Executive Summary

This Executive Summary gives a brief overview of each of the nine accreditation standards from the Northwest Commission Colleges and Universities (NWCCU).

Standard One — Institutional Mission and Goals, Planning, and Effectiveness

I. Purpose/Description

The mission of Weber State University (WSU) is determined by the Utah State Board of Regents policy (www.utahsbr.edu/policy/r312.htm). Our mission statement is publicly available to all faculty, staff, students, and our broader community, was last revised in 1993, and includes three broad areas of focus: high-quality instructional programs, public service, and assessment and accountability. Our focus remains on the continual improvement of instruction and services for our students. We use outcomes assessment processes throughout the university and plan improvements based on the results of these processes.

Planning and Goals

In 1994, a strategic planning group composed of faculty and staff leaders identified four priorities and resulting goals and activities for WSU that guided our planning processes for the following decade. These priorities guided several focused planning and goal-attainment processes involving broad segments of the campus community and many important off-campus constituents. President F. Ann Millner, appointed in the fall of 2002, designed a five-year, ongoing institutional planning process that was headed by a University Planning Council. This council identified four university-wide strategic priorities: promote undergraduate research, improve first-year student success, expand faculty and staff sup-port, and enhance our image and identify. Divisions, colleges, and task forces developed implementation plans, time-lines, and specific measurement tools for these priorities.

Assessment and Effectiveness

As noted in the October 1994 NWCCU evaluation report, assessment at WSU had been occurring in a sporadic and often anecdotal manner. Because of this finding, assessment was subsequently embedded within all four of the strategic priorities and goals identified in the December 1994 Strategic Future report. Institutional assessment activities prior to 2002 focused on these 1994 four strategic priorities. Subsequent to 2002, institutional assessment activities have been linked with the more recent strategic priorities identified above.

In 1998, program and office-specific outcomes assessment procedures were systematically designed and implemented, first within the Division of Academic Affairs, and subsequently in the other four divisions. Although the president and vice presidents made outcomes assessment a priority, the faculty and staff who work within each division determined what and how to assess. As a result, there has been broad and deep participation with assessment and planning within each of our five divisions.

Public Documentation of Progress

The results of our progress in meeting our goals have been made public in a variety of ways including written reports, publication in newspapers and magazines, and on our website.

II. Significant Changes Since 1994

These changes are categorized according to the four priorities that emerged from our 1994 planning process.

Enhance learning
- Implemented a systematic process of assessing student learning outcomes
- Increased our library collection
- Increased our focus on technology
- Increased number of graduate programs from two to four
- Constructed and renovated a variety of buildings, including new residence halls

Manage enrollment
- Reorganized the Enrollment Services offices
- Expanded and refined our recruitment strategies
- Implemented a First Year Experience Program
- Modified our admissions criteria to provide two tracks
- Expanded our presence in our primary four-county service area
- Expanded our efforts to provide early college access for high school students
- Implemented a new automated scholarship management system

Build image and identity
- Designed new marks of identity
- Launched a new university tag line, "Changing Minds"
- Redesigned our website
- Expanded our outreach efforts with alumni and the communities we serve

Increase and improve use of resources
- Concluded a successful capital campaign
- Upgraded several crucial computing systems
- Enhanced our formal training programs for faculty and staff
- Expanded our free shuttle bus service to a remote campus parking lot
- Created liaison roles between various academic support areas (advising, career services, library, continuing education) and our academic colleges
- Improved and enhanced our library resources.

Substantive Changes Reported to Commission

The only substantive change requests for which we have sought approval since 1994 have focused on offering online degree programs via WSU Online. We submitted our first request in 1997 and, since then, we have received approval to offer ten online degree programs.

III. Strengths and Challenges

Strengths include:

- Strong focus on undergraduate teaching and student success
- Expanded technology infrastructure, including delivering online courses and degrees, and providing students with increased e-access to WSU services
- Excellent library resources and services
- Long-term strategy to strengthen our external image and relationships

Challenges include:

- Static or reduced state budgets, accompanied by growth in student population and in use of technology; employees salaries are below comparison groups
- Partially implemented institution-wide planning and assessment processes
- Student learning and success of academically at-risk students, particularly in their first year of college
- Aging and maximally scheduled facilities on the Ogden campus

IV. Next Steps/ Action Items

- Expand funding resources for operations, salaries, and faculty and staff development
- Fully implement institution-wide planning and assessment processes, and link processes with institutional research and resource allocation
- Improve first-year student learning and success
- Improve or replace aging and maximally scheduled facilities

Standard Two – Educational Program and Its Effectiveness

I. Purpose/Description

Undergraduate Programs

Overview

WSU is a comprehensive, primarily undergraduate university with over 200 undergraduate, graduate and certificate programs; this is the largest and most comprehensive offering of undergraduate programs in the State of Utah. Each program we offer has a coherent design and is characterized by appropriate sequencing of courses, including depth and breadth of content. We embrace and value the diversity of the WSU community and seek to cultivate an environment that encourages freedom of expression while respecting the unique contributions we all make.

Our degree programs are housed in six colleges and one school: College of Applied Science and Technology, College of Arts and Humanities, John B. Goddard School of Business and Economics, Jerry and Vickie Moyes College of Education, Dr. Ezekiel R. Dumke College of Health Professions, College of Science, and College of Social and Behavioral Sciences. We also offer a Bachelor of Integrated Studies and Honors Program overseen by the Associate Provost for Academic Affairs. We have a strong emphasis on professional and vocational programs; two-thirds of our students major in programs in Applied Science and Technology, Business and Economics, Education, and Health Professions.

Curriculum and Credits

The design of each program's curriculum is determined by the program faculty and subsequently reviewed and approved by faculty at the college and university levels. Routine curriculum changes, such as modifications of courses and programs, are made consistent with policies and procedures established by the University Curriculum and General Education Committee and approved by the Faculty Senate and Board of Trustees. When degree programs are eliminated, we follow existing policies to ensure that students are not disadvantaged. Enrolled students are informed of impending program closures and are provided with ample time to complete degree requirements.

All of our degree programs must meet credit hour limits established by the Board of

> "The entire object of true education, is to make people not merely do the right thing, but to enjoy right things; not merely industrious, but to love industry; not merely learned, but to love knowledge."
> — John Ruskin

Regents or receive approval from the Board of Regents to exceed these guidelines. Further, our professional programs must meet external agency standards. Our degree designators are consistent with program content.

Academic Program Review

For more than 20 years, we have had in place a regular and systematic review of our academic programs. Program review is a comprehensive examination of a program's mission statement, curriculum, student learning outcomes, faculty and staff support and evaluation, student academic advising and enrollment patterns, library and equipment support, and strategic goals. Program reviews occur at least once every five years with the goal of identifying areas of strength and areas that

need to be improved. Program reviews are either an internally designed process or part of an externally designed professional accreditation review.

