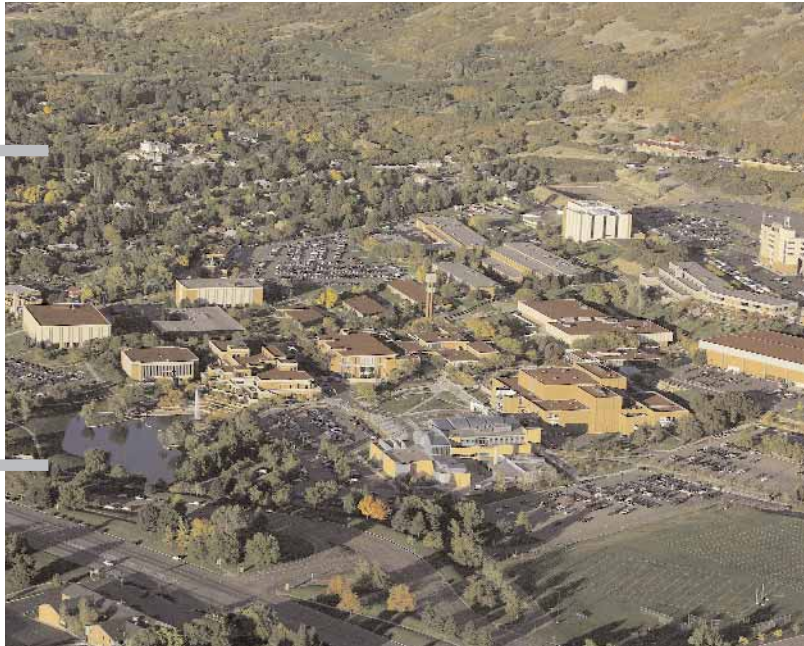

“Make no little plans; they have no magic to stir the blood.”

—Daniel Hudson Burnham



Standard One — Institutional Mission and Goals, Planning and Effectiveness

I. Purpose/Description

Mission Statement (1.A.1, 1.A.2, 1.A.6)

The mission of Weber State University (WSU), as well as all other colleges and universities within the Utah System of Higher Education (USHE), is determined by Board of Regents policy; (www.utahsbr.edu/policy/r312.htm). This policy indicates that, as a master’s university, we transmit knowledge and skills through associate and baccalaureate degrees and selected graduate programs in high demand areas. Additionally, we provide developmental programs and services that are frequently found in comprehensive community colleges. Our emphasis is on teaching, scholarly/creative efforts, and community service, and our scholarly/creative efforts are complementary to our teaching role.

Our mission statement is publicly available to all faculty, staff, students, and visitors. It can be found in the Weber State University Catalog and on our website (weber.edu/generalinfo/WSUprofile.htm). It was adopted in 1988 and was last revised in 1993. The president, vice presidents, Board of Trustees, and Board of Regents each approved the revision. Our mission statement includes four broad areas of focus:

- **High-Quality Instructional Programs:** Our primary emphasis is on teaching; therefore, our mission statement puts the needs of our widely diverse student population in the forefront. We provide students with high-quality comprehensive programs in professional and liberal arts areas as well as studies in advanced professional fields. We have added interdisciplinary programs to complement and enhance our traditional disciplines. Our curricular and co-curricular programs provide extensive contact among faculty, staff, and students to provide the maximum benefits of a university experience; our faculty and staff truly care about our students. We support our faculty in scholarship, research, artistic expression, and other professional pursuits that will broaden and improve their instructional skills and their ability to

understand the wide-ranging needs of our students.

- **Public Service:** We feel a responsibility to help our primary service area respond to the changes in the global environment. We serve as a cultural center for our community and lead the way in improving public education in our area and in other communities surrounding us. We enter into learning-oriented partnerships with businesses to stimulate economic development. We support our faculty and staff in their efforts to bring the products of their scholarship, research, and artistic expression to our community.
- **Assessment and Accountability:** Our focus remains on the continual improvement of instruction and services for our students. As our students use our services and complete our degree programs, we use a system of outcomes assessment that measures each student's academic knowledge, character, and lifelong learning skills.

We continue the cycle by planning improvements based on these outcomes.

- **Commitment to an Inclusive Community:** Pivotal to our mission is the need to embrace and value the diversity of community members. Acknowledging the uniqueness of each individual, we seek to cultivate an environment that encourages freedom of expression. Because we are a community where inquiry is nurtured and theories are tested, every individual has the right to feel safe to express ideas that differ from those held by others. However, all persons who aspire to be part of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Recognizing that the proper balance between freedom of expression and respect for others is not always apparent or easy to achieve, we must continually challenge ourselves and each other in an atmosphere of mutual concern, good will, and respect. Therefore, expressions or actions that dis-

Weber State University Mission Statement

Weber State University provides learning opportunities appropriate to a comprehensive institution of higher education, welcoming participants from all regions, nations, and cultures. The mission of the university is to meet the educational needs of Utah through roles assigned by the State Board of Regents in the liberal arts and sciences and a variety of vocations and professions. Primarily committed to quality undergraduate education, the university offers degree programs which include advanced professional preparation.

