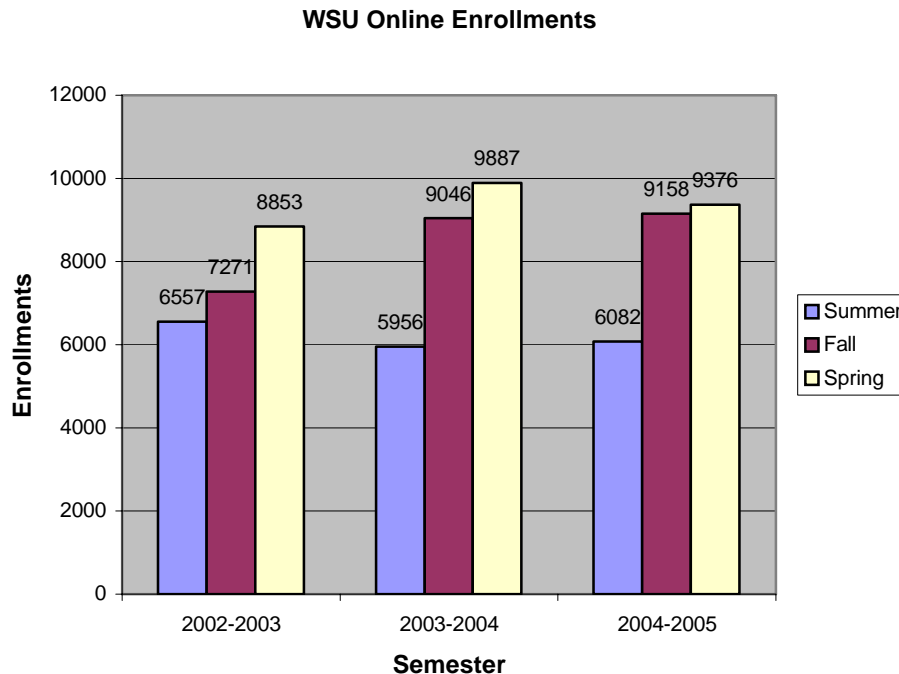
Nursing and Education expanded their degree offerings on the Davis campus during the 2004-05 year. Presently, 12 degrees and 1 certificate program are offered on the Davis campus.

Degree programs offered at the Davis campus are listed in the accompanying table.

<b>Graduate Degrees</b>
Masters of Business Administration (MBA) Graduate Certificate in Health Care Administration
<b>Bachelor's Degrees</b>
Business Administration Criminal Justice Elementary Education English Information Systems & Technology
<b>Associate's Degrees</b>
Computer Science Criminal Justice General Studies Information Systems & Technologies Nursing Respiratory Therapy

Looking ahead, a group has been formed to explore the possibility of building a joint-use academic building with the Davis School District on the Weber State University Davis campus. Discussions on this initiative are advancing. Accomplishing this goal will help build daytime enrollment at WSU Davis, will provide additional classrooms for evening use, and will strengthen the relationship between Weber State University and the Davis School District.

In addition to our efforts at WSU Davis, we provide courses and degree programs in multiple locations and formats. During the past year WSU received approval to expand the West Center physical facility to include improved testing facilities, additional classrooms, faculty offices and a computer laboratory. Online course offerings are a significant part of WSU's curricular options. Last year, total online enrollments were 24,616; this compares to 24,889 enrollments in 2003-04. In part, the slight decline in online enrollments may be related to discussion regarding teaching loads and supplemental pay. Data on WSU's online course offerings are presented in the table below.



### PROGRAM PLANNING

In 2001, the Utah System of Higher Education declared a moratorium on the development of new degree programs which severely curtailed discussions of new program development. During the 2004-05 year the academic colleges turned their attention to plans for new degree programs as well as the faculty resources which would be needed to support these degree programs. Degree programs envisioned for the next 2 to 3 years are listed in the accompanying table.