Outcomes Assessment

A recommendation contained in the 1994 NWCCU accreditation report stated, "the assessment of educational effectiveness and retention needs to occur in a more coordinated, integrated, systematic, and focused manner." To address this recommendation, we began a process of systematically assessing outcomes throughout the Division of Academic Affairs (Undergraduate and Graduate Programs and Centers, General Education and Other Required Courses, Library, Academic Advising, and Continuing Education). We designed a common model of outcomes assessment that has been adopted throughout the Division of Academic Affairs.

General Education and Other Required Courses

We offer several types of undergraduate degrees that include a general education program with both a core and a breadth component. In addition to completing core and breadth general education requirements, our students must complete requirements in Diversity and Scientific Literacy or Foreign Languages. Our general education and other required courses are taught by appropriately qualified faculty, the majority of whom have doctoral degrees. Our general education program is in compliance with **NWCCU Policy 2.1 on General Education/Related Instruction Requirements.**

Just as we have more systematically assessed the learning outcomes of academic degree programs, we have also implemented assessment strategies for our general education program and other required courses. Although we have collected general education outcomes data, we have not made many changes as a result of these data.

Graduate Programs

Programs and Policies

We offer four master's-level degree programs with entrance requirements and coursework that differentiate them from their undergraduate program counterparts. Our graduate program curricula ensure that students achieve a greater depth of study and increased development of intellectual and creative capacities. Graduate program curricular additions and changes are subject to the same faculty review and approval procedures as are undergraduate programs. Our graduate programs are assessed by an evolving matrix of assessment methods.

Graduate program admissions policies and procedures are published in the printed and online versions of our catalog and in each program's brochures and web pages. Admission to a graduate program is based upon criteria determined by the faculty involved in the program and the program's director. Each program has defined requirements and policies for graduation that have been formulated and approved by relevant faculty members.

Faculty in each graduate program have formulated and approved policies for the acceptance of transfer credit that are in compliance with **NWCCU Policy 2.4 on Transfer and Award of Academic Credit.** In compliance with **NWCCU Policy 2.3 on Credit for Prior Experiential Learning**, none of our graduate programs grant credit for prior experiential learning or other learning experiences external to the student's formal graduate program.

Graduate Faculty and Related Resources

Faculty who teach graduate courses are fully qualified based on their educational degrees, specialized knowledge, teaching excellence, and research and/or professional experience. Funds are allocated to the academic units/departments that house the graduate program. Approval for graduate programs is granted only when adequate financial resources are available.

Educational Policies and Procedures

Calendar and Scheduling

From 1996 to 1998, all Utah public colleges and universities were required to move to a semester calendar; we offered our first semester-length courses in the fall of 1998. Fall and spring semesters are each 15 weeks in length, exclusive of an exam week. Course credits are determined on the basis of the number of hours per week in class and the number of weeks in session. We offer day and evening courses in a variety of formats at multiple locations.

Tuition and Fees

Our tuition rates are determined annually in a process that is linked very tightly with our overall budgeting process. Effective fiscal year 2001-02, we implemented a tuition schedule that includes two tiers of tuition. Students pay one amount for tuition which is then separated within the university for deposit in our general fund (first-tier tuition) or to support specific institutional needs (second-tier tuition).

Experiential Credit

Our departments award credit for experiential learning consistent with our policies and guidelines. Departments which award experiential credit must have written criteria to assure its academic equivalency. Prior to being awarded experiential credit, students must provide evidence of a satisfactory learning pattern. Our institutional policies on experiential credit are in compliance with **NWCCU Policy 2.3 on Credit for Prior Experiential Learning.**

Transfer Credit

We have articulation agreements, consistent with university policy and reviewed on a regular basis, with all two- and four-year Utah System of Higher Education (USHE) institutions to ensure smooth transfer of credit for students. Our transfer policies and procedures are in compliance with **NWCCU Policy 2.5 on Transfer and Award of Academic Credit.**

Developmental Credit

Because we have both a community college and a university role in Northern Utah, we have a two-tiered admissions policy that places students into either the "college tier" or "university tier." College Tier students are not allowed to register for upper division courses (with some exceptions) and must complete developmental English and/or math courses, depending upon their standardized test scores in those content areas. Developmental courses are not included in the calculation of a student's grade point average and are not counted toward the total hours required for graduation. Once College Tier students have successfully met our English and math competency requirements and have completed 20 semester credits with a grade point average of 2.25 or better, they are moved to the University Tier.

Academic Advising

The academic advising of our students was identified as an area of concern in our 1994 accreditation review, and we have subsequently improved our advising processes. We have both a centralized and decentralized academic advising process. Centralized advising is provided through the Academic Advisement Center for undeclared students. Although advising is not mandatory for undeclared students who are in good academic standing, our Center staff members have designed and implemented proactive advising programs which provide both group and individual student advising sessions in a variety of formats, including via the internet. Decentralized advising occurs when students declare their program of study (e.g., major, minor). At this point, they become the advising responsibility of the faculty and staff within academic departments, along with professional advisors hired by six of the seven academic colleges.

Library and Information Systems

Library

Because our library was identified as an area of concern in the 1994 review, we made this an institutional priority for improvement. Since that review, Stewart Library subject bibliographers have been assigned to each college where they work with faculty to ensure that the use of library and information resources is integrated into the learning process. The library has had an ongoing commitment to assessment since 1994. Using the model adopted within the Division of Academic

"I think there is a world market for maybe five computers."
— Thomas Watson, chairman of IBM, 1943.

Affairs, the library faculty and staff use a variety of methods to assess student and faculty satisfaction with library resources and services.

Information Systems

We recently began the conversion of our administrative computing systems from a combination of commercial and locally developed platforms to one integrated commercial system (SCT). We have greatly increased the number of computer labs for our students.

Continuing Education/Community Services

Organization and Administrative Structure

We are a multi-campus university that offers a variety of continuing education and special learning activities in numerous locations and formats. Administratively, our continuing education and special learning activities are man-

aged by Continuing Education/Community Services (CE/CS), and in 2002 CE/CS became part of the Division of Academic Affairs. All credit-generating courses scheduled by CE/CS were initially created through the standard curriculum approval processes of our Faculty Senate. CE/CS is also responsible for managing non-credit offerings in a variety of formats and locations, including at the Training and Learning Center (TLC) in Davis County.

Funding and Tuition/Fees

Most of the CE/CS funding comes from legislatively appropriated monies. Budget-related tuition and fees that are attached to CE/CS-scheduled credit courses are consistent with Utah State Board of Regent guidelines. Self-support tuition and fees vary depending on the cost of delivering the courses or programs. We follow established institutional guidelines for refunding tuition and fees for both budget-related and self-support courses and programs.

