Northwest
Commission on Colleges and Universities

**A Full-Scale
Evaluation Committee Report**

Weber State University
Ogden, Utah

October 20-22, 2004

*A Confidential Report Prepared for the Northwest Commission on Colleges and Universities
that
Represents the Views of the Evaluation Committee*

Evaluation Committee
October 20-22, 2004

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Introduction

Weber State University was founded in Ogden, Utah by the Church of Jesus Christ of Latter Days Saints in 1889 as Weber Stake Academy. It became Weber College in 1923 and was accredited as a junior college in 1932. In 1933 it became a state junior college under the Utah State Board of Education. Following World War II, the college outgrew its downtown campus and moved to its present site in the foothills of the Wasatch Mountains. In 1959 the Utah Legislature authorized the addition of upper division courses, and the institution was accredited at the baccalaureate level in 1963.   Accreditation was reaffirmed in 1984 at both the baccalaureate and masters level. The institution was renamed Weber State University in 1991. By state policy through the Board of Regents, WSU serves the Northern Utah region as a combined community college and baccalaureate institution with selected masters programs.

Weber State University began offering online courses in significant numbers in the late 1990s, and this is a growing part of the total FTEs. The Davis campus, which is not a "branch" in the US Department of Education's definition of the term, opened in 2003 and currently offers eight degree programs to about 3200 students.   It is planned at the state level eventually to serve 10,000-12,000 students with 10 buildings.

Like other publicly assisted institutions in the region, Weber State University faces increased student demand from population growth and declining state appropriations for higher education. Student numbers have nearly doubled in the last five years. While there has been a slowing of growth this year, demographic projections indicate a continuing demand for Weber's educational offerings. About one-third of the student population is non-traditional: over 25, married with children, with both spouses working and going to school while raising young children. For these students, online courses and the convenient location of the Davis campus are important contributions to their ability to complete their degrees. The university's major challenge in coming years will be to integrate the online, Davis, and Ogden "campuses" into a coherent single institution. This will require careful planning and assessment so as to make the best use of limited financial and human resources.

The evaluation committee thanks Weber State University, President Ann Millner, and Accreditation Steering Committee co-chairs Dr. Monica Mize and Dr. Kathleen Lukken in particular, for the hospitality and efficient organization shown before and during the visit. Requests for information and help were met promptly and graciously, and the irrepressible spirit shown in the self-study pervaded the site arrangements as well, making for a smooth, efficient, and enjoyable visit.

Report on the Self-study

The self-study process began two-and-a-half years ago when a 22-member steering committee was formed. The committee set clear goals for themselves: accurate and thoughtful self-analysis; identification of action items to guide ongoing planning; and obtaining broad campus participation. These goals were largely met. The evaluation committee found that there was broad, campus-wide involvement in accreditation self-study; extensive effort to educate campus community about accreditation; and a sense of humor throughout the process which enabled the Steering Committee to engage the campus community successfully with various stages of the process. The evaluation team was pleased to discover additional strengths of the institution in the documentation and displays in the exhibit room. It also discovered that analyses from the self-study have been used as springboards for planning and institutional action.

A self-study, despite its comprehensive size and scope, can only be a snapshot of "yesterday, today, and tomorrow." The committee appreciated the ample retrospection provided for the last ten years, and the rich data included in the text. The challenges and action steps presented in highly compressed bullet form proved to be helpful for the site visit. However, the committee would have preferred to trade some of the space devoted to the past for more explicit interpretation and commentary on the data tables, and for more analytical grounding of the challenges and action steps, which sometimes seemed to emerge "out of the blue."

Summary of Methods Used to Verify the Contents of Self-study

Evaluation committee members interviewed key administrators and a wide range of faculty, staff, and students, as well as members of the Board of Regents and Board of Trustees. Institutional and state websites were examined, as well as documentation in the exhibits and additional documentation provided on site from central offices and academic units. Several committee members visited the Davis Campus and West Center.

Eligibility Requirements

The eligibility requirements are met.

Standard One – Institutional Mission and Goals

Mission and Goals
Weber State University's mission is governed by the policies and actions of Utah's state Board of Regents. Weber's mission is to offer associate and baccalaureate degrees, and selected masters programs in high demand areas, for the Northern Utah region. There is remarkable clarity and consensus about Weber's mission among Regents, Trustees, administration, faculty, and students. In a rapidly changing external environment, no constituent group envisions changes to Weber's mission as stated, but all groups, especially the leadership, are engaged in planning how structures and policies will change to fulfill the mission as greater financial responsibility devolves from the state to individual institutions.

In accordance with Weber's mission as a community college-cum-baccalaureate institution, it maintains an open admissions policy, but depending on student qualifications, assigns them to the "college tier" or "university tier." While most freshmen (70%) enter in the "college tier" because of deficient preparation in mathematics, about 40% of the degrees granted are at the associate level. Many students who enter in the college tier move quickly to the university tier after remedying their deficiency in mathematics. To the extent possible, Weber designs seamless articulation ("laddering") between associate and baccalaureate degrees. Both the institution and the Board of Regents see this as an efficient and effective method of serving higher education needs in the region.

The rapid growth in population in Weber's service area is a major factor driving ongoing planning, as the state legislature has no current plans to limit access to higher education. Weber's challenge is to cope with the legacy of a rapidly-doubled student population while state support has been cut, and planning for increased numbers throughout the foreseeable future.

Weber's own internal mission statement and the institutional culture focus on the "teaching and learning" aspect of their mission. It is able to recruit and retain faculty who are dedicated to this mission despite challenging workloads and lagging salaries. Dedication to the teaching mission has resulted in faculty winning several notable national awards in recent years.

Planning and Effectiveness
Weber State completed a full planning and assessment cycle during 1994-2002, whose goals, in alignment with those set by the state Board of Regents, were to enhance learning; manage enrollment; build image and identity; and increase/improve use of resources. Progress was documented and made public, particularly around a highly successful capital campaign; a complex differential tuition scheme to support core needs and improvements; and both completed and ongoing upgrades of technology and business systems.

The term "planning" has had a checkered history at Weber State, associated as it formerly was with budget cuts and program elimination. It is something of a culture shift to think of planning as a forward-looking, positive opportunity for collective self-determination. However, beginning with the self-study's analysis of the institution based on 2002-03 data, and the new president's arrival in 2002, there is a new institutional focus on planning over the next 10 years as a critical means for improving quality while coming to terms with the realities of state funding falling

short of that needed to meet mandated enrollment growth. Currently, 1690 FTE, or 12% of the student body, are not state-supported, and the proportion of "state" funding represented by tuition dollars has risen from 26% to 40% from 1999 to 2004. The Davis campus opened in 2003, and with about 3200 students it is already full only one year later. While Weber is accustomed to doing much with little, meeting the demographic challenge it faces requires a new level of sophistication in institutional planning, assessment, and budget allocation. This is particularly urgent as the institution becomes more tuition dependent and more heavily reliant on "second-tier" tuition to fund improvements.

The current and continually evolving planning process began in 2002-03 with a mission-driven, four-point initiative focusing on improving the quality of undergraduate education. Building from a core institutional dedication to excellence in teaching and learning, the plan focuses on the upper-division years with new initiatives for service learning, internships, and undergraduate research. Documents and conversations on site revealed significant progress since the self-study's "snapshot" based on 2002-03 data. A fuller process of planning and assessment, reaching into all corners of the university, and with more explicit assessment feedback loops, is now underway. A twenty-seven member University Planning Council comprised of faculty, staff, student, community, and alumni members, has been established to oversee and guide the planning. Task forces link back to the major institutional divisions where the real work gets done.

The "four-point initiative" of '02-'03 has flowered into five overarching "goals and values" that provide the context for specific initiatives with identified timelines and responsibilities; changed methods of budget planning and projection; and new performance measures. The goals include:
1. An enhanced multi-campus learner-centered environment.
2. Improved infrastructure to support students, faculty, staff, and community (technology, physical campus, administrative systems).
3. A supportive and engaged campus environment for students, faculty, and staff.
4. Increased connection with and support from external communities.
5. Support for an inclusive campus environment.

Within this overarching framework, the plans of the five major divisions of the university have taken shape, including the academic master plan and academic planning for the Davis campus. In summer 2004, progress from the previous year was reported to constituent groups, and retooling of processes based on this assessment was begun. Some of the institutional performance measures have been given graphic representation and appear on the institutional website as a "performance dashboard."

A major thrust of this evolving planning process is to reframe institutional self-understanding to embrace the reality that the historic core campus in Ogden is only one of three "sites" where programs are offered, the other two being the Davis and online "campuses." This integrated planning must deal with critical issues such as faculty workloads, structure of the faculty, and changes in departmental structures and governance as a result of becoming a "multicampus" institution. Because a planning process of this complexity is so new to Weber, the processes for linking assessments at decentralized levels (units and colleges) with central administrative planning and resource allocation are still in their infancy.

The State of Utah has itself made dramatic change within the system structure of higher education by the legislature's creation and direct funding of the Utah College of Applied Technology (UCAT), a "10th campus" comprised of nine pre-existing technology institutes. Unlike the other higher education institutions, UCAT is not funded through the state's Board of Regents. Two technology colleges now part of UCAT—Ogden-Weber Applied Technology College and Davis Applied Technology College—are in Weber State University's service area. Long-range planning must take into account evolving relations with the local UCAT campuses and will affect the evolving mix of degrees and fields at Weber.

Available evidence indicates that Weber is fulfilling its mission, though there is room for improvement. While the graduation rate has remained flat at about 45%, within that percentage the proportion of bachelor's degrees has increased in recent years, and also the percentage of first-time students entering underprepared or at-risk. Strategically-planned responses have increased first-year retention rates to around 70%. Programs in applied technology, business, education and nursing are accredited by, respectively, ABET, AACSB, NCATE, and NLNAC. Ninety-six percent of business graduates are employed at the time of graduation. Licensure exams in education and nursing have high pass rates and graduates are highly sought after by employers. Alumni are involved with the university and support it financially.

Concern:

1. The evaluation team is concerned that Weber State University carry through with planning currently underway to integrate the Ogden, Davis, and online "campuses" into a multi-location institution within the context of declining state resources, and that in so doing, WSU pay particular attention to managing enrollments, maintaining competitive salaries, addressing the erosion of operating budgets and the need for equipment and facilities, and that it link institution-wide planning and assessment processes with institutional research and resource allocation (**Standard 1 B**).

Standard Two – Educational Program and Its Effectiveness

College of Applied Science and Technology

The mission and goals of the College of Applied Science and Technology (COAST) are well defined and understood by all constituencies. Through its focus on serving the needs of businesses and industries in the region, the programs in COAST substantially contribute towards fulfillment of the University's mission. With a primary emphasis upon applied instructional programs, the College provides students with a strong educational experience that well-prepares them for productive employment upon graduation.

The five departments (Computer and Electronics Engineering Technology, Computer Science, Manufacturing and Mechanical Engineering Technology, Sales and Services Technology, and Telecommunications and Business Education) and two centers (Automotive Science and Technology, and Technical Assistance) within the College effectively implement their teaching, scholarship, and service programs. COAST has been responsive to the changing needs of industry and student interest as demonstrated in part by the establishment of the Construction Management Technology program within the last decade. The four engineering technology programs in the College were recently evaluated by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). Findings from that 2003 review assist in verifying the overall quality of these programs.