## FUTURE DEGREE PROGRAMS

Nursing	Masters
Health Science	Masters
Health Administration	Masters
English	MA
Art History	BA
Forensics Chemistry	BS/BA
Professional & Technical Writing	BS/BA
Crime Scene Investigation	Associate
Philosophy	BS/BA
Biomedical Engineering Technology	BS
Information Systems Security	Emphasis/BS
Education Administration	Masters
Special Education	Masters
Education Administration	Masters
Technology Administration	Masters
Biotechnology	BS

In the light of WSU ongoing planning efforts, it is also significant that many of the academic colleges have formalized planning processes. For example, the College of Science develops a series of goals for guiding our planning and emphases. On the Davis campus, the assessment planning team has developed a mission and role statement for Weber State University Davis. The Dumke College of Health Professions develops goals in support of its vision and outlines implementation steps including funding. Building on an already existing strategic planning culture in the Goddard School, we will begin systematically implementing processes in Fall 2005 to involve a more exhaustive cohort of constituents in the planning process, and by Fall 2006, an annual strategic planning calendar will be adopted with school-wide focus.

## **GOAL #2--CREATE AN INFRASTRUCTURE TO SUPPORT STUDENTS, FACULTY, STAFF AND THE COMMUNITY THROUGH TECHNOLOGY, ADMINISTRATIVE SYSTEMS AND THE PHYSICAL CAMPUS**

Within the Division of Academic Affairs, the most notable infrastructure enhancements occurred in the area of information technology. The conversion of courses/sections from Legacy to the WebCT Vista platform was completed during the 2004-05 year. This involved migrating over 360 courses and several hundred sections to this new platform. Enrollment Services completed the final year of a multi-year project to transition from the current legacy computer system to the SCT Banner software. This project has necessitated changes in policies, procedures, and business processes in the areas of recruitment, admissions, registration, financial aid, scholarships, academic advising, records, and graduation. Every student, staff and faculty member was, and will continue to be, impacted by these changes.

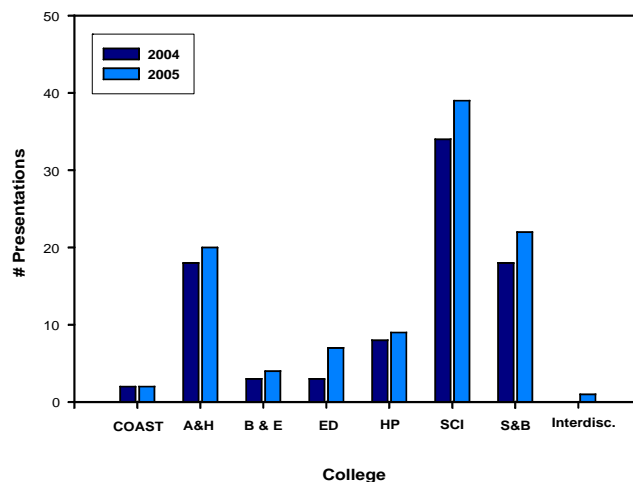
This past academic year also saw several major and minor remodeling projects which had a direct impact upon the Division of Academic Affairs. The College of Science brought new research and teaching spaces online in the Engineering Technology building. These spaces provide important new laboratories for undergraduate and faculty research, along with a new instructional laboratory for ecology, a technology-enhanced classroom for mathematics, and two faculty offices. The Ott Planetarium has undergone major renovation, with the replacement of an aging analog projector with a new, state-of-the-art digital projection system. Perhaps the most significant development was the complete preparations for the Swenson Building Project, including finalization of architectural plans, the evacuation of the Swenson Building, and successful relocation of HPHP faculty, staff, and programs. It is also notable that the programming for the replacement of Buildings 1 and 2 has taken place. This lays the groundwork for a significant addition of classroom and office space to the WSU campus.

## **GOAL #3--DEVELOP A CAMPUS ENVIRONMENT OF SUPPORT AND ENGAGEMENT FOR STUDENTS, FACULTY AND STAFF**

### **ENGAGEMENT OF STUDENTS**

Empirical research studies have found that student learning is enhanced through opportunities for students to interact with faculty, staff and other students outside the classroom. Weber State has made the engagement of students and faculty one of its overarching goals. One way to foster this engagement is through undergraduate research. During the past academic year, there were increased opportunities for students to work collaboratively with faculty on scholarly projects.

Significant activities included the second annual Undergraduate Research Symposium and Celebration, held on Monday, March 28, 2005. A total of 179 students participated with 104 posters and oral presentations. This represents a 19.5% increase in the number of presentations from the 2004 symposium. The table below contains data on participation in the Symposium across the academic colleges.



Importantly, one student, Eric Gabrielsen, and his mentor presented research at the CUR Posters on the Hill session in Washington D.C. Eric was one of 60 students selected nationwide and the only student from Utah selected to present at this event.