Credit Courses and Programs

A significant number of our overall institutional budget-related student credit hours and full-time equivalent student enrollments are generated by CE/CS-scheduled courses. CE/CS-scheduled and/or funded credit-classes are taught at numerous locations, at various times, with multiple delivery methods, and to differing audiences. All credit courses and programs and the faculty who teach them are approved by the home department through existing faculty governance procedures prior to being scheduled by CE/CS. Courses offered for credit remain under the sole and direct control of our academic departments. Credit attached to courses scheduled by CE/CS is awarded according to established Board of Regents and WSU policies and guidelines. We do not lend our accreditation prestige or authority to any non-regionally accredited organization for any of our credit offerings regardless of the location or modality of these offerings. WSU is in

compliance with **NWCCU Policy A-6 Contractual Relationships with Organizations Not Regionally Accredited**.

Non-credit Courses and Programs

In addition to providing a wide array of credit courses and programs, CE/CS offers multiple non-credit courses and programs, most of which are self-supported. A small number of non-credit programs are offered through our Small Business Center and the Technology Assistance Center. We follow national standards for granting Continuing Education Units (CEUs) for non-credit courses.

Distance Delivery of Courses and Programs

We offer external degree programs via traditional distance education delivery methods and via the internet. In 2003, we began the migration of our internet course management system from our locally developed platform to the WebCT Vista commercial product. Our distance delivery and online academic programs are established and approved by faculty, have a clearly defined purpose, and are consistent with our institutional mission and purpose. These courses and programs are offered in ways that are consistent with **NWCCU Policy 2.6 Distance Delivery of Courses, Certificate and Degree Programs.**

Study Abroad

Our study abroad programs are budget-related, credit-generating academic experiences that include travel to another country that is organized and/or sponsored by one of our academic departments and is related to a university-approved program of study. Our study abroad programs meet the same academic standards, award similar credits, and are subject to the same institutional controls as are academic programs offered on our campuses. **WSU is in compliance with NWCCU Policy 2.4 Study Abroad Programs, Policy A-6 Contractual Relationships with Organizations Not Regionally Accredited,**

and Policy A-7 Principles of Good Practice in Educational Courses and Programs Offered Outside the United States.

CE/CS Assessment

In CE/CS, we solicit student feedback from both credit and non-credit courses. In addition to assessing student satisfaction with courses, CE/CS has initiated a comprehensive outcomes assessment process to measure the overall impact of the services they provide. The process used by CE/CS parallels that used by the academic departments.

II. Significant Changes Since 1994

- Semester calendar with a revised general education program to meet new USHE requirements
- Systematic approach to outcomes assessment within Academic Affairs
- Added 29 degree or certificate programs (including two graduate programs) and deleted 16 degree or certificate programs
- Modification of our admission policy to meet our role as both a community college and a university
- An increased focus on academic advising, including increased numbers of advisors and improved advising processes
- Improved library collection based on faculty, staff, and student feedback
- Conversion to new administrative software and course management systems
- Transfer of CE/CS to Academic Affairs
- New WSU Davis facility campus with improved student services

III. Strengths and Challenges

Strengths include:

- Flexible and varied course and program offerings of high quality
- Enhanced and accessible academic advising programs both centrally and within colleges and programs

- Improved library resources and strong library/faculty partnerships
- Expanded information technology infrastructure for our faculty, staff, and students
- Qualified faculty who are accessible to students
- Addition of new campus in Davis County to meet a growing student population
- Cohesive assessment approach within Academic Affairs

Challenges include:

- Conversion to a new course management system
- Enrollment growth with associate increase in adjunct faculty numbers, and increase in undecided and at-risk students
- Continually evolving technologies and technology trends
- Integrating results of assessment into overall planning and evaluation processes, particularly with general education and other required courses

IV. Next Steps/ Action Items

- Implement new course management system
- Improve the major and career decisions of undecided students
- Develop additional web-based services and online support services
- Implement the new SCT Banner state-of-the-art Web-based administrative data systems
- Provide more support for adjunct faculty who teach in high-demand general education courses
- Integrate results of assessment into overall planning and evaluation processes and maintain momentum on assessment by providing ongoing formal training in outcomes assessment for faculty and staff

Standard Three — Students

I. Purpose/Description

In 2002-03, we enrolled 18,059 students; this was an increase of 20% over our 1999-2000 enrollment of 14,984. WSU provides student services that not only make it easy for students to access information and receive assistance, but also are designed to meet students' physical, psychological, sociological, and academic needs. Our student services support our mission statement that indicates we provide "extensive personal contact and support among students, faculty, and staff create an enriched learning environment both in and out of the classroom."

Organization

Two divisions—Academic Affairs and Student Affairs—provide the majority of the services to students. The Loan Servicing Office and Intercollegiate Athletics report to the division of Administrative Services. Each division is administered by a vice president-level administrator who reports directly to the President. Many of our student services offices are governed by institutional policies that determine how services are provided.

Human Resources

The departments, offices, and programs that provide services for students are staffed by professional and classified staff and student employees. Job descriptions are available for each of these positions. Hiring is guided by WSU policy and state law. We provide resources and support for ongoing development; employee performance is reviewed by supervisors at the conclusion of the probationary employment period and then annually using our Performance Review and Enrichment Program (PREP).

Physical Resources

A centralized Student Services Center on the Ogden campus was completed in 1995 to provide a location for 20 student services. Because of recent enrollment growth, use of this facility has exceeded its capacity. We also provide comprehensive services for students at WSU Davis (opened in fall 2003), more limited services at our West Center, and broad access to student services online. Online services are accessible 24/7, and face-to-face services are available between 50 and 100 hours per week, depending on the service.

Financial Resources

Funding for student services comes from Education and General (E&G) fund allocations, student tuition and fees, federal grants, private donors, and auxiliary and fee-based program revenue. As a way of managing enrollment growth during this time of decreased state-appropriated funds, we have increased tuition rates. Most of our salary increases come from state funds, and because of limited state resources, our staff salaries are below their market comparisons.

Outcomes Assessment

Because assessment was an area of concern identified in our 1994 accreditation review, it has been our priority to implement outcomes assessment procedures institution-wide. Each division has developed an approach that best meets their needs, and because student services are housed within two divisions – Academic and Student Affairs – the assessment approach used by the staff within each of those divisions is slightly different.

We gather student services outcomes assessment data both at the institution and individual office levels. Institutionally, our Office of Institutional Research administers the Noel-Levitz Student Satisfaction Inventory every three years (most recent was in 2002-03) and provides these data to interested offices and individuals. Assessment techniques that are used most frequently by individual offices include satisfaction surveys, institutional data, needs assessment, external comparisons, national standards and focus groups. Outcomes assessment data have helped us make preliminary improvements in the services we provide.

Student Documents

We publish and make widely available several important student documents. Our Student Code affects all of our students, our student services offices, and our academic departments because it outlines students' rights and responsibilities, including those related to academic honesty and due process rights. We also publish and make available a current catalog. Our student government publishes a Student Handbook/Directory. These documents are available in printed form and online.