Ongoing assessment of its educational programs is a significant element of COAST's objectives. The requirements to meet the standards of ABET assist in ensuring that appropriate assessment activities are incorporated as formalized processes within those affected programs. However, some inconsistencies in the implementation of continuous assessment remain among the programs. Well-regarded and supportive Industrial Advisory Boards substantially contribute to the educational assessment process.

The administration of the College is solid and well-respected. Leadership is provided by an experienced dean who demonstrates sound financial planning and management. Department chairs and program coordinators appear to cooperate and communicate at a very effective level.

The faculty in the College is well-qualified and dedicated to their programs and to their students. An emphasis upon teaching by faculty with substantial and relevant professional experience in their disciplines remains a hallmark of COAST. Faculty development opportunities are adequate, and workloads appropriately reflect the mission and goals of the College. A comprehensive evaluation of full-time COAST faculty occurs in a regular and systematic manner.

Student achievement of program objectives appears to be maintained at a high level. Internship programs and senior design project courses provide students with a quality educational experience that significantly contributes to their professional development and employability. A supportive faculty-student relationship assists in maintaining a strong program identity.

Facilities for the programs in COAST are presently adequate. Enrollment growth in recent years has been accommodated to the extent possible given limitations of physical and financial resources. Laboratories contain a good variety of modern, appropriate equipment. Technology enhancements of the instructional facilities have allowed the College to advance in pursuit of its educational mission.

The College has been appropriately creative in use of discretionary funds to address the needs of its programs. Course fees, Perkins grants funds, and other extramural funding sources have substantially assisted COAST in meeting its mission and goals. Financial support from the businesses and industries that the College serves continues to be a critical element in the advancement of the College's programs, especially given the limitations of state-funded operations budgets.

Planning processes at the College level appear to be participatory and to identify priorities for improvement. Evidence exists that ongoing College planning processes influence resource allocations. However, there appears to be minimal integration of these processes with those similar efforts that are occurring at the institutional level.

The recently-created Utah College of Applied Technology (UCAT) has the potential to impact the ability of some of COAST's programs to continue to meet their mission. Ongoing assessment of these programs will be critically important if the establishment of similarly-named UCAT programs results in significant enrollment declines in the corresponding COAST programs.

College of Arts and Humanities

The College of Arts and Humanities, with its five academic departments, plays a central and crucial role in Weber State University's curriculum by providing a large number of general education courses and experiences, many electives for students with majors in other colleges, and multiple programs for majors and in each of those departments: Communication (which includes Communication Studies, Journalism, Electronic Media, and Public Relations); English (including English and English with separate emphases in Creative Writing, Professional and Technical Writing, and Teaching); Foreign Languages and Literatures (including majors in French, German, and Spanish, each of them with a traditional, teaching, and commercial emphasis); Performing Arts (including Music, Musical Theatre, Theatre Arts, and Dance); and Visual Arts (Art). Each department also offers the opportunity to minor in those and several additional areas and sub-areas. English as a Second Language, although it is not a degree program, provides the campus and its non-native speakers of English with an important service and critical instruction for preparing those students for regular academic work in all disciplines.

The submitted documentation and the evidence gathered by the evaluation committee indicate that the College offers its students a rich array of educational instruction, programs, and opportunities across the humanities and arts disciplines; that it can rightly claim to have faculty members who are well qualified and committed to students, programs, disciplines, and the university; and that it contributes in extensive and diverse ways to high quality and important interdisciplinary programs (e.g., Honors, Bachelor in Integrated Studies, Asian, Latin American,

and European Studies), as well as to important outreach and enrichment efforts that extend the College's programs into the greater Weber State, Ogden, and regional communities.

There is every indication that the College has very effective and highly respected central leadership in the Dean's Office, as well as in the offices of the five department chairs. As a result of the university's recent capital campaign and ongoing fundraising efforts, as well as some state funding, two new or newly remodeled facilities have improved the teaching and learning environments and expanded the opportunities for faculty and students alike in two of the College's departments and disciplines. Of special note are the major renovation of the Browning Center that houses the College offices and the Performing Arts Department, and the new Ethel Watts Kimball Visual Arts Center, home of the Visual Arts Department. Facilities for the other departments appear to be at least adequate for faculty and students alike. The lack of a dedicated laboratory and resource center for the Foreign Languages and Literatures program is less than ideal. The College does have aspirations for replacing one or two of its older buildings with a larger, more up-to-date classroom and office facility, including a modern language resource center with appropriate technology.

The educational programs offered by the College and its departments appear to be of high quality. Teaching quality, faculty and their accessibility, and co-curricular opportunities and initiatives are highly praised by all constituencies. Students and faculty laud the openness, flexibility, collegiality, diligence, and caring environment in the College and its departments. Worth noting is the fact that even though the College and its departments are not usually primarily focused on specific careers, each of the departments has imaginatively and intelligently developed career-oriented or career-enhancing options that build on that traditional, strong liberal arts foundation. This is in keeping with the applied or more practical tendency in the university's tradition and complements very well the missions of the professional and technical units of the university. There is also good evidence that these departments take seriously their general education obligations to students campus-wide, and even though a large number of general education courses, especially in Communication, English, and Foreign Languages, are taught by part-time faculty, virtually all tenure-track faculty teach those courses as well.

Each academic department in the College has participated in the university's effort to develop learning outcomes for its various programs and disciplines, although the extent to which the departments have carried the assessment initiative forward varies somewhat across the College. The programs in the Performing Arts Department appear to be further along in the process than the others, perhaps understandably because of the performance nature of the work their students engage in and because they have been influenced in this "assessment" direction by external accrediting agencies, which has not been the case for the other departments and disciplines in the College. Initial progress has been made in assessment by all of the departments, but the English, Communication, and Visual Arts departments are encouraged to move quickly to the next step in this ongoing assessment process by carrying out deeper assessment activities (beyond surveys and exit interviews) and then using the assessment results to make appropriate improvements those results suggest in their courses, programs, and activities.

The faculty in the College is dedicated to the university's undergraduate teaching mission, and carry rather heavy teaching loads. A perceived increase in expectations for scholarship and

research activity by faculty (coupled perhaps with an increase in professional ambition among newer faculty members in this area), as well as faculty members' perception that they are being asked to shoulder other, additional responsibilities in the context of their teaching loads, are causing increasing stress. If, in fact, their perceptions are accurate, especially regarding increasing expectations for research and scholarship, then there is legitimate reason for concern that they will be stretched to the point that the quality of their work could begin to suffer. Because there does appear to be some anxiety among the faculty about whether the expectations in this area have changed or are changing, it would be beneficial if the expectations could be more clearly articulated in written policies and better understood by all. In order to accomplish this, some aspects of the evaluation and mentoring, especially of newer, probationary faculty, might need to be enhanced. A relatively large proportion of the faculty in the College is regularly engaged in out-of-classroom research, scholarship, and creative activities that have culminated in an impressive record of publications, conference presentations, leadership involvement in regional and national professional organizations, performances, and exhibits.

At least three of the College's departments (Communication, English, and Foreign Languages) rely rather heavily on part-time and adjunct faculty members in delivering their instruction. As has been the case among many campus units, these departments do not have a long tradition of evaluating, mentoring, and providing professional development opportunities to these critical colleagues in systematic and concerted ways, but there are signs that they have become aware of both the need to and importance of doing so.

Although faculty in the arts and humanities are often paid less than their more "marketable" colleagues in other disciplines, the College faculty did express the view that support for professional development and research, scholarship, and creative activities, including conference and research-related travel, has improved and is generally satisfactory. They appreciate that support which the dean, the university, and funds raised from private sources make possible.

The efforts of the College leadership and its faculty to extend the range of their talent, work, and contributions should be praised, and the high quality of the activities and "products" which they make accessible to the campus and the public in and beyond Ogden (theater performances; art exhibits; visiting speakers and performances; the very fine *Weber Studies* tri-quarterly interdisciplinary journal; the effective work the Foreign Languages department does with local and regional schools; and the student radio station, to mention only a few) should be recognized.

Concerns:

1. The Evaluation Committee is concerned that the large number of part-time and adjunct faculty members in Communication, English, and Foreign Language may not be regularly and systematically evaluated (**Standard 4.A.5, Policy 4.1**).

2. The Evaluation Committee is concerned that faculty workloads in the college may be increasing to the point that they may not allow sufficient time for professional growth and renewal (**Standard 4.A.3**).

John B. Goddard School of Business and Economics

The John B. Goddard School of Business and Economics is a professionally accredited business school whose mission and goals are consonant with Weber State University's mission of providing high quality undergraduate education and select master-level preparation in primarily professional disciplines. The School advances this mission through the promotion of excellence in teaching, expectation of scholarship primarily in areas of applied and pedagogical research, support of service and outreach activities which add value to the economic development of the area, and commitment to integrating assessment into their strategic planning efforts.

The School is structured in such a way that it can effectively and efficiently deliver educational opportunities to a variety of stakeholders. The traditional academic department structure is supported by tangible college-wide support systems which enhance the delivery of the instructional mission. The four academic departments of Accounting, Business Administration, Economics, and Information Systems and Technologies offer baccalaureate degrees (BS and BA) and two professional masters degrees in accounting (MPAcc) and business administration (MBA). The undergraduate programs are supported by a variety of in-house academic support systems which include a centralized advising center and a student computer lab. The Career Services Center and the Development Office each assign one of their staff members as liaisons to the School; the career counselor has an office in the Wattis Business Building. The graduate degree programs are supported by directors who provide professional support appropriate to the discipline, e.g. graduate student advising and development of employer and corporate relationships. The School primarily serves students who wish to pursue careers in the various disciplines of business and economics, as well as practitioners wishing to enhance their careers through graduate study.

Accomplishment of the mission and goals of the School is grounded in a strong commitment to educational assessment and planning. The cycle of assessment is clearly defined, and evidence supports the conclusion that results of outcome assessment have been integrated into a variety of decisions concerning curriculum, student services, and program enhancements. Each of the academic programs have published clear learning objectives, developed curriculum matrices which illustrate where and at what level objectives are stressed, gathered data relative to outcomes, sponsored a variety of stakeholder focus groups to solicit feedback, acted on those data, and made specific changes based on those data. Most importantly, discussion with the faculty of the School support the conclusion that the faculty have made assessment a part of how they 'do business' and, in doing so, have built the foundation for sustaining future assessment and planning cycles.

The faculty of the School hold appropriate academic degrees and/or professional currency required for their disciplines. These qualifications are supported by faculty vitae as well as through student perceptions. Students interviewed on site praised the faculty for their ability to put theory into practice and to frequently provide a practitioner context for concepts and skills.

The students majoring in the School are primarily university tier students (by virtue of the fact that the curricula are predominately upper division and require a substantive quantitative foundation). The School has made visible commitments to supporting students in both their

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degree progress as well as their professional development. One such example is illustrated by a commitment to student advising. The School supports a centralized, in-house advising center. The Coordinator's duties include (but are not limited to): intake general advising of students, facilitation and maintenance of transfer articulation agreements, facilitation of departmental substitution processes, maintenance of online advising resources, and communication with and student referrals to other campus student services.