In addition to university-wide support for undergraduate research several colleges and departments provide support for their undergraduate students to pursue research with faculty. The Sociology/Anthropology Department sponsors an annual student research conference; during the past year, 78 students presented 54 papers. Three of the seven colleges have undergraduate research committees – the College of Arts and Humanities, the College of Health Professions, and the College of Science. The College of Science maintains two standing committees that work directly or indirectly with supporting undergraduate research. All of these committees provide support for undergraduate research in the form of grants or fellowships. These grants are funded by endowments or gifts to the college.

Another venue for students to work closely with faculty outside the classroom is through student competitions and award programs. Under the direction of Dr. Nancy Haanstad WSU students distinguished themselves at the Model United Nations of the Far West . The Ethics Bowl team, under the direction of Dr. Richard Greene, competed in three regional tournaments finishing first and second at UVSC, first at Utah State; and winning the regional tournament at California State University, San Jose. In Moot Court the team, coached by Dr. Frank Guliuzza, placed second at the ACMA Western Regional Tournament, and captured third place at the ACMA National Championship Tournament. The Mock Trial team, directed by Dr. Guliuzza, placed fourth at an invitational tournament hosted by the University of Virginia in Washington, DC.

### **SUPPORT FOR FACULTY AND STAFF**

Ongoing efforts to support faculty included the following activities.

- The guideline and review process for Research and Professional Growth and Hemingway funding was revised. One of the goals of the revision was to foster more collaborative projects. As a result, 2004-05 saw a significant increase in the number of collaborative projects.
- The TEAM Workshop Series continued to be offered by the Teaching and Learning Forum. Both full-time and adjunct faculty express great interest in the workshops and attendance is usually evenly balanced between the two groups. Eighty-one faculty members attended the workshops over the year, fourteen of whom attended four or more sessions.
- The first annual Faculty Forum: a Celebration of Scholarship and Creative Activities was held on February 24, 2005. A total of 55 proposals were received – 22 poster and 33 oral presentations.
- The Forum for Teaching & Learning holds a New Faculty Retreat each summer and an Adjunct Faculty Retreat in the fall.

- Book Discussion Groups are one of the most popular of the Teaching and Learning Forum's activities. Faculty are solicited for their suggestions and titles are selected based on a variety of topics: current events, issues of teaching, learning and research, and works of the authors who will be present on campus during that semester. During the fall term there were 13 discussion groups with 80 participants, and in the spring term 2005 there were 12 discussion groups with 67 participants.

## **FACULTY PERSPECTIVES**

During the 2004-05 year WSU participated in UCLA Higher Education Research Institute (HERI) faculty survey. The findings regarding faculty satisfaction are relevant for assessing the level of support WSU provides for the faculty. The response rate for WSU faculty was 50.4 percent. Nationally, 40,670 faculty responded to the 2004-2005 HERI survey. There are over 481,000 full-time undergraduate faculty at the nation's colleges and universities. The following findings are notable.

- 84.8 percent of the WSU faculty reported their overall job satisfaction was very satisfactory or satisfactory. This response compares with 75.4 percent of faculty at public 4-year institutions. Further, there do not appear to be significant gender differences in the responses of WSU faculty, with 84.2 percent of the men and 85.9 percent of the women expressing satisfaction with their jobs.
- The two most satisfying aspects of faculty life were the autonomy, independence, and professional relationships with other faculty.
- On 14 of 16 different measures of job satisfaction, WSU faculty expressed a greater level of satisfaction than faculty at other public 4-year institutions. The greatest disparity regarding faculty satisfaction was the relationship with university administration, with 70.3 percent of WSU faculty indicating they were satisfied or very satisfied with the relationship, while 54.6 of the faculty at peer institutions expressed satisfaction with the relationship.
- Faculty were least satisfied with teaching loads with less than half (44.6 percent) of WSU faculty indicating that they were satisfied or very satisfied with the loads.
- When asked if they were to begin their career again, would they choose an academic career, 83.8 percent of WSU faculty responded probably or definitely yes.