Students are admitted on the basis of demonstrated competence in skills that assure a reasonable chance of success in both college and career. Curricular and co-curricular programs emphasize further development of such skills, together with the acquisition of knowledge and development of character. Eligibility for degrees requires meeting established standards of competence through outcomes assessment.

Instructional programs are designed to prepare students for immediate employment or further study, at the same time equipping them through liberal education for lifelong learning in a changing world. The process of learning is emphasized, as well as accumulation of knowledge. Organized around traditional disciplines, the university also cultivates opportunities for faculty and students to transcend disciplinary boundaries. Extensive personal contact and support among students, faculty, and staff create an enriched learning environment both in and out of the classroom.

Weber State University responds to the changing global environment through innovative and conventional instruction, public service activities, and continuous improvement of its programs. To ensure vitality for effective teaching and service, the university engages in scholarship, research, artistic expression, and other professional pursuits. The university serves as a cultural center for its region and seeks to be a leader in addressing the particular needs of its diverse students, improving public education, and stimulating economic development through appropriate, learning-oriented partnerships with the community.

parage an individual's or group's ethnicity, gender, religion, sexual orientation, marital status, age or disability are contrary to our mission.

Planning and Goals (1.A.4, 1.A.5, 1.B.1, 1.B.2, 1.B.3)

Paul H. Thompson, WSU President from 1990 to 2002, along with a strategic planning group composed of faculty and staff leaders, established the conceptual framework for many of our planning and goal-setting processes over the past decade. In the 1994 Northwest Commission on Colleges and Universities report, one commendation read, "The team commends the University for its extensive planning which is ready for implementation." This strategic planning effort resulted in the identification of four priorities and resulting goals and activities for WSU. These priorities and goals are directly related to our mission statement and include:

- **Enhance the quality of the learning process** through faculty use of active learning strategies, appropriate technology, applied learning experiences, and enhanced library resources
- **Manage enrollment on and off campus** by way of focused recruiting, improved retention, and systematic assessment of students
- **Build image and identity** through communication strategies which identify us as the undergraduate university of choice in our region
- **Increase and improve the use of resources** by generating new revenue sources and using existing resources more efficiently

These four priorities guided several focused planning and implementation processes which occurred between 1994 and 2002 during

President Thompson's tenure. The planning for and implementation of these processes involved broad segments of the campus community and many important off-campus constituents. The processes and the groups involved with these processes include:

- 1996-98 conversion to a semester calendar (*WSU president and vice presidents, all WSU faculty, staff, and students*)
- 1998-2003 capital campaign (*WSU president and vice presidents, deans and directors, faculty, and staff*)



"The very spring and root of honesty and virtue lie in good education."

— Plutarch

- 1999 diversity task force planning (*WSU president and vice presidents, faculty, staff, and students*)
- 2000 Board of Regents master plan for the Utah System of Higher Education (*Regents, Commissioner's staff, USHE presidents, campus vice presidents, and legislators*)
- 2001 planning for the construction of WSU Davis campus (*WSU president and vice presidents, academic deans, faculty and staff, facilities directors, WSU Davis staff, representatives from the State of Utah Division of Facilities Construction and Management and Hill Air Force Base, and legislators*)
- 2001 master planning for WSU Ogden (*WSU president and vice presidents, selected faculty and staff, and students*)
- 2002-05 conversion to new administrative computing and course management systems (*WSU president and vice presidents, broad representation from WSU staff and faculty*)

- 2003-04 degree program planning for WSU Davis (*WSU President, Academic Deans, WSU Davis Director*)

Details on how the focused planning processes from 1996 through 2002 contributed to the four priorities listed earlier can be found in Appendix 1—Planning Processes.

President F. Ann Millner, appointed in the fall of 2002, designed a five-year, ongoing institutional planning process. In the spring of 2003, she created a 27-member University Planning Council with faculty, staff, student, community, and alumni representation. This Council first met in the summer of 2003 and, based on a philosophical approach that advocates building on our strengths, planning council members identified the following three- to five-year institutional planning initiatives:

- Branding the institution by communicating the identity, quality, and value of the Weber experience to internal and external audiences
- Enhancing the institutional culture that supports the recruitment, retention, and recognition of excellent faculty and staff through inclusiveness, collaboration, and a focus on student success
- Improving student preparation, development, and retention by focusing on a comprehensive experience during their first year
- Fostering student engagement opportunities available for all students through collaborative scholarly activities between faculty and students; learning- and service-oriented opportunities with the community; a focus upon lifelong inquiry and learning; and support for a community of faculty scholars.

In 2003-04, divisions, colleges, and task forces developed implementation plans and specific measurement tools for these goals. The Planning Council will meet annually each fall to review progress reports from the divisions and to modify our overall strategic directions

and goals as needed (see Appendix 2 for the five-year institutional planning document).