Data and perceptions support that, in general, the School has adequate funding and resources to deliver its educational program. The School has also demonstrated successful development and endowment efforts. The facilities in which the School is housed are considered more than adequate. The Wattis Building classrooms are primarily all 'smart' classrooms with teaching technology. The new WSU Davis Campus facilities provide state-of-the art teaching technology for the MBA and IS&T departments which are both technology-intensive programs. Relocation of these two programs has also freed up office space for faculty in the Wattis building.

The major opportunities and challenges for the School in the future fall into the following broad categories: faculty recruitment and retention, with particular focus upon the IS&T and Business Administration (finance emphasis) departments; stabilizing and enhancing the MBA program; continuous improvement of curriculum and assessment of student learning; enhancement/support of faculty scholarship; maintenance/replacement of classroom technology; and continuous improvement of advising.

Overall the faculty, staff, administration and students were very positive about the accomplishments of the School. They made frequent references to their strengths as a collegial culture committed to student success and teaching excellence.

Jerry and Vickie Moyes College of Education

The Moyes College of Education provides highly effective programs in Teacher Education, Early Childhood Education, Family Studies, and Health Promotion and Human Performance. These programs are, by and large, accredited through national organizations. The criteria and standards associated with accreditation and affiliation with organizations such as the National Council for Accreditation of Teacher Education (NCATE), the National Council on Family Relations, the National Association for the Education of Young Children, Headstart federal guidelines, ACEI, and the Joint Review Committee on Educational Programs in Athletic Training, are complementary to the requirements of this present review.

Programs are continually adjusted and redesigned in response to changes in requirements and standards (e.g., NCATE changes in requirements for Teacher Education), as a result of continual and ongoing informal assessment of student needs (e.g., Health Promotion and Human Performance modifications of programs based on student feedback and market needs), and as an outcome of systematic assessment of programs (e.g., Family Studies curriculum changes created as a result of analysis of student performance on capstone portfolios). Although all programs use a variety of data to systematically describe program outcomes, continued efforts to select the most discriminating data as information to fuel programmatic improvement is an ongoing task for the College.

It is clear from analysis of the curriculum and course syllabi, and through multiple inputs, that faculty members' efforts are centered on the success of students. From advising ("…we know our students."), to curriculum planning ("We collapsed two courses because students complained of duplication"), to instruction ("The faculty want you to succeed"), there is strong evidence that the faculty develop significant and lasting relationships with students. Alumni have strong regard for the credibility and the viability of the instruction received.

Because faculty within the College are focused on student success, the College has made the practice of advising a priority. Three-and-one-half advisors support students within the College with guidance for program admission, course planning, careers and practicum opportunities. This intensive technical advising has borne, based upon the professional advisors' reflection and analysis, a significant increase in retention and graduation rates. Students are generally complimentary of the efforts of the advisors and are also pleased with improvements in advising materials such as print and web information. The College continues to work on best methods to communicate to all students about interim changes in program requirements (e.g., new testing requirements, class schedules, capstone work samples, etc.).

The faculty and administration work consistently within and between colleges to communicate to determine the shape of the curriculum and policies. The University Council for Teacher Education is an effective way of bridging content majors with teacher education. In addition, the collaborative connections between Health Promotion and Human Performance faculty with those in the College of Health Professions offer students greater opportunities for programs and degrees.

The college administration supports the faculty's efforts to provide for excellent instruction by updating facilities and infrastructure. Major renovation of the David O. McKay building, the installation of classroom technology, and the planned renovations for Swenson Gym are examples of substantial investments by the College. Further, the Dean has provided, through gifts, grants, and contracts, opportunities to support faculty professional development. Although campus academic space is ample for instructional needs, the growth of the Davis campus will challenge the College to develop long-range plans for implementation of programs at the site, especially in elementary education.

Particularly apparent in the faculty's efforts to provide service is regional outreach and collaborative programs. Several partnerships stand out as exemplars: 1) The partnership with Headstart, the Melba S. Lehner Children's School, child care and the Child Care Resource and Referral Center; 2) The ongoing synergistic relationship with public schools and the teacher education programs in support of collaborative grants and projects (e.g., the Student Success Alliance, the Teacher Academy, the provision for added endorsements for teachers in reading and ESL, etc.); and 3) The level of participation of students in regional schools, health care facilities, Headstart, child care units, and other practicum settings.

Finally, and most importantly, the quality of the College's programs is best demonstrated by the accomplishments and the competency of students. There is ample evidence that students who graduate from College programs are highly prized in the work force. Davis School District

reports that of the applicants for teaching positions in area schools, a higher proportion of Weber graduates are selected and maintained than through any other university. Placement rates for graduates are high, demonstrating the high regard employers have for Moyes' graduates.

Dumke College of Health Professions

The Dumke College of Health Professions' mission and goals are congruent with the mission and philosophy of the University, and the goals of each program reflect the mission and goals of the college. The goals of all programs are posted on their websites and all programs have identified how the goals are achieved. The general education courses reflect the core requirements of the university as well as general education courses that are required to support coursework in the major. The breadth, depth, and sequencing of courses have been reviewed by the programs' respective professional accreditation bodies. The full accreditation achieved by these programs indicates that the degree and certificate programs demonstrate a coherent design and meet the standards for the professional degree.

Several certificates and degrees are offered by the Dumke College of Health Professions. The certificate or degree designators are consistent with program content. All meet the different professional requirements for graduates to take a certification or licensing examination in their field. Some of the programs provide a seamless or "ladder" approach to education. This gives students the opportunity to complete one degree or certificate and then move on to the next level. For example, a student may complete the practical nursing program and become a licensed practical nurse, move on to the Associate Degree program and become a Registered Nurse. The student may then continue college studies to earn a Bachelor of Science degree. The course work for this type of approach builds on previously learned knowledge, is clearly defined, and provides more in-depth subject content as the student moves through the different curricular levels.

The faculty members in each program are responsible for the course design and implementation of the curriculum. Their knowledge of the major and the clinical areas for the practice professions results in the design of a curriculum that is current and meets professional requirements. The smaller faculties work as a "faculty of the whole" when designing, implementing and evaluating curriculum. The nursing program, which has a larger faculty composition, has a curriculum committee. All of the programs with a clinical component have faculty who work in the clinical area. This ensures that they maintain clinical competency and are knowledgeable about the changing technology and its effect on clinical practice. The new digital imaging radiological methods which are replacing the traditional x-ray films were mentioned as an example of the new technology faculty members in the radiological sciences learn about when they are in clinical practice.

All programs in the Dumke College of Health Professions have, or are planning to have, distance learning programs. Students in these programs have full access to library and information resources in several ways. Students in programs that are delivered from another university location have full access to that university's library and funds are made available for the acquisition of health professions holdings. Hospital and health center libraries are also available on site to students. In addition, students have online access to the library collection at Weber

State University. Faculty and students verified that library access is available. Faculty requests for new library acquisitions are always purchased. The faculty acknowledge that the bibliographer on the Ogden campus is also available to them.

The Dumke College of Health Professions has established regular and continuous assessment of all of their programs. Outcomes are part of those assessment plans and changes have been made based on outcomes results as noted in the Self-study report. Changes programs have made include but are not limited to: curricular modifications such as enhancing modules within courses; updating and conversion of online delivery; course restructuring and adding more practical exercises; redesigning courses; reassigning teaching loads and, in one program, extending the required credit hours over five semesters rather than four. Changes based on outcomes also resulted in some programs improving data collection methods such as modifying an employer survey and an improved graduate survey. Teaching and learning have clearly been improved based on this College's programmatic assessments. Learning outcomes for each program are published and each program's assessment plans related to those outcomes.

The general education components of the programs within the College of Health Professions are foundational to the major course requirements. The general education requirements that are prerequisite are established by each program based on the requisite course work. For example, chemistry courses are prerequisite to required courses in Clinical Laboratory Sciences, anatomy and physiology are prerequisite to Dental Hygiene, Emergency Care and Rescue and Nursing and principles of micro-economics are prerequisite to Health Services Administration.

The nursing program has an articulation agreement with the Practical Nursing program offered by the Utah College of Applied Technology. The courses in that program articulate with the Weber State University nursing curriculum so that students can continue their education in the Associate Degree nursing program.

Students in the College of Health Professions have access to academic advisors who are employed by the college. There is an advisor for nursing programs at distance sites and two advisors who work with other students within the college. Advising is done in groups and one-on-one when needed. Faculty in the college programs also advise students. Students in all programs affirmed that the advising program is well run and that they have their advising needs met. The few students who took advantage of the University advising system prior to acceptance into the College of Health Professions said that their advising needs were met at that level as well.

Faculty in all programs are well prepared and maintain clinical competence in their specialty.

Paramedic Institutional Certificate Program for Partial Distance Delivery to Wyoming and Washington

While on the WSU campus for the Fall 2004, decennial comprehensive evaluation visit for the reaffirmation of accreditation, the evaluation committee was asked to review a substantive change proposal requesting approval to expand the service area where WSU now offers its Paramedic Institutional Certificate Program to include, in addition to Utah, Washington and

Wyoming. The Commission reviewed the prospectus and declared it to be *no change* under Commission Policy A-2, *Substantive Change*. In approving this prospectus, the Evaluation Committee concluded that the institution had sufficient resources, sufficient authority, and an institutional infrastructure to support the expansion of this program into the proposed areas. Accordingly, the Paramedic Institutional Certificate Program is now included under the current accreditation of the institution.

College of Science

The College of Science consists of seven departments, two centers, a museum, and planetarium. Departments offer Bachelor of Science degrees in Botany, Chemistry, Microbiology, and Zoology, and Bachelor of Science and Bachelor of Arts degrees are offered in Geology, Mathematics, Physics and Applied Physics. Departments also offer Bachelor of Science degrees in Applied Environmental Geoscience, Botany teaching, and Chemistry Teaching, and Bachelor of Science and Bachelor of Arts teaching degrees in Biology, Earth Science, Physical Science, and Physics, as well as Bachelor of Science and Bachelor of Arts degree emphases in Mathematics teaching. An Associate of Science degree and a certificate are offered in Biotechnician training. The college has one Associate of Applied Science degree and a certificate in Chemistry Technician. They also offer a certificate in Geomatics, several minors and teaching minors, and ten pre-professional programs. The degree and certificate programs reflect coherent design. Goals and objectives for each of their degree programs are defined in the institution's self-study but are not shown in the catalog. The college's educational goals appear to be compatible with the institutional mission and goals.

The programs in the College of Science are supported by an appropriate number of full-time and part-time faculty and staff. Student/faculty ratios as reported in the 2002-2003 program reviews vary among departments from a low of 41 to a high of 55.8 (average 48.2). Faculty members are qualified for their appointments in the College of Science and report that they have appropriate roles and responsibility in the design, integrity, and implementation of the curriculum. A university policy and procedures manual defines the policies, regulations, and procedures for adding, modifying, or deleting courses and programs.