Recruitment, Admissions, and Orientation

The Admissions Office is responsible for recruitment, admissions and orientation. We provide recruitment services on both the Ogden and Davis campuses. We recruit almost exclusively from within Utah by visiting community colleges and high schools, as well as by responding to in-person, telephone, U.S. mail, and e-mail inquiries. We have a two-track admissions policy, revised in 1997, that enables us to serve as both a community college and a university in Northern Utah. Students are admitted into either the "college tier" or the "university tier" based on their standardized test scores. Graduate students are admitted according to the policies of our four graduate programs. We offer on-campus tours and four-hour orientation sessions throughout the year for prospective and admitted freshmen and transfer students. We also provide a semester-long, three-credit orientation course for entering students designed to assist students with making a successful transition to college.

Course Registration Services and Academic Credit and Record Policies

Our Registrar's Office interacts each semester with every student who registers for classes as well as with large segments of the student population who seek other services such as transcript services and enrollment verification. The majority of student course registration transactions occur via the internet, and this will be impacted by our migration to a new student information system. The Registrar's Office also designs and implements our academic credit and records policies and procedures and maintains academic standards for currently enrolled students.

Within our catalog and other publications, we distinguish between degree and non-degree credit. We clearly indicate that courses below the 1000-level are considered remedial and are not included in the calculation of either semester or the cumulative GPA, or for total hours for graduation. The Graduation Office staff are ultimately responsible for determining a student's graduation status. Our general and degree-specific graduation requirements are clearly outlined in our catalog and in department brochures.

We maintain articulation agreements, consistent with state and institutional policies, with all two-year and four-year Utah System of Higher Education (USHE) institutions to ensure smooth transfer of credit for students. Our transfer polices and procedures are in compliance with **NWCCU Policy 2.5 on Transfer Award of Academic Credit.**

Our institutional academic records are safe and secure and they are maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974.

Financial Assistance Services

Funds are awarded to our students through both a Financial Aid Office and a Scholarship Office; our Loan Servicing Office provides students with the option of making monthly tuition payments (Tuition Payment Plan). We have increased the number of scholarship dollars available to students as a result of our recently concluded capital campaign. We are audited regularly by the State of Utah to be sure we are administering Federal and state financial aid appropriately. To prevent student loan default, we counsel students each year they receive a loan and at graduation.

Academic Advising Services

Our 1994 accreditation report indicated that the advising services we provided our students were an area of concern. Since that time, we have made great progress to improve our academic advising services. We provide both decentralized (by faculty and staff) and centralized academic advising services (by Academic Advisement Center staff).

Career Services

Historically, we have had a strong institutional focus on career preparation for our students. Students are provided with career services both within academic departments and through a centralized Career Services Center (CSC). Students are provided with career exploration opportunities and computerized employment listings, access to an in-house and online career information library, senior employment seminars, job preparation sessions, and on-campus interviews with national and local recruiters and local school districts. The CSC also provides information and counseling on graduate schools.

Academic Support Services and Programs

Many of our students are first-generation college students and, upon admission, more than two-thirds are assigned to College Tier. Our academic support services and programs fulfill an important part of our mission which is to assist students with the development of skills that assure a reasonable chance of success in both college and career. Services organized centrally within our Academic Support Services and Programs Office (ASSP) include

tutoring, supplemental instruction, testing, a writing center, and computer labs.

Student Physical and Psychological Health Care Services

To do their best in school, our students need appropriate physical and psychological health care services. We have a student-fee funded Student Health Center that is managed by a director who supervises one physician, one physician assistant, one clinical nurse, one medical technologist, and one classified staff. This center provides routine medical services for students; it also manages our Drug & Alcohol Program.

Our Counseling and Psychological Services Center offers a wide range of counseling services for all registered students as well as for faculty and staff. We hire several qualified individuals to provide these services. These individuals report to a director and an assistant director.

Housing Services

Only a small percentage of our students reside in on-campus housing, and our housing staff is correspondingly small in number. We provide housing in two locations on the Ogden campus: Promontory Tower and University Village. We do not provide housing on our Davis campus.

Food Services

We have a three-year contract, signed in 2002, with Chartwells to provide quality, nutritious, healthful, and safe food services on the Ogden campus to students, faculty, administration, and guests. We provide limited campus food services on the Davis campus.

Co-curricular Activities and Services

We offer a variety of co-curricular activities and services for our students. In addition to governance opportunities, our students participate in clubs and Greek organizations, community service programs, dances, retreats and conferences, and diversity-focused events. Most of the co-curricular activities are managed by the Office of Student Activities.

Recreation Services

An important aspect of our mission and role is to provide services that help satisfy the sports, fitness, and recreational needs of our students, faculty, staff, and community. This is the primary responsibility of our Campus Recreation Department. In 2002-03, we had nearly 75,000 student users participating in these activities; this number reflects duplicated users.

Bookstore Services

We maintain a bookstore as an auxiliary operation of our university on both the Ogden and Davis campuses and online, and its purpose is

"I am for integrity, if only because life is very short and truth is hard to come by."
— Unknown

to provide our students and the broader campus community with educational materials, university merchandise, convenience items, and excellent service.

Student Media Services

Our students have the opportunity to participate in four media services: The Signpost campus newspaper (both hardcopy and online);

Metaphor, a literary and art magazine; KWCR-FM, a student-run radio station; and Channel 9, a student-run news television station. These media provide our students with a forum for the free exchange of ideas as well as with career-preparation opportunities. Our policies clarify the relationship of these media with the university. These media services are primarily academic endeavors and not solely activity-oriented.

Services for Special Student Populations

Because our students face a variety of socio-economic, ethnic, gender, and/or age barriers to their academic success, six offices within Student Affairs have responsibility for providing services for unique sub-groups of our student population: International Students, Multi-Cultural Students, Non-Traditional Students, Students with Disabilities, Veterans Affairs, and Women Students.

Safety and Security Services

A safe and secure environment facilitates student learning and improves employee satisfaction in the work setting. Our Department of Public Safety oversees campus parking, campus police, environmental health and safety, and risk management. Most of the safety services that directly impact students are provided by our Campus Police Department. Campus police play a preventative role in campus safety by offering education opportunities for interested groups. At WSU Davis, emergency calls are handled through the Layton Police and Fire Department for immediate action and relayed on to our Police Department.

Intercollegiate Athletics

We are a member of the National Collegiate Athletic Association (NCAA) and the Big Sky Conference and, as a participating member of these athletics organizations, we abide by their rules and regulations. The Athletics Director reports directly to the Vice President

of Administrative Services who has responsibility for policy and departmental oversight. The Athletics Director also receives input from two advisory boards: the Student Athletics Advisory Committee and the Institutional Athletics Board. Admission requirements and procedures, academic standards and degree requirements, and financial aid awards for student athletes are vested in the same institutional agencies that handle these matters for all students. The budget for Intercollegiate Athletics is prepared and, after approval, is administered by the Director of Intercollegiate Athletics under the direction of the Vice President of Administrative Services. The Intercollegiate Athletics Department undergoes three different audits: NCAA Compliance Audit, Independent State Audit, and our internal audit of the Athletics Department.