Assessment/ Effectiveness (1.B.1, 1.B.2, 1.B.3, 1.B.4, 1.B.5, 1.B.6, 1.B.7, 1.B.8)

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. Between 1994 and 1998, limited progress on outcomes assessment was made, largely because of our conversion from a quarter to a semester calendar. Starting in the fall of 1998, however, 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 for the University, the faculty and staff who work within each division make the determination of what and how to assess. There has been broad and deep participation with assessment and planning within each of the five divisions. To assist faculty and staff in designing and implementing outcomes assessment procedures, the President's Office made funding available for those who wished to attend national assessment conferences sponsored by the American Association of Higher Education, Indiana University-Purdue University, Indianapolis, Association of American Colleges and Universities, and Alverno College. Approximately 100 faculty and staff have attended national assessment conferences since 1998.

Assessment activities from all five divisions are described in detail at programs.weber.edu/assessment/table_of_contents.htm; additional assessment information on academic programs is contained in Standard 2, on student support programs in Standard 3, and on our library and informa-

Standard 1: Table I. Student Learning Outcomes Assessment.

Survey	Methodology	Results																																																
Graduating Student Outcomes Survey	An internally designed survey which measured student self-perceptions of competence on five mission outcomes; student responses are on a 1 to 5 (low to high) scale; survey administered to students when they applied for graduation in 2001-02 and 2002-03	<table border="0"> <tr> <td></td> <td style="text-align: right;"><u>2002</u></td> <td style="text-align: right;"><u>2003</u></td> </tr> <tr> <td>KNOWLEDGE</td> <td style="text-align: right;">3.99</td> <td style="text-align: right;">4.00</td> </tr> <tr> <td>LIFELONG</td> <td style="text-align: right;">3.89</td> <td style="text-align: right;">3.91</td> </tr> <tr> <td>RESPECT</td> <td style="text-align: right;">3.74</td> <td style="text-align: right;">3.75</td> </tr> <tr> <td>CONNECTIONS</td> <td style="text-align: right;">3.73</td> <td style="text-align: right;">3.75</td> </tr> <tr> <td>THINKING</td> <td style="text-align: right;">3.72</td> <td style="text-align: right;">3.75</td> </tr> </table> <p>Impact of Results: Aggregate data by college and by department provided to academic deans and used within college assessment processes to improve teaching and learning</p>		<u>2002</u>	<u>2003</u>	KNOWLEDGE	3.99	4.00	LIFELONG	3.89	3.91	RESPECT	3.74	3.75	CONNECTIONS	3.73	3.75	THINKING	3.72	3.75																														
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National Survey of Student Engagement (NSSE)	A nationally normed survey which measures five factors that correspond to the CONNECTIONS and THINKING outcomes; student responses reported on a 100 point scale for five factors; survey administered to a random sample of first-year and senior students in 2000, 2001, 2002, and every third year thereafter	<table border="0"> <tr> <td></td> <td style="text-align: right;"><u>2000</u></td> <td style="text-align: right;"><u>2002</u></td> </tr> <tr> <td>Level of Academic Challenge</td> <td style="text-align: right;">49.1</td> <td style="text-align: right;">52.3</td> </tr> <tr> <td>Student-Faculty Interactions</td> <td style="text-align: right;">30.5</td> <td style="text-align: right;">34.5</td> </tr> <tr> <td>Enriching Educational Experiences</td> <td style="text-align: right;">40.5</td> <td style="text-align: right;">44.8</td> </tr> <tr> <td>Supportive Campus Environment</td> <td style="text-align: right;">52.0</td> <td style="text-align: right;">53.4</td> </tr> <tr> <td>Active and Collaborative Learning</td> <td style="text-align: right;">43.9</td> <td style="text-align: right;">42.7</td> </tr> </table> <p>Impact of Results: Data shared with the Teaching & Learning Forum in 2002-03 and used as basis for campus-wide discussions to increase WSU student engagement and improve teaching and learning</p>		<u>2000</u>	<u>2002</u>	Level of Academic Challenge	49.1	52.3	Student-Faculty Interactions	30.5	34.5	Enriching Educational Experiences	40.5	44.8	Supportive Campus Environment	52.0	53.4	Active and Collaborative Learning	43.9	42.7																														
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Noel-Levitz Student Satisfaction Survey	A nationally normed survey which measures 11 factors that correspond to the CONNECTIONS outcome; student responses are on a 1 to 7 (low to high) satisfaction scale; administered to a random, stratified sample of WSU students annually from 1996 through 2000, and every third year thereafter	<table border="0"> <tr> <td></td> <td style="text-align: right;"><u>1997</u></td> <td style="text-align: right;"><u>2000</u></td> <td style="text-align: right;"><u>2003</u></td> </tr> <tr> <td>Academic Advising</td> <td style="text-align: right;">4.67</td> <td style="text-align: right;">4.78</td> <td style="text-align: right;">4.94</td> </tr> <tr> <td>Campus Climate</td> <td style="text-align: right;">4.74</td> <td style="text-align: right;">4.87</td> <td style="text-align: right;">5.02</td> </tr> <tr> <td>Campus Life</td> <td style="text-align: right;">4.50</td> <td style="text-align: right;">4.56</td> <td style="text-align: right;">4.75</td> </tr> <tr> <td>Campus Support</td> <td style="text-align: right;">4.69</td> <td