Most faculty in the College of Science are teaching 24 credits in an academic year, mentoring students in undergraduate research, advising significant student loads, and are engaged in university service. Enrollment growth across the campus has impacted the College of Science, most notably in the service areas. Departments have added some part-time faculty and term lecturers to increase offerings. Full-time faculty hiring is reported not to have kept pace with the enrollment growth. Neither part-time faculty nor lecturers were reported to have responsibility for student advising or college and department service. As a result, full-time faculty report increased work loads in both advising and service as a result of enrollment growth. In spite of the concern expressed by most faculty interviewed of the lack of time for research, advising, and service, some had voluntarily added one or two additional courses to their 24-credit teaching load for extra compensation. Faculty report the work loads have not negatively impacted teaching and learning at this point, but all indicated they were concerned about the impact of further growth without the addition of full-time faculty lines.

With the exception of insufficient equipment and space, faculty report satisfaction with the level of support they receive from the college and the department. They report a good working atmosphere and satisfaction with their position in the college and university. Faculty frequently voiced their continuing strong commitment to teaching, but many also aspire to do more research. In spite of student growth in the College, faculty still see small class sizes and personal faculty/student contact as a hallmark of the College. They report sufficient funding support for travel to professional conferences and seed money for research development.

Faculty evaluation of tenure-track and tenured faculty is done annually in the College of Science. Department chairs report the process is a good one and it provides opportunity for department chairs to discuss goals for improvement with faculty. Evaluation of part-time faculty is left up to the departments and some department chairs report their departments do not regularly evaluate them.

The College is very proud of the student and faculty interest and growth in undergraduate student research. This is both a college goal and a university goal. While both faculty and students in the college are excited about the growth and interest, they also report concerns. For example, in some majors, many more students are seeking undergraduate research experiences than faculty can accommodate. Reassigned time is not given for faculty mentoring of undergraduate research and laboratory space and equipment is reported to be insufficient for the increased student research. The renovation of space in another building to provide some additional shared laboratories and one zoology teaching laboratory is expected to relieve some of the laboratory shortages but faculty see this as a short-term space solution. Faculty report that the overcrowding of laboratories is the most problematic issue associated with enrollment growth.

The administration and faculty were highly complimentary of the library holdings and services supporting the disciplines in the college. There was evidence the resources were integrated into the learning process.

The dean and faculty report student advising has improved in the College of Science since the last evaluation. The half-time professional advisor assigned to the college was cited as one of the reasons for improvement. Students were particularly complimentary of the online graduation evaluation software they use to check program requirements against their transcripts. They commented on the ease of use and clarity of requirements. Advising was not seen as a problem in the College of Science from a student perspective.

The college has made good progress in program assessment. Each department has developed and published a mission statement, student learning outcomes, a curriculum grid, and an assessment plan. Each department has submitted between two and four annual reports of the results of their assessment. Although somewhat uneven among departments, there is some evidence the assessment has resulted in program improvement.

College of Social and Behavioral Sciences

The College of Social and Behavioral Sciences demonstrates high standards in teaching and learning. Its mission is appropriate to the university mission. The college is comprised of ten

departments (including ROTC/military preparation programs), several minors appropriate to the social/behavioral sciences or military studies, one Master of Science program, one Associate of Science program, and one Associate of Applied Science program. Academic programs in the college are well designed and coherent.

Part-time faculty are utilized extensively in some departments. Adjuncts generally are well qualified and receive evaluation each year. Evaluation culminates in decisions regarding development and retention. According to the chairs and adjuncts interviewed, evaluation in most departments is substantive, although only one department's written policy on adjunct hiring and evaluation was provided. Programs should continue to develop and implement policies on part-time faculty evaluation and development. Several departments make significant and remarkable opportunities for adjuncts to be involved in faculty meetings and planning activities.

The College has made faculty access to computers a priority, and each faculty member has relatively new equipment. Department chairs and the dean have utilized creative strategies and grants to fund specialized labs in Psychology, Geography, and Criminal Justice. Concerns were raised about maintaining and replacing the expensive, specialized equipment in Criminology. Faculty and students report that labs are adequate for their educational purposes.

The department chairs and dean share a general vision for the development of the Davis campus. The College is encouraged to develop and implement plans for the Davis campus which are integrated with the university's plan. The college has shown foresight by allocating space in the Social Science building to accommodate the full-time one-year contract teachers who have been hired to teach at the Davis campus as a means of integrating these individuals into their respective departments.

The College has a laudable and robust advising program. Responsibilities are dispersed among a college full-time general advisor, department chairs, faculty, and a philosophy of encouraging students to take responsibility for their academic career. The college advisor has developed creative methods of partnering with faculty to bring advising information to students in large group meetings. Information on faculty contacts for all majors, minors, and areas of study are published on the Weber State Advisor Referral list web page and available on most departmental web pages. The college is encouraged to assess whether their current advising design meets the needs of students for curricular and career advisement.

A major change in the College is the Master of Criminal Justice degree begun in 2000. The MCJ is an appropriate extension of the college mission and provides a well-defined extension of the undergraduate program. Teachers in the master's program primarily are full-time tenure track faculty. The college is encouraged to take actions to ensure that faculty assigned to teach in the master's program excel in scholarship, teaching, and research. Published data on the master's program is silent or unclear on the number of credit hours to be completed in residence, minimum number of graduate level credits required, and number of graded credits—although the details are provided in the self-study. It is a concern that the objectives and outcomes for the master's program were not found in published data on the institutional assessment web page, catalog, accreditation documents room, or department web page.

Concern:

1. The Evaluation Committee is concerned that the Master in Criminal Justice degree appears not to have clearly specified and publicly available information on the requirements for the degree, or to have identified and published the objectives and outcomes for the program (**Standard 2.F.4, 2.D.2, 2.B.2**).

Integrated Studies

The Bachelor of Integrated Studies administratively is located and budgeted through the Associate Provost for Academic Affairs. It is physically located in the Student Service Center. The program has no unique program identifier and utilizes the "EDUC" designator for its capstone preparation and capstone courses. The university is encouraged to assess the appropriateness of the degree designators for the program.

The program has a clear, detailed, and exemplary assessment plan which follows a delineated process. Integrated Studies has learning objectives published on the university assessments web page. A considerable amount of direct and indirect data is collected regarding student outcomes.

Standard 2.G – Continuing Education and Special Learning Activities

Continuing Education and Community Services (CE) is a very well respected, professional organization that supports the institutional mission with a strong commitment to lifelong learning (Standard 2.G.1). It is especially important within Weber's overall structure in that its online offerings are now referred to as the university's "third campus," enrolling 12% of the overall FTE, and CE as a whole enrolls one-third of total FTE. Efforts have been made to discontinue programs that were not tied to mission, were financially marginal, or had low participation rates. The current dean brought a solid background in continuing education when he came to the institution a little over two years ago and has since reorganized CE to be more responsive to the needs of academic departments as well as to the external community (Standard 2.G.4). This has evened out the workload among a strong leadership team of four directors and now provides a clearer focus on program development and a renewed emphasis on effective faculty and student support services. Both CE and the Davis campus have strong leadership teams in place with effective administrative staffs that are committed to providing a high level of customer service.

As part of CE's recent reorganization, a strong Credit Program Development team was formed and liaison positions have been established with each college, providing a single point of contact to CE for deans and department chairs. This has resulted in improved communication and more collaborative working relationships with academic partners on campus, which has also been reinforced by moving the reporting relationship of CE from University Relations to the Provost in Academic Affairs. CE is supported by the President who understands its potential for growth and innovation as well as by the new Provost, who established a positive working relationship with CE in his former role as Dean of the School of Business and Economics. Thus, CE is well positioned within WSU's organization, although some CE administrators expressed a desire to be even more included in planning efforts within Academic Affairs and the institution.

Outside of Academic Affairs, effective and innovative partnerships have been established with other campus units. The relationship with Information Technology is particularly strong as evidenced by the staffing arrangement in the new Lampros Center. CE has a very strong Administrative Support team which provides effective accounting and computer support to both CE and University Relations. CE employees have provided leadership to the campus in the implementation of information management systems, including a new course management system (Web CT) and Banner. CE also takes employee development seriously and is to be commended for how well it trains its staff and supports the professional development of its employees, several of whom have moved into leadership positions in CE as well as elsewhere on the campus.

CE has adopted an outcomes assessment process for continuous improvement of its services that is noteworthy. What was learned in 2003-04 from this process has been used to set priorities for 2004-05. In addition, student evaluations are conducted in all courses for academic credit and are now being regularly shared with the appropriate department chair and dean, who take responsibility for improvement of course instruction. Evaluation of online courses is in place, although some concern exists that the participation by students in online course evaluations may be too low, in some cases, to be meaningful. As a result of a survey of CE staff, a series of trainings was conducted to increase the knowledge and practices of CE for internal staff. CE is currently undertaking a needs assessment of student service needs, which will result in an enrollment service plan. Last year, CE conducted a customer satisfaction survey of deans, secretaries, and department chairs, which indicated a high level of satisfaction with the services provided by CE. A survey of Davis campus faculty was also done, which resulted in an extension of services to faculty during evening hours as a result of the feedback. A survey of CE faculty at other locations is also planned.

Evening courses (offered after 5pm), off-campus, and online courses are provided through Continuing Education with Education and General (E&G) funding. This amounts to a little more than half of CE's budget; the rest of the budget is generated from self-support monies (Standard 2.G.2). Although state appropriations have recently decreased, self support monies generated from noncredit activities and online course fees combined with E&G funds appear to adequately cover CE operations. Thus, sufficient resources are available for CE to carry out its programs and the self-support revenues allow for some flexibility in how these programs are funded and expanded.

Off-campus and Other Special Programs Providing Academic Credit

Continuing Education provides courses using distance learning technologies and traditional face-to-face modes in numerous locations, including the West Center, the Training and Learning Center, Hill Air Force Base, local public high schools, and university centers located on community college campuses. In addition, the recently opened Davis campus also serves over 3,000 students, but now reports directly to the Provost and is no longer managed by CE. About a third of the total institutional FTE is generated through CE. Courses (1000 level) are also provided to high school students in their schools through the Concurrent Enrollment program, are composed primarily of applied science courses, and are funded by the state of Utah. A much smaller Early College program is available to qualified high school students who want to enroll

in college courses at the Ogden campus. The concurrent enrollment program focuses mostly on applied science courses. In addition, contracts with school districts to provide professional development for teachers are in place.

All courses for academic credit are approved in advance through academic departments using the standard curriculum approval processes of the Faculty Senate and the Provost's office (Standard 2.G.1, 2.G.8). All faculty, including adjuncts, are hired by the academic departments using institutional procedures. CE supports the offering of Study Abroad courses by partnering with academic departments; detailed policies and procedures exist to ensure academic standards are met (Standard 2.G.12, Policy 2.4). While an institutional policy exists for awarding credit for prior learning experience that mirrors Policy 2.3, the institution does not award credit except through the transfer of prior-earned credit from accredited institutions, Advanced Placement credit, or credit earned through the College Level Examination Program (Standard 2.G.10).