Our Athletics Department is committed to fair and equitable treatment of both male and female athletes when providing opportunities for participation, financial aid, academic-support services, equipment, and access to facilities. Consistent with both WSU's and the department's mission to educate student-athletes, scheduling polices and procedures are in place to minimize the amount that athletic competitions or practices interfere with class attendance or test preparation.

II. Significant Changes Since 1994

Organization
- Transferred open student computer labs from the Division of Information and Technology to the Division of Student Affairs
- Transferred the offices of Admissions, Financial Aid, Registrar, Orientation and Academic Advisement from Student Affairs to Academic Affairs, and hired an Associate Provost of Enrollment Services to manage these offices
- Created liaison roles for Career Services Center counselors and Academic Advisement Center advisors with academic colleges

- Improved Athletics services by creating a Title IX Assessment Committee, and by hiring a Compliance Coordinator, and an Academic Coordinator

New Facilities
- University Village on the Ogden campus
- Stewart Stadium Sky Suites and Press Box Complex, as well as a newly remodeled locker room facility
- Student Services Center which consolidated 20 student services departments and areas
- WSU Davis with expanded student services

Policies and Programs
- Increased the delivery of student services online
- Provided campus-wide wireless network access, and laptop computer check-out
- Increased the development and use of outcomes assessment processes
- Expanded specific student population services, including a Non-traditional Students Center with drop-in day care, a One-Stop Office for evening students, and a First Year Experience Program for entering students
- Implemented a revised undergraduate admissions policy to allow for both an open-admissions and a criterion-based admissions process

III. Strengths and Challenges

Strengths include:

- Staff who are well trained and knowledgeable in their areas of expertise
- Effective enrollment strategies for recruiting and orienting new and transfer students
- Emphasis on academic support services
- Access to technology
- Increase in scholarship opportunities

Challenges include:

- Maintaining quality and comprehensive student services on multiple campuses
- Retaining current and recruiting new well-qualified staff

- Limited and maximally scheduled facilities
- Comprehensive implementation of outcomes assessment across student services offices
- Migration to new student information system

IV. Next Steps/ Action Items

- Implement comprehensive and ongoing assessment processes and continue to improve services based on data
- Establish new funding sources to increase staff salaries and fund staff development
- Participate in the planning and renovation of facilities on the Ogden Campus to ensure students services are adequately provided
- Complete migration to new student information system

Standard Four — Faculty

I. Purpose/Description

In 2002-03, we employed 460 full-time and 326 adjunct faculty, and they are central to our institutional focus on undergraduate teaching excellence. Our faculty are highly qualified in each discipline or program in which we offer major academic work. They have a strong commitment to their colleagues and our students, and a strong work ethic. The primary responsibilities of our faculty fall into the categories of teaching, scholarship, and service. We expect our faculty to conduct themselves ethically in all situations.

Employment

We provide equal employment opportunities for all faculty applicants. The recruitment and appointment of full-time faculty follow the guidelines established by our Office of Human Resources, including the requirement that faculty have appropriate academic backgrounds. Relevant employment policies are made available via the internet as well as through

department, college, and university meetings. Adjunct faculty are hired with more de-centralized procedures as determined by academic departments and colleges.

Salaries and Benefits

Initial full-time faculty salaries are negotiated at time of hire based on a number of factors, including academic degree, experience, and discipline market. Because of limited legislative allocations, our faculty salaries are below market comparisons. Our adjunct faculty are paid on a per-credit-hour basis. Historically, we have had a very robust and attractive benefits package for our full-time faculty, including retirement benefits (investment and savings plans), insurance plans (health, disability, and life), professional development programs, leave options, and a variety of health and fitness programs. Our benefit plan is under review and revision because of rising health care costs both in Utah and nationwide.

Academic Freedom

WSU policy and practice strongly affirms aca-

"A professor is one who talks in someone else's sleep."
— W.H. Auden

demic freedom. We have clear standards on academic freedom that are acknowledged and supported by our faculty. Both our full-time and adjunct faculty affirmed in a 2003 survey that they have the right to discuss controversial and relevant subject matter in their courses, as well as the right of free inquiry and unconstrained dissemination of ideas in research or scholarly activities.

Teaching

Because we are primarily an undergraduate teaching institution, teaching and learning are our primary focus. Our emphasis on teaching is exemplified in the significant increase in online classes, vast improvements in the library resources available to students and teachers, addition of several new facilities including computer labs, and a revision of curriculum in conjunction with conversion to semesters. The Board of Regents policy specifies that our full-time faculty must teach at least 24 semester credit hours per academic year. Typically, adjunct faculty do not teach more than six semester credit hours per term.

Scholarship, Research, and Creative Endeavors

Our tenure-track and tenured faculty are expected to engage in scholarship, research, and/or creative endeavors. In 2002-03, an estimated 250 of our full-time faculty were active scholars, and engaged in a variety of basic and applied research and creative activities. An increasing number of our faculty work collaboratively with our undergraduate students in scholarly activities; in 2002-03, we estimate that approximately 150 of our faculty engaged in undergraduate research activities. A 2003 faculty survey indicates we need to provide more support for faculty who are engaged in scholarly activities.

Service

In addition to teaching and scholarship, our full-time faculty are expected to make a contribution of service. This is a broad category that includes service to the governance of the institution, to the faculty member's discipline, and to the larger community in which we live. Advising students is one way in which faculty provide service to the university, and many of

our faculty feel they are not provided with necessary training and support to effectively advise students.

Support for Teaching and Scholarship

We provide several areas of support for teaching and scholarship including: the Teaching and Learning Forum (our faculty development office); internal and external funds, through sponsored projects or donations, for faculty to pursue instructional improvement or scholarly activities; sabbatical and special leaves; and physical facilities for our faculty to enhance their teaching and engage in scholarship.