style="text-align: right;">5.10</td> <td style="text-align: right;">5.13</td> </tr> <tr> <td>Concern for Individual</td> <td style="text-align: right;">4.61</td> <td style="text-align: right;">4.72</td> <td style="text-align: right;">4.85</td> </tr> <tr> <td>Instructional Effectiveness</td> <td style="text-align: right;">5.07</td> <td style="text-align: right;">5.11</td> <td style="text-align: right;">5.26</td> </tr> <tr> <td>Recruitment/Financial Aid</td> <td style="text-align: right;">4.51</td> <td style="text-align: right;">4.57</td> <td style="text-align: right;">4.63</td> </tr> <tr> <td>Registration Effectiveness</td> <td style="text-align: right;">4.75</td> <td style="text-align: right;">4.81</td> <td style="text-align: right;">4.88</td> </tr> <tr> <td>Safety and Security</td> <td style="text-align: right;">4.15</td> <td style="text-align: right;">4.31</td> <td style="text-align: right;">4.43</td> </tr> <tr> <td>Service Excellence</td> <td style="text-align: right;">4.59</td> <td style="text-align: right;">4.76</td> <td style="text-align: right;">4.81</td> </tr> <tr> <td>Student Centeredness</td> <td style="text-align: right;">4.72</td> <td style="text-align: right;">4.84</td> <td style="text-align: right;">4.98</td> </tr> </table> <p>Impact of Results: Data shared with academic deans, Enrollment Services directors, the library, and Student Affairs offices and used to generate strategies to improve student recruitment and retention</p>		<u>1997</u>	<u>2000</u>	<u>2003</u>	Academic Advising	4.67	4.78	4.94	Campus Climate	4.74	4.87	5.02	Campus Life	4.50	4.56	4.75	Campus Support	4.69	5.10	5.13	Concern for Individual	4.61	4.72	4.85	Instructional Effectiveness	5.07	5.11	5.26	Recruitment/Financial Aid	4.51	4.57	4.63	Registration Effectiveness	4.75	4.81	4.88	Safety and Security	4.15	4.31	4.43	Service Excellence	4.59	4.76	4.81	Student Centeredness	4.72	4.84	4.98
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General Education Knowledge/Skills Perception Survey	An internally designed survey which measured student self-reported competence on a 1 to 4 (low to high) scale in 14 general education knowledge and skill areas that correspond to the KNOWLEDGE, LIFELONG, THINKING, and RESPECT outcomes; administered to students when they applied for graduation in 1999, 2000, and 2001	<table border="0"> <tr> <td></td> <td style="text-align: right;"><u>1999</u></td> <td style="text-align: right;"><u>2001</u></td> </tr> <tr> <td>Overall competence in all 14 areas for Associate Degree Students</td> <td style="text-align: right;">3.23</td> <td style="text-align: right;">3.25</td> </tr> <tr> <td>Overall competence in all 14 areas for Bachelor Degree Students</td> <td style="text-align: right;">3.31</td> <td style="text-align: right;">3.39</td> </tr> </table> <p>Impact of Results: Data shared with general education assessment task force members and used as part of its assessment processes to improve teaching and learning</p>		<u>1999</u>	<u>2001</u>	Overall competence in all 14 areas for Associate Degree Students	3.23	3.25	Overall competence in all 14 areas for Bachelor Degree Students	3.31	3.39																																							
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General Education Writing and Numeracy Portfolio Project	Interdisciplinary faculty teams rated anonymous student work on a low-to-high competency scale using writing and numeracy rubrics; administered in the spring of 1999 and 2000	<table border="0"> <tr> <td></td> <td style="text-align: right;"><u>1999</u></td> <td style="text-align: right;"><u>2000</u></td> </tr> <tr> <td>Writing competency (1 to 5, low to high)</td> <td style="text-align: right;">2.98</td> <td style="text-align: right;">3.18</td> </tr> <tr> <td>Numeracy competency (1 to 3, low to high)</td> <td style="text-align: right;">2.43</td> <td style="text-align: right;">2.70</td> </tr> </table> <p>Impact of Results: Data shared with general education assessment task force members and used as part of assessment processes to improve teaching and learning</p>		<u>1999</u>	<u>2000</u>	Writing competency (1 to 5, low to high)	2.98	3.18	Numeracy competency (1 to 3, low to high)	2.43	2.70																																							
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tion technology efforts in Standard 5. The impact of recent assessment activities on each of our 1994 four strategic priorities is summarized below.

Enhance Learning

The assessment of **enhance learning** has been a focus of our:

- Office of Institutional Research
- Academic Departments and Programs
- Library
- Student Affairs
- Division of Information Technology

A University Committee on Assessment, created in 1999 and chaired by the associate provost, identified five institution-wide outcomes that focus on student learning:

Weber State University faculty and staff will graduate students who are effectively prepared for immediate employment, additional education, and/or life in general. Specifically, graduating students will be able to demonstrate competence in the following areas:

- A broad knowledge base, both within and across disciplines (*KNOWLEDGE*);
- Lifelong learning skills (*LIFELONG*);
- Personal connections with faculty, staff, other students, and the broader community (*CONNECTIONS*);
- Problem solving, independent, and critical thinking skills (*THINKING*);
- Respect for differing views (*RESPECT*)

On a university level, these five student learning outcomes are assessed through campus-wide surveys which are periodically administered by the Office of Institutional Research (see Table I on page 5).