Off-campus centers and the Davis campus are extremely well maintained and very welcoming. These provide alternative entry points to WSU that are appreciated by students who are looking for convenient ways to fit education into their busy lives. Staff in the off-campus centers are proud of their ability to provide exceptional customer service and a student-friendly environment. Students expressed appreciation for being able to take classes in locations convenient to home and work and some preferred the smaller class environment.

The Davis campus includes state-of-the-art technology that faculty appreciate, which is now putting pressure on the Ogden campus to upgrade its classroom facilities. In less than two years, the Davis campus has quickly become a critically important second campus. Administrative personnel appear to be well connected with their Ogden campus counterparts and feel included in institutional decision making and planning efforts. Two-thirds of the Davis campus students also enrolled in courses at the Ogden campus and the Davis campus is already at capacity with its evening program and services. The potential and pressure for growth will require funding for more buildings and operations in the very near future. The morale of the administrative staff is currently very high; yet, it will likely be challenged to maintain the excellent student-friendly environment as this campus grows. Other challenges will include determining what majors will be offered, achieving an appropriate balance between day and evening courses, and the rotation of faculty to support the academic programs and courses offered at the Davis campus.

Standard 2.H – Non-credit Programs and Courses

Non-credit programs and courses provided through CE include contract training, conferences, seminars, workshops, certification programs, including Utah Law Enforcement Academy, and travel programs targeted to community members. Most in-bound international programs have been discontinued, but a program with Toyota continues. CE has moved away from offering open enrollment professional development courses because of low enrollment, and instead now concentrates on customized and contract training. Records for the current array of courses and programs are well maintained by competent support staff, who are also getting trained in the new Banner system, where noncredit student records and registration will be eventually maintained. Certificates which document total instructional hours are provided to students on request, instead of Continuing Education Units (CEUs) (Standard 2.H.2-2.H.3). New program approval

guidelines are being implemented to ensure that future programs will be an appropriate fit with institutional mission, adequate resources are available for successful implementation, and a large enough market exists (Standard 2.H.1).

Although the recent reorganization has well positioned CE to be more proactive in external program development and marketing, key leadership positions need to be filled and staff on this team are eager for more stability. There is a strong desire within CE to refocus on meeting the needs of external customers, which will likely happen, given the current leadership and organizational structure.

Policy 2.1 General Education/Related Instruction Requirements

All baccalaureate degree programs as well as associate transfer degrees and applied (AAS) and institutional certificate programs require a substantial program of general education for graduation. The mission and objectives of the general education program are articulated in the catalog.

All baccalaureate and transfer associate degree programs require 14-16 credits of a Board of Regents' mandated "core" requirement including composition, American institutions, quantitative literacy, and computer and information literacy. In addition to the core requirement, the institution requires three breadth areas in humanities/creative arts (9 credits), life sciences/physical sciences (9 credits), and social sciences (6 credits). All students must also meet a diversity requirement. Students in Bachelor of Science degrees are required to take 6 credits of scientific inquiry coursework and students in BA, BM and BME degrees have a foreign language proficiency requirement. The core requirements are fairly prescriptive but the three breadth areas, diversity, and scientific inquiry requirements are met by choosing from a large menu of courses.

All applied (AAS) degrees require 18 credits of general education/related instruction with requirements in the areas of communication, computation, and human relations. The general education/related instruction courses are comparable to those in the baccalaureate degree programs and are taught by appropriately qualified faculty. Most related instruction requirements are met by taking discrete courses; the few exceptions are identified in the self-study as embedded within program specific courses.

Faculty, students, and administrators report that the general education program has expanded significantly since the quarter to semester transition in the late 1990s. While the rationale in the catalogue articulates principles of coherence, the current configuration in practice, wherein many courses are counted as satisfying multiple categories, is perceived by faculty and students to lack coherence, which has made systematic assessment difficult. Evidence does exist for assessment of some individual courses within the program but no evidence was found to indicate this was systematic across all courses. Faculty believe many of the courses in the current menus have migrated away from the original general education criteria but they also admit that without systematic assessment they could not verify this. In 1998 a pilot portfolio assessment project was initiated to assess writing and numeracy competencies but the project was discontinued in 2000. Beginning in 1998 an exit survey was administered to graduating students to assess

students' perceptions of their achievement of core and breadth general education requirements. These exit surveys were not administered after 2001. The self-study states "although we have collected general education outcomes data, we have not made many changes as a result of these data."

In 2001-2002 three task forces were created to address assessment of the three general education breadth areas. The three committees administered a student survey in 2003 and data are currently being analyzed and discussed. More recently an ad hoc committee was established to examine graduation requirements including general education. However, at the time of the comprehensive evaluation, the committee had not completed its review and recommendations.

In addition to concerns about the coherence of the general education program in practice, faculty and students expressed concern in several independent interviews with different evaluation team members about students postponing core courses, especially the mathematics requirement, until the last semester of their senior year. Another commonly voiced concern was that the general education requirements as described in the catalog were confusing. For example, faculty advisors and students report confusion about which courses can and cannot be counted to fulfill more than one requirement.

Finally, various evaluation committee members encountered the view expressed by faculty that part of the difficulty with general education is that it is "everyone's responsibility and no one's." Without identified leadership that implements the curriculum within "clearly established channels of communication and control" (2.A.7), it has proved difficult to coordinate and sustain assessment and assessment feedback loops, and to document the improvement of teaching and learning resulting from that assessment. As it addresses issues relating to general education, WSU may wish to consider alternative structures that might better create and sustain cycles of continuous improvement in a program which, by its very nature, is dispersed among many departments and increasingly taught by adjunct and part-time faculty.

Concern:

1. The Evaluation Committee is concerned that, while the general education program is based on a clearly articulated and published rationale, in practice the courses fulfilling general education requirements may have evolved away from their original relevance to GE program categories (**Standard 2.C.2**), and that such migration may have been obscured by lack of systematic assessment of GE (**Standard 2.B**).

Policy 2.2 Educational Assessment

During the 1998-1999 academic year, the Division of Academic Affairs began a systematic approach to documenting the assessment of student learning outcomes within academic programs. Institutional commitment is obvious and notable progress has been made in educational assessment since that time. Assessment plans are in place throughout programs within the university and most are published on the web or are in the document display room. The changes made as a result of outcomes assessment vary among the colleges. Programs that have been reviewed by their professional accrediting bodies have been required to do

programmatic assessment for several years and have used the results of outcomes assessment to improve educational offerings and student learning. Some of the disparity among programs with respect to progress in the area of educational assessment is undoubtedly related to the number of years they have developed assessment processes and used outcome data. While most programs give examples of specific changes or reaffirmations made based on assessment data, a few others are still either collecting data or have not made specific changes based on outcomes.

Concern:

1. The evaluation committee is concerned that, while most programs meet standard 2.B and Policy 2.2, a few—notably general education—lack evidence that they undertake regular and systematic assessment that leads to improvement (**Standard 2.B, Policy 2.2**).

Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs

WSU has a strong distance learning presence, achieved primarily through online courses and independent study. These are provided mostly for the convenience of students also taking face-to-face courses at WSU campuses or centers, but also reach students who otherwise would not be able to participate in face-to-face instruction. Other motivating factors for getting involved in distance learning have included a desire to remain competitive with other online academic providers and to accommodate growth without adding more classroom space. Interestingly, over 80% of students enrolled in online courses are also taking courses at the Ogden campus. It is not uncommon to find students taking a course at the Ogden campus, enrolled in an online course, and attending a course at an off-campus center close to home (or the Davis campus)—all in the same semester. Thus, CE has significantly contributed to making a WSU education convenient and accessible to students.

Enrollment growth in online courses has been significant in the last decade, resulting in over 300 online courses that have been developed by faculty and now enroll nearly 6,000 students a year, which is almost one-third of the over 18,000 WSU students. CE provides an extensive array of faculty support services, which include required training for a faculty member before an online course is offered for the first time. Standards have been developed for online course development and instructional designers are available to help faculty as needed. Both the training and standards encourage appropriate interactivity between faculty and students, depending on course content (Standard 2.G.5). A peer review process is also in place to ensure that online courses meet standards for content and interactivity. In fact, the process for review of online courses appears to be more extensive than the evaluation of face-to-face courses.

Electronic access to library services is very extensive for off-campus and online students. The library staff also takes responsibility for handling copyright issues associated with online courses. Support of faculty in their use of technology by both Information Technology and CE staff is very strong and has contributed to the tremendous growth in online course development. The Lampros Teaching and Learning Center is an impressive partnership between Information Technology and CE that benefits both faculty and students. Current and appropriate technology is being used to support online course offerings, which is mostly funded through online course fees paid by students.

Services that are available online to distance learning students include admissions, registration, fee payment, access to the course schedule, tutoring services, career advising, academic advising, and testing. CE staff have worked very effectively with campus departments to provide these services and want to continue improving self-service options for distance learning and off-campus students. CE is to be commended on their support to both faculty and students involved in distance learning.

While online course development was originally driven by CE and faculty who had an interest in participating, some academic departments are now discussing more strategic and programmatic approaches to packaging online degree programs that would be attractive to off-campus students and compatible with the University's mission. After a period of rapid growth in the number of online courses, CE and its academic partners are encouraged to develop a strategic plan to guide further development. Attention to faculty workload and the use of adjunct faculty will likely also be required, since the current practice of overload compensation may be starting to stretch some academic departments too far.

Standard Three – Students and Policy 3.1

Weber State University offers a complete array of academic support and student life services that visibly support the institution's missions of an enriched learning environment in and outside of the classroom, of character development, and of academic and professional success. The Interim Vice President for Student Affairs explained the role of the division by saying that "it's our job to get students physically, emotionally, healthfully and academically prepared to work in class." The division does indeed carry out these responsibilities with an appropriate organizational structure. The University's commitment to an inclusive community is also supported with individual service operations for special populations including multi-cultural students, international students, students with disabilities, non-traditional students, women students and veterans. These services are appreciated and valued by the students utilizing them.

Student service professionals are well-qualified and quite devoted to providing students with a satisfying and involving collegiate experience. Staffing has not, however, kept pace with student demand and increasing enrollments. Many student services employees feel stretched and are discouraged that they are not able to be more proactive and helpful to the students. In addition to a larger workload, many student affairs unit directors are experiencing difficulty recruiting and retaining staff because of lower salary levels.

The facilities available for student services are satisfactory and improving. Twenty student service operations are located in one Student Services Center, which opened in 1995. New apartment style housing residence halls opened in 2002 and plans for the renovation of Shepherd Union and the Swenson Building and Gymnasium are well underway. Despite this, space is not adequate for student demand in testing, tutoring, and computer lab areas. Space is also very tight in the Student Health Center and Counseling and Psychological Services.

Involving students and faculty in policy and decision-making is described as the "Weber way of doing things." University standing and search committees routinely include students. Weber State University Student Association (WSUSA) executives serve on the Board of Trustees, the Faculty Senate, the Dean's Council, and the student fee recommendation committee. Students also serve on eighteen of the twenty-four administrative standing committees and four of the eleven Faculty Senate committees. Faculty members regularly participate as members of student affairs search and advisory committees.