Faculty Evaluation

We have a complex and overlapping system of full-time faculty evaluation. In 1994, our Northwest report indicated we were inconsistent "in evaluating the performance of faculty and providing for their continued development, especially noted in the case of tenured faculty who have been promoted to the rank of professor." In response to this recommendation, we implemented a triennial review for all faculty. In addition, we have merit review procedures, annual reviews for term faculty for reappointment decisions, and promotion and tenure reviews for full-time, tenure-track faculty. Evaluating adjunct faculty is more decentralized, and each department has its own practice. WSU is in compliance with **NWCCU Policy 4.1 ("Policy on Faculty Evaluations") for full-time faculty; we are in partial compliance with this policy for our adjunct faculty.**

II. Significant Changes Since 1994

- Increased faculty involvement in curriculum and assessment processes as a result of our conversion from a quarter to a semester calendar, and implementation of campus-wide outcomes assessment procedures

- Increased numbers of newly constructed or significantly renovated technology-enhanced teaching facilities, and an increase in online instruction
- Increased number of adjunct faculty to deal with rising enrollment
- Changes in our benefits plan because of rising health care costs

III. Strengths and Challenges

Strengths include:

- Emphasis on teaching and learning
- Support for academic freedom
- History of shared faculty governance

Challenges include:

- Support and evaluation of adjunct faculty, including evaluation procedures
- Faculty salaries that are below national comparisons
- Support for faculty scholarship
- Support for faculty in student advising

IV. Next Steps/ Action Items

- Increase faculty salaries
- Increase scholarship expectations, rewards, and resources
- Review adjunct faculty policies, including adjunct faculty evaluation processes
- Revise faculty advising assignments and workload

Standard Five — Library and Information Resources

I. Purpose/Description

Library

The Stewart Library provides a broad range of information resources and services on both the

Ogden and Davis campuses. Collections include print, electronic, and audio-visual resources as well as an increasingly large number of electronic databases. Day, evening, and weekend hours are maintained to accommodate patron needs at both campuses. Off-campus access to resources and services is available 24/7 through the library's website.

Faculty and Staff

In 2002-03, our library employed 12 faculty, 31 staff, and 52 student assistants, for a total of 69 FTE. The library faculty and staff are well trained, have expertise in their areas of responsibility, and are committed to providing quality library services to the community. All have current and accurate position descriptions in which authority, responsibility, and expectations are clearly delineated. Ongoing training and professional development are essential, and resources are allocated to improve the knowledge and skills of faculty and staff. Library faculty serve on relevant committees and on a number of Utah Academic Library Consortium committees. As a unit within the Academic Affairs Division, reporting to the Provost, the library faculty and staff are fully involved in institutional planning.

Collection Resources

To ensure that the online and on-site collection resources are relevant to curricular needs, a librarian is assigned to each college. These subject librarians are responsible for consulting regularly with assigned faculty and students to assess instructional and research needs and to collaborate with faculty in developing the collection.

Instructional Program

The purpose of our instruction program is to provide students with the skills and knowledge needed to effectively identify, find, evaluate, and use information for academic success and to support lifelong learning. In addition to their collection management and faculty

liaison responsibilities, subject librarians provide course-integrated instruction to inform students and faculty of library resources available in their areas of interest.

Facilities

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

Utilization

Our resources and services are well used. During 2002-03, visitors to the library's website numbered more than 326,000, an increase of nearly 13% over the previous year, and use of the E-Reserve system increased 15%. That same year, we experienced a relatively small increase in circulation (1%) that we believe is the result of a decrease in the use of printed journals.

Budget

We receive operating funds from three sources: Education & General (E&G) monies, both ongoing and one-time, allocated to WSU by the state legislature; state monies allocated to the Utah Academic Library Consortium (UALC); and gifts. In 2002-03, the total library budget was in excess of $4 million. The total library budget from all three sources has increased substantially over the past decade, enabling us to make significant progress in improving our collection of information resources.

Assessment

Based on feedback obtained from biennial surveys and interviews with students and faculty, library resources and services are now adequate to support our curricular offerings. This is in contrast to 1994 and 1996 NWCCU reports that stated there was a "dramatic need for a major increase in support for library staff and materials" to meet accreditation standards. Our library staff and administration were in full agreement with those reports and took significant steps to assure that the library was in compliance with NWCCU standards. As a result of those efforts, the NWCCU's 1999 Regular Interim Report stated that: **"Much has been done to improve the Stewart Library since both the 1994 and 1996 visits. Improvements are clearly evident in three areas, Resources, Staffing (service), and Technology. Consequently, at this time there does not appear to be any question that the WSU Library meets the Standard IV, Library and Learning Resources."**

Information Technology

Our Information Technology (IT) Division came into being in 1994 with the hiring of our first Chief Information Officer (Vice President of Information Technology). Organized to provide centralized support for critical information technology services, the IT Division contains the Chief Information Office, Administrative Computing (Application Support & Data Administration), Systems & Network Management, Technology Services (Computing Operations, Computing Support & Multimedia Services), Telecommunications, and Web Development.

Staff

The 45 professional staff members of the IT Division are the most important IT support resource. Effective use of information technology requires qualified and dedicated professional staff capable of combining the various elements required to provide services and functionality. With few exceptions, our IT professional staff are continually engaged in professional development activities of various kinds. They have exhibited success in positioning us to anticipate and accommodate change while discontinuing obsolete technologies and services that are no longer needed.

Facilities and Resources

Central computing facilities for students, faculty, and staff boast excess capacity, resulting in few, if any, user complaints. There are now approximately 50 heavily scheduled multimedia classrooms at WSU Ogden and five at the Training and Learning Center in Layton. At WSU Davis there are 21 additional state-of-the-art multimedia classrooms and 10 new computer labs.

In addition to the multimedia classrooms described above, current facilities include attractive and functional open and departmentally restricted student computer labs, an open faculty experimental computer lab, and two dedicated training facilities equipped with the latest multimedia equipment. We estimate that there are over 2,500 desktop computers available for student, faculty, and staff use.

Virtual information technology facilities are provided through a combination of sophisticated databases, networks, and software tools. Other virtual facilities are provided through the combination of integrated electronic messaging systems, student and faculty/staff portals, numerous web-based self-service applications, and new web-based administrative software.

The quality of our data/telephone network is an important IT support resource. This network works in concert with the Utah Education Network (UEN) to provide and maintain our access to the internet and other electronic resources.

In cooperation with the Utah System of Higher Education (USHE), we began a highly participatory process in 1999 to select new online administrative data systems. A system-wide contract for Banner software from Systems & Computer Technology, Inc. (SCT) was signed.

The implementation process is now underway for our administrative systems conversion, as well as for our online course management system conversion.

Budget

The IT Division receives operating funds from five sources: state-appropriated Education & General (E&G) funds, telecommunications self-support revenues, a portion of the WSU Online course delivery fee, the USHE Telecommunications & Distance Education Initiative, and gifts and overhead cost recovery fees. Since 1993, the IT Division budget has doubled from approximately $2.3 million to approximately $4.6 million.

Assessment

Our most important assessment efforts are those that are occur as part of the ongoing IT planning process. Draft update documents, posted on the Web, relate to goal attainment and new goals, objectives, or initiatives. Continuous feedback is solicited from IT Division Web sites and e-Bulletin announcements.