In addition to these campus-wide assessment strategies, the priority to **enhance learning** has been systematically assessed by our aca-

demically departments since 1998. To date, approximately three-fourths of the departments have completed one or more assessment cycles which include gathering and using data to make changes (see details by academic department, in Standard 2 of this document and at programs.weber.edu/assessment/wsua-academic-departments.htm). Through a combination of direct and indirect assessment techniques, departments have measured a wide array of graduating student cognitive, psychomotor, and affective outcomes, including our students' understanding of discipline-specific theory, their ability to use relevant equipment and techniques, and appreciation for their chosen discipline. Many learning-based changes have occurred as a result of assessment, including:

- Reordered curriculum sequences and changed textbooks
- Increased student exposure to diverse populations
- Increased writing, math, and communication instruction in non-English, non-mathematics and non-communication majors
- Added capstone courses within majors
- Increased skill-based exercises in laboratories

Data have been gathered on the impact of our library on **student learning** (see Standard 5 for more detail). The Stewart Library faculty and staff regularly use the results of student and faculty feedback to improve resources and services. From 1997 through 2003, we saw increased levels of student satisfaction with library resources/services and personnel, including:

- Student satisfaction with library resources/services increased from 4.49 to 5.32, and from 4.97 to 5.34 for library personnel (1 to 7, low to high, Noel-Levitz scale)
- Student satisfaction with library services increased from 3.71 to 4.08, and from 4.34 to 4.54 for library personnel (1 to 5, low to high, in-house survey scale)
- Eighty-two percent of faculty were satisfied with library resources, and 97% were satisfied with library staff (biennial in-house survey)

Co-curricular **student learning** is assessed through the Student Affairs offices; details on specific assessment strategies and data from student support offices can be found in Standard 3. Noel-Levitz data between 1997 and 2003 indicate that student satisfaction with Student Affairs academic support services increased from 4.56 to 4.84. Academic support services have been strengthened since the 1994 accreditation visit and greater emphasis is now given to tutoring and supplemental instruction support for students.

A key component of the strategic goal **enhance learning** has been an improved technology infrastructure to support teaching and learning (see Standard 5 for more information). Noel-Levitz data on student satisfaction with campus computer labs increased substantially between 1997 and 2003, from 4.32 to 5.28. This is largely the result of the increased resources we've put into computer labs and other technology support since 1994.

Manage Enrollment

Although all faculty and staff have an impact on enrollment, the offices within Enrollment Services and Student Affairs have made **managing enrollment** a focus of assessment. We have intentionally focused on the needs and expectations of our entering students, as evidenced by the First Year Experience Program that we initiated in 1995, the creation of a One Stop Shop for enrollment services in 1999, and the revisions made in our recruitment and admissions processes since 1994 (see Standard 3 for more information). Examples of outcomes data include:

- Higher retention rates for first-time, full-time freshmen from fall 1995 cohort to fall 2001 cohort (59% versus 71%)
- Higher IPEDS (Integrated Post-Secondary Education Data Systems) graduation rates from 1995 to 2003 (33% versus 45%)
- Higher first-year retention rates for entering students who complete the First Year Experience Program (3% to 9% increase for cohorts back to 1995)

- Higher levels of Noel-Levitz-measured student satisfaction, versus our national counterparts, with our admissions process (4.81 WSU, 4.73 national) and registration processes (4.88 WSU, 4.82 national)

Build Image and Identity

Image and identity are important concerns for both our on-campus and off-campus constituents. Survey data include:

- WSU's reputation within our community and our students' sense of pride about our campus (4.95 on the Noel-Levitz scale)
- Our students' willingness to attend WSU all over again (increased satisfaction levels as measured by NSSE from 80% to 89% between 2000 and 2002)
- A 1999 survey of WSU alumni where the majority of the 750 respondents replied "good or excellent" when asked to rate the quality of the:
 - Course work they completed (93%)
 - Faculty who taught them (92%)
 - Overall experience at WSU (95%)
- Recent (1999, 2000) surveys of both the general public and admitted students led to focused public messages that include information on our affordability, academic standards, location, strong programs, support for adult learners, and the quality of faculty
- A 140% increase in alumni giving, a measure of how our former students perceive our image and identity, during the 1998-2003 Capital Campaign

Increase and Improve Use of Resources

Obtaining **increased resources** is a priority of our Division of University Relations. As a result of a successful Capital Campaign from 1998 to 2003, we have been able to:

- Raise more than \$90 million (our goal was \$75 million), including an increase in scholarship funds from \$4.9 million to \$17.9 million
- Name three of seven academic colleges (Goddard School of Business & Economics, Dumke College of Health Professions, Moyes College of Education)
- Construct a new visual arts facility (Kimball Visual Arts Center) and renovate an existing building to create a center for teaching, learning, and technology (Lampros Hall)



"A mind once stretched by a new idea never regains its original dimension."