The environment created by academic support and student life units is very supportive and responsive. Each of the student affairs operations has used the "five column model" to support assessment efforts used to ensure continuing improvement. Student affairs and enrollment service assessments include satisfaction surveys, benchmarking, focus groups, evaluations, data collection, etc. Weber State students are very complimentary of student affairs staff members and the services they provide to support their educational achievement. Remarks such as these are widespread: "Many students are frightened of math, but they come back after visiting the Math Lab with classroom success." "Weber treats Vets very well. It has support programs other colleges don't have." "Being a minority on campus is very, very hard. We try to get the high school students hyped up and they are happy knowing that students succeed. We get encouragement to stay…The advisors are our friends. We tell them our problems."

As mentioned earlier, some academic support services are very well utilized and space does not meet the demand for service. Particularly affected are testing services, tutorial services, and computer labs. Full service offered at the Davis campus and those offered service online for student convenience and to help ease pressure on the system. Staff members in the bookstore, career services and the registrar's office have made both online service and customer service a priority. Customer loyalty is particularly important to the bookstore as online vendors, tuition increases, an enrollment decline and construction threaten visits to the bookstore and the resulting revenues.

The Student Health Center and Counseling and Psychological Services frequently work in partnership. These services are highly regarded by students and others. The health center director places emphasis on ensuring that students "always receive the service they need to get to class ready and able to learn." She also says, "If you build it they will come, but you don't want to build too fast, because they will come just as fast. You want students to find you, but you may not want 18,000 students to find you at one time." Concerns expressed by the managers are space, salaries and meeting demand in Ogden and Davis.

Weber State follows an open admissions policy. Enrollment services offices are admissions, central advising, financial aid and the registrar. Admissions materials are very professional, eye catching, imaginative and appealing. The office emphasizes personal contact in its strategies. The office matches student ambassadors with prospective students to establish a consistent peer contact from the prospective student's initial contact with the institution through new student orientation. New scholarship monies made available through the University's capital campaign will also strengthen University recruitment. Special admission is offered to senior citizens and those entering the University in the early college program, the first year experience and the honors program.

Academic advising has received an increased emphasis since the mid-nineties. Since that time, many efforts have been initiated by the advising center and others to help make advising services more efficient and improve retention rates. Included in these initiatives are a university success course, cohort learning communities for freshmen, assigning an advisor to each college, advisor trainings, monthly meetings for staff and faculty advisors, group advising, adjusting hours to allow for a greater number of "walk-ins" and establishing interactive advising websites. The efforts made to improve advising should be applauded. Still, further refinement of the advising system is needed as several evaluators found that student views of central advising were decidedly mixed. Another area in need of modification is financial aid; comments about this area were also mixed. Each of these two service areas may also be in need of additional staff to provide adequate service. SCT Banner implementation will be an additional staff challenge for all enrollment service areas.

Intercollegiate athletics places tight controls on spending and regularly meets the requirements of financial audits. Team members meet all University admissions requirements and the academic eligibility requirements of the Big Sky Conference and the National Collegiate Athletic Association (NCAA). The department is rightfully proud of numerous championships, tournament appearances, student All-American, and Coach-of-the-Year awardees. Its focus on

academic excellence has been twice recognized with the Big Sky Conference President's Cup. This award is based on graduation rate, grade point average, and sports placement in league standings, and goes to the institution that excels in academics and athletics. Intercollegiate athletics personnel work to keep operations integrated with "lower campus" units and sees itself as "a microcosm of the campus" with its own fundraising, advising, and tutoring operations.

Other student life operations including campus recreation, student activities, and the Shepard Union staff, provide a vast assortment of opportunities for student involvement. The calendar of student activities is balanced and includes diversity-related activities, student leadership programs, community service opportunities, special annual events, and entertainment. Campus recreation also provides "breadth of programming" with aquatics, aerobics, fitness and strength training, intramural sports, club sports, and wilderness recreation opportunities. As the campus hub, the Shepherd Union offers an enriched campus environment that includes food service, conferences, Diversity Center and the Community Center. Each of these staffs looks forward to the increased space provided by renovation and each has concerns regarding budget and finance.

New housing has provided opportunities and challenges for Weber State. The students living on campus appreciate the new apartments, the convenience and a physical plant staff that handles work orders "really fast." Occupancy is a challenge that is being addressed with marketing and a task force. Safety has not been an issue as crime rates are very low, lighting has been improved over time, and Campus Security is visible and quick to respond to requests for assistance.

The University's policies and procedures are easily understood and widely distributed. The *Student Code* includes information on student rights, student responsibilities, academic standards, due process procedures, and appeals. The *Student Code* is available online, in the Dean of Students office, and in a resource guide for faculty members. The Weber State University catalog is also available in printed copy and online. The catalog is mailed to each admitted student and is complete with University mission, academic requirements, academic regulations, degree completion requirements, credit courses and descriptions, and other requirements related to attending the institution or withdrawing from it. The catalog is also available online and for purchase in the bookstore. Since summer 2004, the course schedule has been available only in an online format. Information on tuition, fees and refund policy, etc. is online and in printed form at a variety of locations across the campus. Back up files of records stored in the Registrar's office are made regularly and stored off campus.

Policy 3.1, on Institutional Advertising, Student Recruitment, and Representation of Accredited Status, is met.

Concern:

1. The evaluation committee is concerned that the human and financial resources in the student services area may not be keeping pace with enrollment growth, and that staffing is beginning to verge on inadequacy to support the services and programs offered (**Standard 3.A.4**).

Standard Four – Faculty and Policy 4.1

The Evaluation Committee was impressed without exception with the enthusiastic and obvious commitment of the Weber State faculty to the university's mission, their students, their academic disciplines, and the institution itself. That praiseworthy commitment was evident in the documentation received prior to the visit, in the comments made during the visit by a wide range of faculty across the units, in the comments made by the many students with whom we spoke, and in the various programs, initiatives, and co-curricular activities that have been developed and carried out for the benefit of the students and the university, often as unremunerated "overtime" efforts of the faculty.

The Evaluation Committee saw rich evidence as well that the faculty maintain and enjoy a mutually supportive collegial environment which, as the Self-Study aptly points out, is "a primary strength" and "dominant theme" that emerges from broad discussion with the faculty. One senses a clear interest in collaboration in, between, and among units, and we heard consistently, both from faculty and students alike, that this is a faculty that genuinely enjoys teaching, mentoring, and working with WSU students.

One comment that Committee members heard on several occasions, though, was that many faculty wish there existed on campus a place, at least a regular occasion, where they could gather and share ideas with colleagues from across campus. It was suggested in those and related comments that such a place or occasion would only enhance the collaboration and vitality even more.

The Evaluation Committee was somewhat surprised by the consistently upbeat and very positive statements made by faculty about being a part of WSU. Yet the faculty members were not uncritical of certain aspects of workload. Numerous faculty, for instance, stated that even though they understood that their teaching loads (12 credits or 4 courses per semester) were mandated from outside the university, those loads, when coupled with many additional assignments and tasks, were causing considerable stress. Several mentioned "add ons" to their traditional duties, such as larger class sizes, undergraduate research mentoring, required training for new institutional software, as causes for a feeling of "overload."

Given the relatively high teaching loads, the Evaluation Committee was duly impressed by the amount and quality of research, scholarship, and creative activities and achievements that a number of faculty across the campus can show on their records. In addition, and again in the context of those teaching loads, the number and kind of new and sustained program initiatives which the faculty are involved in that benefit programs, students, and the university as a whole, are remarkable: Area Studies programs, professional journals, outreach activities, professional involvement off-campus, centers, etc. Those activities and entities all add to the reputation, stature, and quality of WSU.

A study of the faculty documentation made available to the Evaluation Committee as well as the professional records and accomplishments of the faculty indicate clearly that WSU has hired well-qualified faculty to fill its tenure-track and contract faculty positions across the disciplines and academic units. In those disciplines where it is appropriate, a combination of academic

qualifications and professional experience is also evident in the faculty profiles.

Substantial progress has been made since the 1994 Evaluation Committee recommendation that improvements ought to be made in the faculty evaluation process, particularly in the evaluation of tenure-track and tenured faculty members. The process, although described as "complex and overlapping" in the Self-Study, is clearly articulated in the PPM document and guarantees that regular and systematic evaluation of these faculty members takes place, consistent with Policy 4.1 *Faculty Evaluation*. Discussion with a number of faculty members, however, indicated that there is some confusion about whether expectations for faculty have changed or are in the process of changing with regard to research, scholarship, and creative activity. This confusion is apparently causing some anxiety among some faculty members, especially some who are pre-tenure and concerned about meeting whatever requirements for achieving tenure do exist. Some clarification and mentoring might be advisable to alleviate this anxiety where it exists. The list of suitable indicators of research and scholarship activity that is included in the Self-Study document appears, in fact, to be so extensive, including activities that are usually regarded as part of teaching rather than research and scholarship, that it perhaps contributes to the alleged confusion. In the area of research and scholarship, however, it does appear evident that the university's policies and action are consistent with WSU's mission; that sponsored research is handled appropriately; that faculty are involved in developing policies and procedures in this area; and that faculty have the academic freedom to pursue their research and scholarship in appropriately self-determined ways.

Similar progress as that noted above for tenure-track and tenured faculty evaluation does not appear to have been made for part-time and adjunct faculty. And since WSU does employ a relatively large number of such faculty (in some units they outnumber the permanent faculty) and since they play such a significant role in general education instruction, this lack of regular and systematic evaluation is problematical. And although some opportunities for professional development exist for part-time and adjunct faculty, particularly through some targeted workshops from the Teaching and Learning Forum, the Evaluation Committee also finds that they could be made available more systematically and regularly. Suggestions were also made that the mentoring of this group of faculty is carried out in somewhat spotty fashion, depending on the initiatives of the individual units, some of which have fairly thorough and formal mentoring programs, others very little.

As is noted in the section of this evaluation report for Standard Six, this is a faculty with a tradition of extensive shared governance with the administration and other governing groups and boards. The Faculty Senate plays, by all accounts, a very important role in establishing the agenda for the university, in overseeing the curriculum and its development, in developing appropriate academic standards, in academic advising, and in looking out for the welfare of the university. Although there are some complaints to be heard, faculty compensation packages appear to be "generally ahead of national averages," as the self-study asserts, but some ground appears to have been lost with respect to salaries in the last three or four years. Benefits, however, are viewed as being excellent. Tenure-track and tenured faculty members, at least, also point out that professional development support and opportunities are quite extensive and very much appreciated, both at the university and college-level. Here, again, the evaluation committee heard considerable praise for grants and support made available through private funding as well

as for the activities generated and sponsored by the Teaching and Learning Forum. The university's sabbatical program also receives accolades for its generosity, and it does appear to be well funded and liberal.

One additional concern that some faculty expressed during the evaluation visit had to do with a fear that some collegiality could be lost when faculty teach and work at multiple sites and commute between the main campus and, especially, the new Davis campus. Several Evaluation Committee members heard special concern expressed about pre-tenure faculty who are assigned to multiple sites and who, therefore, might fail to become full members of their departments through no fault of their own, thereby jeopardizing, perhaps, their chances for tenure in those departments. Whether such fears are well-founded or not, they suggest that such split assignments, particularly for pre-tenure faculty, should be dealt with so these faculty members are not disadvantaged in the promotion and tenure process.