## **FOSTER CONNECTIONS WITH EXTERNAL COMMUNITIES**

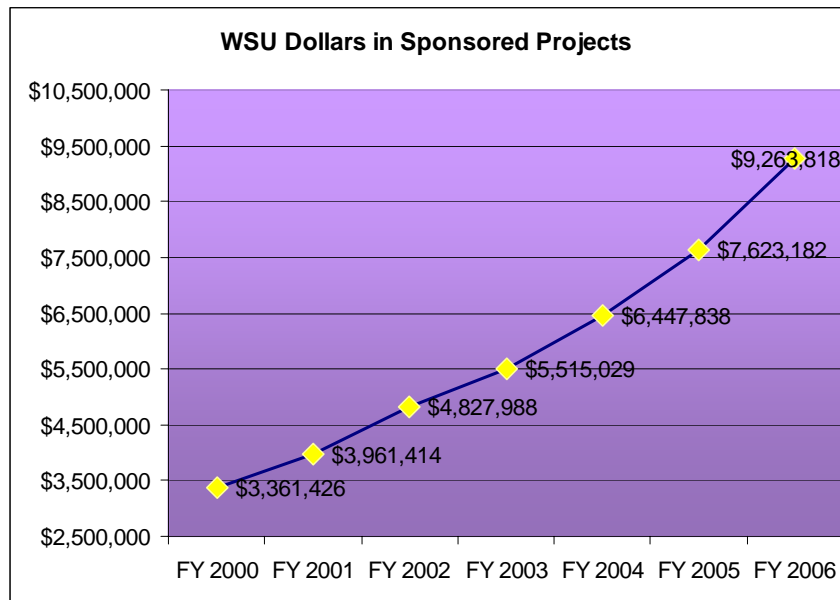
### **EXTERNAL FUNDING**

- The capital campaign, which ran from 1998 to 2003, was successful in increasing the donations made to WSU. While private giving has moderated since the conclusion of the campaign, private gift continue to be an important source of support for academic

programs. Importantly, during 2004-05, IHC pledged \$1,025,000.00 to support nursing education expansion in Utah, and the needs of the CLS program.

Recent years have seen a sharp increase research activity with a corresponding increase in funding attained through the Office of Sponsored Projects (OSP). For 2004-05, OSP funding increased by 18%. Total funds received in FY 2005 were \$7,623,182. For the five-year period of FY 01 to FY 05 \$30,375,452 in external funds were attained through OSP projects.

If this rate of growth were to continue OSP funding would reach the \$17,609,504 mark in five years. More conservative projections would still place the OSP funding level above the \$20 million mark within a decade. For comparison purposes, Idaho State University, an intensive research university in the Carnegie Classification System, brought in \$19,634,665 in external research funding in 2005.



## COMMUNITY RELATIONS

Through the Continuing Education division, 343 Hill Air Force Base employees took over 20 leadership and supervision courses at WSU Davis during 2004. The program continued into the Spring Semester of 2005 with another 20 courses and 400 students participating. Hill AFB is very pleased with this leadership program, and personnel at Hill envision an expansion of the program in 2005-06.

The WSU Davis advisory council met twice to solicit community input and support for the campus. This 20 member council represented a wide range of community groups, including education, business, industry, government, and the arts. Weber State University continued to have a strong presence in the Davis County business community. As the immediate past chair of the board, the director of WSU Davis served on the board and executive committee of the Davis Chamber of Commerce. Members of the WSU Davis faculty and staff served on the Chamber's

education committee, leadership academy committee, legislative affairs committee, economic development committee, and the Lakesiders ambassador group.

As an Affiliate University for Project Lead the Way, the College of Applied Science and Technology provides the training necessary for the high school teachers to teach the courses in their high schools.

## **GOAL #5--ENHANCE THE CAMPUS ENVIRONMENT THROUGH INCLUSION AND DIVERSITY**

During the 2004-05 year activities supporting inclusion and diversity were similar to prior years. Many colleges support the annual Diversity Conference. Two “Taste of Diversity” events were held on the WSU Davis campus during the past year to help increase awareness and appreciation of diverse peoples and cultures. The WHEELS grant has continued to support minority students that desire to access a university education with over 50 participants in the TAPT program and 7 graduates this past year. Approximately \$100,000 of carryover money from the grant, as well as private donations will allow the TAPT program to continue for two more years. Plans were put into place to revive the diversity lectureship program which is focused upon increasing the diversity of the faculty. Plans were also made partner with the University of Utah on the submission of an NSF grant aimed at increasing the number of women entering the sciences.