— Oliver Wendell Holmes

support activities when compared with our peer institutions across the nation (Master's Colleges & Universities I, Public 4-year, 2000-01).

The Division of Administrative Services focuses on **improving processes and the corresponding level of service** provided to its customers and division employees. Annual employee satisfaction surveys indicate increased satisfaction with WSU employment between 1998 and 2003 (2.09 vs. 1.89; 1 being very satisfied and 5 being very dissatisfied).

Public Documentation of Progress (1.A.3, 1.B.9)

The results of our planning and assessment processes have been made public in a variety of ways. For example:

We have also been successful in **increasing resources**, beyond state-appropriated tax, tuition, and enrollment-growth funds, through:

- Differential tuition for our graduate programs which is directly allocated to those programs
- Two-tier tuition which allows us to finance program-specific needs, including partially funding employee salary increases during times of no or minimal state-allocated salary increases.
- Course fees which cover both short-term and long-term course needs (e.g., specialized equipment, software, lab assistance, and supplies.)
- Redirected revenue from our general student fees to finance online course development (see Standard 7 for details)

As a result of these financial strategies, we are at the 75th percentile on monies spent for academic instructional expenditures and at the 78th percentile for monies spent for academic

- Written progress reports on implementing goals and activities identified in our **1994 Strategic Plan** were provided to faculty and staff in 1994, 1995, and 1996
- Summaries of **semester conversion** decisions were published in monthly newsletters from the provost to the campus, in articles in the campus newspaper (The Signpost), and were discussed at college and opening of school meetings
- Updates on planning for and progress on our **Capital Campaign** were provided on the internet (programs.weber.edu/giving), as well as in several WSU publications, including *Vista* Magazine which is mailed to 75,000 alumni, friends, and organizations twice a year; and *U-News*, an internal campus newsletter which has eight to 12 issues a year
- Recommendations from our **diversity planning** were included in a written report shared with university administrators and standing committees

- Results of **master planning** processes we completed (Board of Regents, WSU Davis, WSU Ogden) have all been shared with faculty, staff, and students through annual speeches by the president and vice-presidents, including "town meetings" with the president and provost in the seven colleges and the library; in addition, we have shared these results with our trustees, Weber State University Alumni Association, and external advisory boards
- **Division plan and goal reports** are shared with faculty and staff in each of the divisions
- Milestones of the **administrative computing change** are shared both electronically (weber.edu/iasp) and with printed materials which go to all faculty and staff
- The impact of our **outcomes assessment** processes are made public via the internet (programs.weber.edu/assessment/table_of_contents.htm) through department and office meetings, in annual college and division reports, and in biennial reports provided to the Office of the Commissioner for the Utah System of Higher Education, the Board of Regents, and the Utah Legislature
- Documents on our 2002-03 **university-wide planning process** and on our 2002-03 WSU Davis academic program planning process were shared with the faculty, staff, and students

across academic programs and student support programs; the results of assessment are used to improve teaching and learning (see Standards 2 and 3 for more information); we have implemented a process of review and approval of the courses.

- Financial support for the library has increased since 1994 which has increased both print and electronic access to the collection; the collection has increased, including bound volumes (from 360,000 to nearly 500,000) and electronic resources (from approximately 400 to nearly 200,000); staffing has been reorganized to improve the delivery of services; increased student and faculty use of and satisfaction with library resources and services. Additional detail on the Stewart Library can be found in Standard 5.
- Our focus on technology has increased; we now have an information technology division with a chief information officer and 48 employees; extensive online course and degree offerings which now comprise 12% of our student credit hours; several hundred courses which include a web-enhanced component; WSU Online received a national award for excellence; growth in the number of collaborative technology projects between the IT staff and our faculty (450 projects in FY02 with an expected growth of 10%/yr); a graduation requirement of Computer and Information Literacy; expanded e-access for students, faculty, and staff to WSU services and information including more than 4,000 computers for faculty, staff, and students; 9 open computer labs and 20 departmental computer labs; more than 80 multi-media technology-enhanced classrooms on both the Ogden and Davis campuses; and a newly renovated building to provide a state-of-the-art, 24/7 technology support lab for faculty, staff and students (see Standard 5 for more information).

- We offer accessible, flexible, and relevant course, degree, and co-curricular offerings and services that have variety in formats and locations (online, WSU Ogden, WSU Davis, off-campus locations, day and evening); WSU named as one of "100 Best

II. Significant Changes Since 1994

Although our mission has not changed since 1994, we have made several significant changes while working toward the goals associated with the four strategic priorities identified in December of 1994.

Enhance Learning

- We have implemented a systematic process of assessing student learning outcomes

Buys" for comprehensive colleges and universities.