II. Significant Changes Since 1994

Library

- Improved quality and relevancy of our collection
- Enhanced access to information resources
- Addition of comprehensive instruction program
- Augmentation of the library budget

Information Technology

- Creation of a president's cabinet-level position (Chief Information Officer)
- Elimination of five disparate e-Mail systems and consolidation of several networks
- Initiation of a five-phase network development plan

- Creation, maintenance, and enhancement of the WSU web site
- Selection and implementation of new administrative data processing systems
- Movement to an established ongoing revenue stream for planned information technology purchases
- Significant increase in expenditures related to network security
- Significant increase in online courses

III. Strengths and Challenges

Library

Strengths include:

- Improvements in online and on-site collections, systematic assessment process, and user satisfaction
- Digitized and improved access to information resources
- Information literacy focus of instruction program
- Expanded funding sources

Challenges include:

- Changing needs of students and faculty for library services
- Increased access for all students at all locations
- Maintain quality service to meet expanding needs
- Increased private funding to augment the budget

Information Technology

Strengths include:

- Qualified, dedicated, and motivated staff with strong central leadership
- Cooperative work environment
- Solid up-to-date technology infrastructure with reliable, high-bandwidth data network
- Well-established IT planning tradition
- Stable funding
- Successful online university

Challenges include:

- Keep current with continually evolving technologies and technology trends
- Maintain and strengthen communication channels
- Sustain necessary funding and support levels
- Effectively manage the physical, emotional, and social impacts of changes through the transition to SCT and WebCT Vista platforms
- Identify and implement an effective identity management strategy

IV. Next Steps/ Action Items

Library

- Continue to increase access to resources in virtual and real worlds
- Develop a comprehensive technology plan and budget
- Incorporate information literacy concepts into more upper-division courses
- Seek E&G funding for five additional positions
- Increase fund raising and grant writing efforts
- Develop a plan and secure funding for the capital improvement of the Ogden campus library
- Integrate assessment procedures and outcomes more fully into all technical service areas
- Explore viable options for shifting staff to growth areas

Information Technology

- Complete major IT projects in process
- Reorganize and consolidate as needed
- Refine and enhance communication channels/mechanisms
- Develop reasonable equipment replacement cycles

Standard Six — Governance and Administration

I. Purpose/Description

Governing Systems

The Utah System of Higher Education (USHE) includes the State Board of Regents and 10 public colleges and universities. WSU, a primarily undergraduate university, is governed by the State Board of Regents and our Board of Trustees as well as other university administrators. Our president has a full-time appointment at WSU and is regularly evaluated by the Regents to determine and facilitate her effectiveness. Our organizational structure consists of five divisions, each headed by a vice-president level administrator (Academic Affairs, Administrative Services, Information Technology, Student Affairs, University

"I cannot live without books."
— Thomas Jefferson

Relations). We have other governing entities representing our faculty and student constituencies, including faculty and student senates, and multiple councils, boards, and committees to represent important institutional constituents.

Affirmative Action and Nondiscrimination

Our policy on Affirmative Action and Nondiscrimination is reviewed regularly by the Affirmative Action standing committee. In addition, we have two important campus initiatives that focus on inclusivity: the WSU

Diversity Center and the WSU Diversity Administrative Standing Committee. We are in compliance with the **NWCCU Policy 6.1 on Affirmative Action and Nondiscrimination.**

II. Significant Changes Since 1994

- Board of Regents has become more involved in approving new degree programs (including declaring a moratorium in 2003 on new degree programs); the Regents also created a tenth USHE member, the Utah College of Applied Technology
- Board of Trustees have had their delegated responsibilities and authority clarified; they also now have an audit subcommittee
- WSU administration has a fifth administrative division (Information Technology); we have established a new campus (WSU Davis)

III. Strengths and Challenges

Strengths include:

- High levels of involvement for a variety of individuals at the state and local level through our Board of Regents and Board of Trustees
- Extensive involvement in shared governance between administration, faculty, staff, and students

Challenges include:

- Lack of agreement on planning processes for higher education between the Board of Regents and state legislature
- Integration of image and identity for WSU as a single institution with multiple campuses (Ogden, Davis, online)

IV. Next Steps/ Action Items

- Develop an approach to communicating more effectively with legislators
- Increase WSU involvement with individual members of the Board of Regents

- Implement strategies to enhance the internal and external communication and integration of the all our campuses (Ogden, Davis, online)

Standard Seven — Finance

I. Purpose/Description

Financial Management

One of our trademarks over the years has been our conservative approach to financial management. Financial responsibilities are distributed between the Assistant Vice President for Financial Services and the Director of Purchasing & Support Services, with the Vice President for Administrative Services overseeing all functions. Sound financial practices are further realized through an organizational plan that distributes line responsibilities to all areas on the campus.

Our activities require financial oversight by the University Board of Trustees. Our conservative approach to financial management allows us to maintain adequate institutional reserves and surplus for contingencies. We have also been very conservative regarding issuance of long-term debt and have used short-term debt very sparingly over the years.

Independent auditor examinations have verified that our financial statements have been prepared based upon generally accepted accounting principles, and our internal control systems have consistently been judged effective. For the fiscal year ended June 30, 2002, we successfully implemented the new financial reporting model GASB standards No. 34, *Basic Financial Statements - Management's Discussion and Analysis - for State and Local Governments* and No. 35, *Basic Financial Statements - and Management's Discussion and Analysis - for Public Colleges and Universities.*

Financial Planning

We have well-established financial planning processes linked to our established mission and goals. Our past strategic planning efforts included a comprehensive assessment that clarified the following priorities: our role in Davis County, information technology, enrollment management, and the financial condition of the University's Athletic program.

Our current planning priorities are impacted by academic, economic, and political influences over the past ten years. Our highest priorities include development of WSU Davis, managing enrollment growth during times of decreased state-appropriated funds, delivery of web-based instruction, completion of the capital campaign, replacing our existing administrative computing and online course delivery systems, and maintaining a competitive compensation plan.

Our future comprehensive planning efforts will involve the entire campus and will outline the near and long-term future. Long-term financial planning will be linked very closely to enrollment analysis and projections and will be strategically designed to accommodate projected trends, operational needs and capital requirements.

Budgeting

Our budgeting process is very decentralized. The Educational and General (E&G) budgets are developed at the departmental level and processed up through the appropriate organizational units. Determination of tuition rates is an annual process that is linked very tightly with our overall budgeting process and is greatly influenced by what the legislature provides to the institution. In general, budgeting for non-E&G entities such as grants, gifts, auxiliary enterprises, service enterprises, and athletics closely resembles the budgeting for the E&G budget process.

Capital development (projects over $1.5 million) and capital improvement (projects less than $1.5 million) budgeting processes are overseen by the Division of Facilities

Construction and Management (DFCM). Projects that are partially or fully privately funded follow the same approval processes.

Over the past ten years, our financial resources have been adequate. We continue to benefit from a stable funding base provided by state tax monies and tuition collections appropriated by the state legislature, although in recent years our budget has been impacted by short-term declining or static state tax revenues.