Concern:

1. The Evaluation Committee is concerned that clearly articulated policies and procedures for evaluating part-time and adjunct faculty be developed, distributed, implemented, and assessed university-wide (**Policy 4.1**).

Standard Five – Library and Information Resources

When Weber State University was last accredited in 1994, it was not in compliance with Standard Five. As one current administrator put it, the library had suffered from "benign neglect." With institutional attention focused on library and information resources, the University now is fully compliant with Standard Five. This is an excellent example of how much can be accomplished in a decade through institutional commitment, creative leadership, and excellent staff support. Both the Library and Information Technology now receive high praise from all quarters for their dedicated and talented staffs, quality resources, and the exceptional services they provide to the WSU community.

Library
Resources and Services
The collections are greatly improved from ten years ago and are able to support the academic programs including the new emphasis on undergraduate student research. What isn't owned locally is readily obtained via Interlibrary Loan. Along with increased institutional support for collections, the state-funded Utah Academic Library Consortium (UALC) now provides access to a comprehensive collection of electronic resources. These databases, reference sources, and online journals support teaching and learning in many of the disciplines taught at the University. Since electronic resources are available at any time from any place, they enhance services to all students, especially those in WSU's extended programs who do not study at the Ogden Campus.

Stewart Library has reorganized its library faculty to assign a liaison librarian the responsibility for library instruction and collection development in each college. The University has instituted a new graduation requirement for information literacy that can be fulfilled in several different ways. The librarians developed a comprehensive and award-winning program of information literacy instruction that infuses research skills throughout the curriculum. Students described many experiences using library resources that demonstrate their information literacy proficiency. Faculty described assignments that make creative use of library resources.

The library percentage of the E & G funding has not grown in the last five years, but there is substantial gift funding available to augment those resources. The University Librarian is very active in development and has been quite successful in securing substantial gifts for library support.

Facilities and Access
Within the last decade, Stewart Library was remodeled substantially. What the building lacks in architectural distinction is made up by functional arrangement, tasteful decoration, handsome signs, attentive upkeep, and lovely artwork throughout the building. The library is welcoming and inviting and is popular with students. Compatible academic programs like Honors are welcomed to share available space within the library. Another remodeling plan is scheduled for the near future to remove the imposing outdoor stairs to create an inviting new entry to the building, rearrange some internal spaces for better utilization, and create a much-needed third online classroom. Funding for this project is apparently a priority.

Personnel and Management
The library faculty and staff are knowledgeable, dedicated, and well prepared for their tasks. Two vacant library faculty positions are in the process of being filled. There have been few raises recently and salaries are relatively low, in common with other areas of the university. WSU's mission to offer extended programs at Davis and at many other off-campus locations as well as online courses presents staffing challenges. There is minimal staffing at Davis, with professional services provided by Ogden librarians who travel to Davis. There is no staffing at other sites but an online chat reference service provides a partial alternative to on-site reference assistance. This staffing arrangement is working for now but as programs at these off-campus sites grow, more library faculty and staff will be needed.

Planning and Evaluation
A variety of assessment tools have been used to measure user satisfaction; scores have generally been trending upward. There is a plan to rewrite the confusing tenure and promotion guidelines for library faculty.

Information Resources
Resources and Services
Information Technology provides a full array of support services for the academic programs and administrative functions. The helpdesk—universally known as quad 7—is praised by faculty and students. Even "odd-ball" requests that are unique to the needs of a single faculty member are treated with a "can-do" attitude. Student labs that are partly funded by their activity fee are ample, with good access to up-to-date computers.

In an effort to update systems and create a computing environment that is easier to support, there is presently an ongoing transition to off-the-shelf software. Banner is in the implementation process for administrative computing. This cooperative effort of the Utah system was two years in the planning and three years in the implementation stage, and achieved a statewide contract with excellent pricing. Although not without some expected glitches, implementation is on schedule and within budget.

Online course delivery is highly developed at WSU. Web CT-Vista is replacing the home-grown course delivery system. Again, the transition has mostly gone smoothly with a few notable exceptions of problems that have been fixed. Faculty express concern that the gradebook integration with a campus-developed testing system (Chi-Tester) needs improvement, but in general students and faculty are enthusiastic about the functionality of the new system.

Facilities and Access
Recently two spectacular new facilities have opened that showcase learning technology. At Davis, the first campus building includes state-of the art teaching and learning facilities. Classrooms are fully equipped with presentation technology that is being standardized for technology-enhanced classrooms throughout WSU. The Information Commons includes a large computer lab in conjunction with a small branch library where students can get help with computing and library reference. Newly remodeled Lampros Hall provides similar excellent facilities in Ogden with technology-enhanced classrooms, experimental computing labs, a testing center, and teleconferencing. Faculty are eagerly waiting for older technology-enhanced

classrooms in Ogden to be retrofitted to the new standards.

Since the purchase of updated computing equipment for faculty and staff is a departmental responsibility, there are large disparities in access to up-to-date computing equipment. Not all colleges have adequate budgets to fund a reasonable replacement cycle.

The Administrative Computing Department has staff scattered around campus because there is no centralized office space to accommodate them. This is inefficient for workflow and staff communication.

*Personnel and Managemen*t
The Information Technology staff are knowledgeable, dedicated, and well prepared for their tasks. As service levels increase and expectations grow, there will be a need for additional staffing to support the administrative and academic computing needs of the campus. The student staff is excellent and recent graduates of WSU are well-prepared and are frequently hired into entry level jobs. With the local market for computing professionals picking up, a staff retention problem is developing. WSU salaries are not comparable with the local market and would need improvement to retain good people.

Information Technology supports services that are available around the clock. Although staff try to cover night and weekend emergencies, there is no comprehensive plan for staffing and compensation for a true 24/7 operation.

Planning and Evaluation
A new advisory committee, the Administrative Technology Advisory Council, has been appointed to guide IT planning and implementation. IT staff are evaluated annually.

Findings and Conclusions
Both the Library and Information Technology are presently doing a fine job in supporting their campus constituencies, but the University must not now rest on its laurels. Both services will need sustained resources in order to continue to meet their missions. Staffing in both areas is already stretched thinly and new growth, especially in off-campus locations, may soon create service problems. Salaries are low. IT needs a better solution to serving the campus around the clock. Academic and administrative departments need stable funding to adopt reasonable equipment replacement cycles. The Library needs to secure funding for its planned remodeling project. The collection continues to need increased funding to meet inflationary pressure and broad curricular demands. If these needs continue to be met, there is every reason to believe that the Library and Information Technology will both continue to provide Weber State University with the excellent level of service that it now enjoys.

Standard Six – Governance and Administration

Governance System and Governing Boards
Weber State University's system of governance is structured by Utah law and policy. It is governed by the State Board of Regents, which is responsible for hiring and evaluating presidents; system planning; and budget and financial issues. The missions of the Utah higher education institutions are established or revised by the Regents. System policies, regulations, and procedures are defined and published, and equitably administered. Utah Code Title 67, Chapter 16, Utah Public Officers and Employees Ethics Act, defines and prohibits conflicts of interest.

The Board of Regents delegates authority to a Board of Trustees whose statutory responsibilities include facilitating communication with the community; assisting with fundraising and development; strengthening alumni and community identification with the university; and selecting recipients of honorary degrees and commencement speakers. The Trustees' authority was clarified in 1998 when the State Board of Regents revised the State Board of Regents Policy (R 220). In 2003 the Utah Board of Regents revised policy R565 to require institutions to create a separate Board of Trustee Audit Review Committee. Institutions of higher education in Utah are increasingly expected to be "entrepreneurial" in planning their futures, and locating audit functions with Trustees is intended to empower them with information in the interests of more tactical local planning within the statewide strategic planning of the Regents.

The previous state master plan for higher education, which includes plans for each institution as well as for the system as a whole, was published by the Board of Regents in 2000. The next master plan is currently being developed. The Board of Regents itself is entering a new planning era in that the new five-year master plan for higher education (the "strategic" plan) will be more data-driven than previous plans: specifically, in the way planning variables (e.g., tuition levels, demography, state support) and their interactions are considered. More latitude is being granted to institutions and their Boards of Trustees to chart tactical courses to achieve the planned outcomes of the strategic master plan. The system at all levels is therefore entering a new phase which entails shifting more responsibility for planning, including resource acquisition, to institutions and their Boards of Trustees.

Trustees, who represent a variety of stakeholders in the community, work closely and well with the university's leadership. They are well informed and have a high level of participation in planning. A notable example is the action plan to address the deficiencies in math skills of entering freshmen. Finding that the 70% deficiency rate put an enormous strain on the institution, the president and trustees, one of whom is the superintendent of the Ogden school district, worked together to devise a plan for reforming high school math requirements and curriculum so that students enter with the necessary preparation. This reform is now being extended to the middle school curriculum.

The Trustees are rightfully proud of the very successful capital campaign and they are actively involved in planning for buildings and acquiring land for future expansion of the Ogden campus. They strongly support and encourage conservative financial management of the University assets. Both Regents and Trustees consider that, with its experience in distance education

programs, its uses of technology, its fundraising success, and its fine-tuned and creative management of financial resources, Weber State could become a model in the state for the new, "entrepreneurial" institution of high education.

The president defines institutional goals and priorities and leads the developments of plan to achieve them. The administration and staff are organized to support the teaching and learning environment which results in the achievement of the institution's goals. A fifth administrative division was created in 1994, the chief information officer to reflect the growing importance of the information technology infrastructure.

In 2003 a new campus in Davis County opened. It is managed by a director who reports to the provost, but does not have a separate faculty, staff, or hiring authority. The significant potential for growth at this site—to 10,000-12,000 students in the next ten years—represents a challenge for governance and administrative organization at all levels.

There are multiple councils, boards, and committees through which the various constituencies of the university participate in governance. The self-study notes that Weber State has a strong tradition of shared governance, and the evidence bears this out. The faculty as individuals and the Faculty Senate are well-represented within institutional governance structures, both standing and ad hoc.

Student governance is particularly impressive. Student senators not only transact student senate business, which includes significant issues such as renovation of the student union building, online course evaluations, and restructuring of student government; but they are also full members of standing university committees. Student input is valued and respected, and faculty and staff actively solicit student engagement in governance issues. From the perspective of student senators, student needs are proactively addressed.

The self-study notes that administrative and staff salaries lag behind market levels, and in some areas, notably student services and information technology, this is beginning to affect recruitment and retention. The Board of Regents passed a budget request to the Utah legislature in October 2004 that would begin to address the erosion of salaries, if legislatively funded.

Policy 6.1 Affirmative Action and Nondiscrimination

The published policy on affirmative action and nondiscrimination is regularly reviewed by the affirmative action standing committee. This was most recently done in spring 2003. Weber State's hiring process is standardized, and each hiring decision is reviewed critically and independently by the Affirmative Action/Equal Employment Opportunity Office prior to being approved.

The institution has commendably directed special focus in recent years to creating a more diverse, inclusive, and tolerant campus culture. Regents, Trustees, and faculty alike commended the administration on setting the tone and leading the campus toward these goals, as the campus looks forward to a surge of diverse students from the growing Hispanic school age population in Ogden.