- We doubled (from two to four) the number of graduate programs we offer by adding Master of Business Administration and Master of Science in Criminal Justice degree programs in the fall of 2000 and spring of 2001, respectively. The MBA program, offered in a hybrid format (40% online and 60% face-to-face), is offered exclusively at WSU Davis. In 1994, we had no graduate certificate programs and now we offer 5 certificates that require from 9 to 21 credits: Information Systems & Technologies (9 cr), International Business & Economics (12 cr; 18-21 cr w/language emphasis), Entrepreneurship (12 cr), and Health Services Administration (15 cr).
- In addition to building new residence halls at WSU Ogden, we constructed a visual arts building (Kimball Visual Arts Center) and Student Services Center, significantly renovated our performing arts building (Browning Center) and our Shepherd Union Building, and created a 24/7 technology support center for faculty and students within a former classroom building (Lampros Hall). We also built a new teaching facility, WSU Davis, in Davis County.

Manage Enrollment

- In 1994, we transferred the offices of Academic Advising, Admissions, Financial Aid, and Registrar from Student Affairs to Academic Affairs; these became the Enrollment Services Offices, and they report to the Associate Provost for Enrollment Services; we expanded and refined our recruitment strategies, including more sophisticated web-based approaches.
- In 1995, we implemented a First Year Experience program, which consists of a three-credit hour Introduction to the University course. This course enrolls approximately 700 first-year students annually and has a demonstrated positive impact on student learning and retention

(see Standard 3 and departments.weber.edu/fye/ for details).

- In 1996, we modified our admissions criteria to provide two tracks: College Tier for students who require developmental course work and University Tier for students who are more academically prepared for college.
- We have an expanded presence in our primary service area of Davis, Weber, Box Elder, and Morgan Counties. In 2003, we completed a new instructional facility in Davis County, WSU Davis, that supports 3,000 students in 31 classrooms and labs. Four degree programs are offered in Davis County, including the MBA program. Our outreach efforts, exclusive of WSU Davis, include providing on-site instruction to nearly 4,000 college students at WSU University Centers, applied technology colleges, and high schools in Davis, Weber, Box Elder, and Morgan Counties.
- We have expanded our efforts to provide early college access for high school students through our concurrent enrollment program (which in FY03 served nearly 4,000 students from 43 high schools who complete high school courses which articulate with our courses) and our early college program that enrolls nearly 200 students in on-campus courses.
- We implemented integrated enrollment management strategies for recruiting and orienting new and transfer students with the result of enrolling 30% more students from 1998 to 2003 (an increase of approximately 4,000 students)
- In FY03, we implemented a new automated scholarship management system where students who are awarded a scholarship must return an acceptance letter. Subsequent to this, the scholarship office inputs the award into the student information system as a source of revenue for the student to pay tuition and fees. Throughout the awarding period, the scholarship office monitors the scholarships for applicable requirements of the award (i.e., minimum grade point average, and minimum credit

facilities, and \$18 million for student scholarships and fellowships. These funds, along with tuition and course fee increases, have helped offset relatively flat or reduced state allocations during times of enrollment increases.

- We have obtained additional supplemental financial resources for our academic programs such as differential graduate program tuition, two-tier tuition for program-specific needs, course fees, and redirected revenue from our general student fees.
- In 2002 we began the process to upgrade several crucial computing systems: an integrated administrative computing system which supports our human resources, financial, alumni/development, and student information processes (estimated completion for this migration is 2005); a centralized room-scheduling system which has increased our physical resource utilization efficiency for classes and other scheduled events (completed in 2002); and a new online course management system which will be complete in 2005.
- Since 1994, we have made many significant changes to our administrative business systems, including, in 1997, the use of a purchasing credit card for transactions of less than \$1,000, and a redesign of our health benefits program which has resulted in our having the lowest average increase in health care costs of any USHE institution (4.0% increase/yr since FY95 for WSU, compared to a 7.2% average increase/yr for other USHE institutions).
- Additional support is now being provided for our employees through an extensive formal training program that began in 1999 and which covers a variety of customer service topics (departments.weber.edu/qsupport&training/default.htm); in 2000, we implemented an Employee Wellness Program (an estimated 500 faculty and staff have participated to date).



- Although we started a free shuttle bus service in 1991 between the Ogden campus and the Dee Center parking lot, it was greatly expanded in 1997 and now has 10 buses (versus 3 in 1994) with an estimated ridership of 7,200 people per day; this service has helped us manage our enrollment growth without increasing our on-campus parking facilities.
- To coordinate information and provide more effective services, we have created liaison roles between the academic colleges and the library faculty, and staff in the Academic Advisement Center, Career Center, Development Office, and CE/CS.
- We have implemented efficiencies within our library, including an electronic reserve system that makes materials available to students anytime and anywhere they have access to a computer; the EZProxy remote access system which greatly improves 24/7 off-campus access to the library's electronic databases; a Self-Check system enabling library users to check-out materials by themselves; an interlibrary loans request template on our website which enables students and faculty to make interlibrary loan

“The one real object of education is to have a man in the condition of continually asking questions.”

— Bishop Mandell Creighton

requests online; and a document delivery service to deliver library-owned and interlibrary loan materials to faculty and staff at WSU Ogden and WSU Davis.