Supplemental Sources of Income

Competition for state tax dollars has been an incentive for us to focus on private fundraising and sponsored project activities. The Office of University Development is responsible for coordinating our fund-raising and development activities and for receiving and acknowledging all private gifts. Launched in 1998 through our Office of University Development, our capital campaign "Changing Minds Together" brought in more than $90 million, including $19.3 million for college endowments, $17.9 million for student scholarships and fellowships, $27.8 million for new or enhanced facilities, and $25.7 million for a variety of programs. The Office of Sponsored Projects works closely with our faculty and staff to write and manage external awards, and our WSU Foundation works with donors to enhance our financial resources. We have implemented other strategies to supplement existing resources for academic programs such as increased tuition rates, two-tier tuition schedule, tuition differential for graduate programs, course fees, and redistribution of student fees.

Financial Assistance

We support a variety of sources of student financial aid. Currently, approximately 60% of our students receive some form of federal financial aid. We award scholarships to our students, along with state-approved tuition waivers, and we provide a tuition payment plan for students.

Control Systems

Budgetary control is initially established through the overall budget process and is monitored and reported through the financial accounting system. Our E&G Budget is managed and monitored very closely by the Division of Administrative Services. Adjustments to the budget are coordinated centrally with specific budgetary impact determined at the Vice Presidential level. There are similar and well-established budgetary control procedures established for non-E&G entities such as auxiliary enterprises, service enterprises, grants and contracts, gifts, and intercollegiate athletics. Our overall internal control systems have consistently been judged effective by the results of external and internal auditor examinations.

II. Significant Changes Since 1994

- Closer linking of the Utah economy and our level of state-appropriated funds
- Implementation of new administrative software systems
- Move to a long-term, equity-based investment strategy

III. Strengths and Challenges

Strengths include:

- Conservative financial budgeting and management
- Strong emphasis on academic instruction and academic support activities
- Sound financial practices and experienced financial management
- Aggressive pursuit of new private, corporate, and sponsored-project funding

Challenges include:

- Stagnant state economy during times of increased student enrollment which creates budgetary constraints
- Conversion of all major administrative software systems over a three-year time frame

IV. Next Steps/ Action Items

- Undertake a major institutional financial planning effort
- Continue pro-active involvement in the state legislative process to maximize state ongoing allocations and reduce dependency on one-time funding
- Expand non-state sources of revenue (fundraising, sponsored projects)
- Maintain financial conservatism
- Continue close management of the conversion of automated administrative systems

Standard Eight — Physical Resources

I. Purpose/Description

Our mission and goals of providing high-quality instructional programs and public service are supported with physical facilities and equipment that are designed, maintained, and operated to provide a safe, clean, and comfortable environment conducive to higher learning. We maintain an Ogden campus, a recently established WSU Davis campus, and off-campus instructional centers at the Training and Learning Center (TLC) in Layton, the West Center in Roy, and the Morgan Center. We also offer classes on other institutional campuses (Utah State University, Salt Lake Community College, and Utah College of Applied Technology), and selected high schools.

Management, maintenance, and operation of our facilities on our Ogden and Davis campuses falls to our Facilities Management Department, composed of five main functional groups: Operations, Services, Campus Planning and Construction, Systems Support, and the Business Center. A computerized maintenance management system (CMMS) is central to our facility maintenance, repair, and operation.

Property Control, a department within the Administrative Services Division, takes the

lead on our equipment control procedures. The Department of Public Safety, another department within the Administrative Services Division, has the direct responsibility for campus safety and access.

In early 2002, we undertook an extensive physical facilities planning effort that culminated in the publication of the WSU Recommended Master Plan for the Ogden campus. The document provides a framework for planning and development of additional facilities and infrastructure as academic and university programs grow. A separate master plan has also been developed to guide the expected rapid growth of WSU Davis. The two master plans complement each other in addressing the growth opportunities and limitations in the physical plant for the foreseeable future.

II. Significant Changes Since 1994

- New construction or significant renovation of the following Ogden campus buildings: Lindquist Alumni Center, Campus Services Building, Dee Event Center, McKay Education Building, Ethel Wattis Kimball Visual Arts Building, Lampros Hall, Maintenance Building, Marriott Allied Health Building, Shepherd Union Building, Stewart Bell Tower, Stewart Library, Stewart Stadium, Student Services Center, Swenson Building Swimming Pool, University Village Student Housing, and Val A. Browning Center for the Performing Arts.
- Improved accessibility, air conditioning, fire safety, and electrical grounding throughout the Ogden campus.
- Construction of the first building at WSU Davis and opening of the Weber West Center.
- Merging of three independent departments to form the Facilities Management

Department with these functional groups: Operations, Services, Campus Planning and Construction, Systems Support, and the Business Center.

III. Strengths and Challenges

Strengths include:

- Addition of significant new and/or remodeled physical facilities, some of which were funded through donations

""Let us cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write. Let every sluice of knowledge be opened and set a-flowing."

— John Adams

- Land acquisition in Davis County
- New integrated technology within physical facilities

Challenges include:

- Funding to build, renovate and maintain facilities, particularly on our aging Ogden campus

IV. Next Steps/ Action Items

- Design, implement, and complete the following construction projects: Swenson Building remodel to improve instructional areas; Shepherd Union Building remodel to improve services; Phase II construction of University Village to include both single and married student housing; new classroom building where two of the four original campus buildings currently stand; second building at WSU Davis
- Pursue both state and private funds for needed facility upgrade and construction

Standard Nine — Institutional Integrity

I. Purpose/Description

As an institution of higher education, we are committed to performing all of our mission-related roles with integrity and in accordance with high ethical standards. To this end, we are committed to maintaining high standards of fiscal integrity; to providing our employees with positive and productive work environments, including a strong emphasis on shared governance; and to creating learning environments for our students and faculty that promote the free exchange of ideas and respect for individual differences. Our mission and values statements and our policies make explicit our support for integrity and honesty. We have policies and procedures in place that address our responsibilities to accurately represent our institution.

We are also subject to state and federal laws and regulations regarding ethical standards. In addition, many of our staff and faculty are members of organizations or professions with professional standards and codes of ethics that set minimum expectations for integrity.

We are in compliance with NWCCU Policy 9.1–Institutional Integrity.

II. Significant Changes Since 1994

Federal and state statutes and regulations have created issues of privacy and honesty, and required us to design and implement compliance procedures, create or revise policies, delegate authority, and design and implement faculty and staff training programs.

Non-governmental policies and guidelines required us to implement a strong athletic compliance program, create a separate Board of Trustee Audit Review Committee, and implement a campus-wide training program

for all management and supervisory personnel to ensure knowledge of and compliance with effective internal financial control procedures and practices.

III. Strengths and Challenges

Strengths include:

- Institutional focus on issues of integrity
- Respect for and tradition of shared governance
- Fiscal integrity
- Promotion of diversity and inclusivity

Challenges include:

- State and federal legislation, non-governmental regulations, and related compliance requirements
- Identity management issues in a web-based information technology environment

IV. Next Steps/ Action Items

- Formalize our compliance and enhance our training management efforts to more effectively meet statutory and non-statutory requirements and minimize our institutional risk profile
- Implement effective information technology identity management policies and procedures