Among the concrete steps taken was the creation of a new position, Assistant to the President for Diversity, who is assisted by an Administrative Standing Committee on Diversity. This committee has five diversity action teams housed within each of the university's administrative divisions: academic affairs, student affairs, administrative services, information technology, and university relations. Together these offices and committees initiate, sponsor, or promote extensive and well-attended programming around diversity. The WSU Diversity Center, located in the student union building, has as its mission to affirm the culture, heritage, and faiths of all students and staff. A diversity newsletter provides internal and external communication highlighting activities and events. The student radio station offers programming in Spanish, and the libraries are in the process of developing web access through Spanish language pages. The university has also created a Matthew Shepard scholarship and has worked to create an accepting environment for gay and lesbian students.

Policy 6.2 Collective Bargaining

Weber State University is not a collective bargaining institution.

Findings and Conclusions

Weber State University meets the standard for governance and administration.

Standard Seven – Finance

The financial management responsibilities are delegated through the Board of Regents and the Board of Trustees to the President of the University. The information in both the self-study and the materials provided for review document that the university's organizational plan describes both the responsibilities and accountability for sound financial management.   The minutes of the Business Affairs Committee, with summary to the Board of Trustees, show attentiveness to financial monitoring through monthly reporting of operating revenue and expenditures and projected cash management plans. Currently the Board of Regents and the university system presidents are developing a five-year strategic plan for higher education.   The aim of the strategic plan is that the Board of Trustees and the university will develop a tactical strategy for budgeting and allocating the resources to meet the prioritized goals and objectives of the university.

The self-study refers to strategic planning efforts and priorities established in 1994 as well as current planning priorities. It was not clear in the self-study if the strategic planning efforts of the past five years were aligned with the budgetary projected revenues and expenditures of the university. After interviews and more evaluation it is very clear that a lag did occur in institutional strategic planning.   Information provided to the committee from the last two years shows significant progress toward strategic planning by defining "Overarching Values/Goal Statements" with responsibility assigned and identified measures to evaluate progress. Even with this progress, it is not clear at this time how the university budget process will capture the financial needs of this renewed planning effort.

There is a philosophical shift at the state level from relying on the system for planning and allocation of resources to the university's own responsibility for planning and allocating. Budget planning information has been identified to further develop campus budget allocation using state revenue projection, population and demographic data, and tuition forecasting from the system. Both operating and capital budget projections at the university level will provide critical management information for sound decision-making and prioritizing the short-term and long-term financial plan for the university and its boards. There are plans to involve outside expertise in helping to model revenue allocations and tuition structures. In addition, the finance management staff is accumulating detailed data in developing management reports that will help prioritize the year-by-year budget plan of the academic and support services program initiatives. This is the response of the administration to meet the 2004-05 goal of creating a culture of university planning and assessment. It is important for this to occur and that tools be designed and implemented to assist in forecasting and modeling at the University level.

The university's financial management approach is conservative, which provided institutional stability during times when decreasing state support was offset by increased tuition and growth in student numbers. There has been very solid financial decision-making to support the conservative approach. The bond rating, limited use of debt, and funded contingency balances reflect the conservative financial management strategy. The finance and administration area of the university monitors all financial activity and provides timely financial reporting to the campus and to the Board of Trustees.

The financial relationship between the education and general operations and auxiliary enterprise operations, particularly the bookstore and athletics, is under review at this time. Administrative management is reviewing ways to improve efficiency and effectiveness, while preserving financial stability and meeting expectations and service goals.

Financial audit responsibilities and controls are well defined and have been elevated by the recent addition of an audit committee at the Board of Trustees level. Accountability policy and processes are well established. The Board of Trustees is informed monthly through both the Business Committee and the Audit Committee of any changes in financial or facility management issues.

The university has detailed the goals that need to be addressed in the strategic financial plan of the university which include managing the continued growth of WSU Davis, managing overall enrollment growth with decreasing state funding—detailing the challenge of accommodating unfunded students. Also included in the financial planning priorities is the implementation of the last phase of the financial and administrative systems, which is the student information system. Another priority of the university is maintaining a competitive compensation plan. The plans are in place but not fully developed in defining the sources of funds or the budget plan to meet these goals.

The educational operating funds sources and uses will require additional planning and forecasting. It seems that more independence is being given and will continue to be given to the University to supplement the operating and capital needs of the University. The Administration acknowledges this is new territory and has aspirations to be a statewide leader in the development of resource allocation to support the University's targeted strategies and goals. The renewed planning efforts are strategic in scope and further development of management forecasting models is in progress.

Standard Eight – Physical Resources

It is evident both visually and through the information provided in the self-study and master planning documents that WSU has been able to address deferred maintenance issues, access, health and safety through planning and funding.   While there is a list of projects and infrastructure issues, there are also plans for improvements. The facility master plan for the main campus and the Davis Campus are comprehensive and all aspects of facility needs are addressed in the master plan and prioritized for the next five years. It is obvious in the new buildings and renovations that the facilities were designed and built with attention to their program use and up-to-date technology.

While the financial reports appear to indicate adequacy as to operational needs, some of the academic areas are feeling that equipment acquisition and/or repair and maintenance of instructional equipment has been decreasing due to budget cuts.   Equipment upgrades are in question in some areas as represented by comments from individuals in some of the colleges. Administration acknowledges funding differences between the colleges that have endowed funds and those that rely heavily on the legislatively allocated Educational and General ("E&G") funds. Funds have been allocated to meet certain specific needs, and course fees are used to help acquire and repair equipment. Technology upgrades including student and instructional technology has been budgeted through student fees.

In the past the University has relied heavily on the state for appropriation to fund planning, design and construction of facilities. The shift to independence in acquiring other funds for new facilities has been demonstrated in their successful campaign drive. Funding strategies enabled the university to move forward in a timely manner to meet growth and technology access needs. This has been an outstanding effort by all involved to fund facilities and improvements.

Standard Nine – Institutional Integrity and Policy 9.1

All available evidence indicates that Weber State University operates with integrity and in accordance with high ethical standards, meeting the standard and policy. It regularly evaluates and revises its policies. Its catalogs, publications, and public statements are accurate and consistent. It defines and prohibits conflicts of interest in the policy manual for employees and the Board of Trustees. All employees are bound by the Utah Code Title 67, Chapter 16, Utah Public Officers and Employees Ethics Act. The student code is explicit about the institution's goal to foster personal integrity and the ethical development of students. The institution has policies on academic freedom, affirmative action, and non-discrimination. According to interviews with faculty, their freedom to raise controversial issues in the classroom is supported not only by institutional policy, but also in practice by chairs, deans, and upper administration.

The self-study identifies the greatest challenge in this standard to be meeting the requirements of regulatory agencies, particularly the federal government's Gramm-Leach-Bliley Act and Health Insurance Portability and Accountability Act. The university is reviewing its procedures and computing infrastructure to determine where additional training or informational technology changes are required for compliance with federal law.

Summary Chapter– Overarching Findings and Conclusions Including Institutional Commendations and Recommendations

Weber State University is accustomed to doing much with little. Faculty and staff have gone the extra mile to preserve and increase the quality of the educational experience even as student numbers swelled and state funding shrank. The institution's conservative fiscal management, coupled with creativity in finding new sources of revenue, whether through fundraising, course fees, or 'second tier" tuition policies, has enabled it to pull through several very difficult years without undue scarring.

Indeed, the evaluation committee found commendable strengths that emerged during this time of financial strain: an inclusive campus culture marked by collegiality and mutual respect; faculty who are visibly dedicated to student success; and widely-evident confidence in the institution's leadership. Several new or newly renovated buildings on the Ogden campus and the newly-opened Davis campus offer outstanding spaces and facilities for educational programs, both curricular and co-curricular.

At the same time, there is a legacy of staff and faculty stretched very thin; of salaries lagging behind peer institutions; of difficulties recruiting and retaining faculty and staff in "upmarket" fields such as information technology, business, and nursing; of growing ranks of adjunct and part-time faculty; and of mounting needs for equipment and technology in "have-not" departments. The Davis campus presents new opportunities for meeting students' needs, but also new challenges in communication, coordination, and integration for academic and student services units now operating in multiple locations.

The evaluation committee found an institution that is coming to understand itself in new ways in a very dynamic external environment. Weber faces the future with a new level of responsibility for organizing and managing itself, and for planning the tactics by which it will meet the challenges of past and future growth while preserving and increasing quality.

Commendations:

1. Mission
The evaluation committee found a remarkably strong and coherent sense of mission among all Weber State University's constituents. The evaluation committee commends the faculty, staff, and administration for maintaining and deepening institutional commitment to the student-centered mission and to excellent teaching, as evidenced by student achievements that have won national recognition in a variety of fields; the new strategic initiatives to improve the first-year and undergraduate experience; and the dedication of faculty and staff to serving students through personal interaction and creative uses of technology.

2. Fundraising
The resources raised in the highly successful capital campaign, which exceeded its goal by $15 million, enabled the University to accomplish several mission driven goals, including: the endowment of three colleges; increasing scholarship funds by $13 million; receiving high national ranking among peers in private giving and strong alumni support, and funding for

facilities. The evaluation committee commends the university and all of those responsible for providing enhanced educational opportunities through this successful Capital Campaign.

3. Facilities
The evaluation committee commends the university for its facility planning, maintenance, and construction, adding both new buildings and improvements to campus facilities that include Lampros Hall, an outstanding technology and learning center; providing a quality academic space and art gallery in the Ethel Wattis Kimball Visual Arts Center; making significant improvements in the addition of a strength and conditioning complex and the Stewart Stadium Sky suites and Press Box Complex that also serves as a campus conference facility.   The committee also recognizes and commends the programming and facility master planning of WSU Davis, a model of technology and program space planning.

4. Library Resources and Services
The evaluation committee commends Weber State University for the excellent progress it has made since 1994 to improve access to library resources and services. Particularly noteworthy are enhancements to the collections, including the addition of online resources that are available at any time from any place; implementation of new information technologies; development of an award-winning program for teaching information literacy skills throughout the curriculum; and remodeled facilities at Stewart Library that are attractive, inviting, and well used.

Recommendations:

1. Assessment of General Education
The Evaluation Committee recommends that the institution regularly and systematically assess the general education curriculum and document that assessment activities lead to improvement. Based on evidence from faculty, students, administration, and the provided documentation, the Evaluation Committee was unable to verify regular and systematic assessment of the general education curriculum and that assessment activities have led to improvement. **Standard 2.B and Policy 2.2**.

2. Faculty Evaluation
The Evaluation Committee recommends that clearly articulated policies and procedures for evaluating part-time and adjunct faculty be developed, distributed, implemented, and assessed university-wide. The Evaluation Committee additionally recommends that improvement be made in the mentoring of part-time faculty, as well as in expanding their professional development opportunities. The Committee was unable to find sufficient evidence to verify that the institution systematically, regularly, and across all units fulfills its "obligation…to evaluate the performance" of part-time and adjunct faculty members; and was also unable to find evidence that the university provides for their development on a regular basis. **Standard 4.A and Policy 4.1**.