Substantive Changes Reported to Commission (1.A.7)

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 10 online degree programs including: A.S. in General Studies, A.A.S. in Medical Records Technology, Certificate in Licensed Practical Nursing, A.S. and A.A.S. in Nursing, B.S. in Nursing, B.S. in Health Administrative Services, A.A.S. in Clinical Laboratory Science, B.S. in Clinical Laboratory Science, B.S. in Computer Engineering Technology, and B.S. in Electronic Engineering Technology.

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:

- Coping with static or reduced state budgets, while our enrollment has grown and we've become more technology-reliant
- Fully implementing our 2003-04 institution-wide planning efforts by connecting these efforts with university and division assessment processes, with institutional research efforts, and with resource allocation
- Improving student learning and success for academically at-risk students; this is a growing concern for our entering first year students, 70% of whom need developmental course work
- Renovating aging and maximally scheduled facilities on the 50-year old Ogden campus; an estimated \$56.5 million is needed to

improve and expand buildings, systems, infrastructure, and grounds

IV. Next Steps/Action Items

Based on our planning and assessment processes, we hope to accomplish the following:

- Expand funding resources for operations, salaries, faculty and staff development.
- Implement institution-wide planning process and link with institutional research and resource allocation
- Improve first-year student learning and success
- Improve or replace aging and maximally scheduled facilities
- Continue to support and find funding for computer upgrades
- Support our staff in integrating the new systems

APPENDIX 1 – Planning Process

Planning Process	Priorities and Goals Established in 1994			
	Enhance the quality of the learning process	Manage enrollment on and off campus	Build image and identity	Increase and improve use of resources
1993-94 Strategic Planning	<p>Encourage more active student involvement in the learning process through integration of new technologies, collaborative learning strategies, and applied learning experiences</p> <p>Expand library resources and enhance access</p> <p>Enhance the information technology infrastructure to enable learners to access instruction and other learning resources and use information technology in their disciplines</p>	<p>Help all students define and achieve their educational goals through more focused recruiting, systematic assessment, improved retention strategies, and articulated programs</p> <p>Expand instruction and other services to our Davis County clientele</p>	<p>Develop a proactive communication strategy that enhances WVSU as the undergraduate university of choice in our region</p>	<p>Generate new resources from government and private sources</p> <p>Make better use of existing resources while improving services</p>
1996-98 Semester Conversion	<p>Review and revise all courses, degree programs, and co-curricular programs for a semester calendar</p>	<p>Coordinate with other Utah institutions to enhance articulation and transfer of courses</p>		<p>Improve room utilization through MWF, TTH schedule</p>
1998-2003 Capital Campaign	<p>Acquire \$20 million for improved teaching-learning facilities</p>	<p>Acquire \$13 million for student scholarships</p>	<p>Acquire \$21 million for college endowments</p>	<p>Achieve overall goal of \$75 million in pledges and donations</p>
1999 Diversity Task Force	<p>Infuse diversity throughout curriculum; educate students on values of diversity</p>	<p>Provide advocacy for student victims of discrimination</p>	<p>Increase campus awareness of and communication about diversity; recruit a diverse workforce</p>	<p>Increase resources for the Assistant to the President for Diversity</p>
2000 Board of Regents Master Plan for Utah System	<p>Reaffirm WVSU's mission to offer one-, two-, and four-year programs and selected master's degrees</p>	<p>Further develop our presence in Davis County</p>		<p>Increase coordination of administrative processes at USHE level (building construction, information technology conversion, funding formula, etc.</p>
2001 WVSU Davis Facilities Master Plan	<p>Purchase land in Davis County to create "high-tech" and "high-touch" campus</p>	<p>Address the needs of our Davis County students through a state-of-the-art campus</p>	<p>Create strong connections between Ogden campus and WVSU-Davis</p>	<p>Create resource-efficient methods for construction and landscaping</p>
2001-02 WVSU-Ogden Facilities Master Plan Revision	<p>Modify aging facilities to improve learning environment</p>	<p>Create a "heart" for the Ogden campus; integrate new residential housing; improve pedestrian and auto access</p>	<p>Create consistent signage and campus gateways</p>	
2002-2005 Conversion of Administrative Computing Systems	<p>Convert in-house WVSU Online system to commercial course management system which will support both online and hybrid (face-to-face plus online) courses</p>	<p>Create fully integrated web-supported processes for admissions, financial aid, and scholarships</p>		<p>Create computer support system which links human resources, financial, and student information systems more effectively</p>
2003-04 WVSU Davis Campus Academic Program Planning	<p>Identify degree programs for WVSU Davis</p>	<p>Target WVSU Davis programs to meet needs of Davis and Salt Lake County residents</p>	<p>Create greater presence in Davis County</p>	

APPENDIX 2 – Weber State University Five-Year Planning Cycle

Academic Year	Fall Semester	Spring/Summer Semester	Summer Semester
2003-2004	<u>University Planning Council</u> Development of: <ul style="list-style-type: none"> • Strategic Directions • Goals • Suggested Indicators • Responsible Areas 	<u>Division, Colleges, and Task Forces</u> Development of: <ul style="list-style-type: none"> • Annual/biannual objectives • Implementation plans • Measures for assessment of results and outcomes 	<u>Assessment Efforts</u> Development of: <ul style="list-style-type: none"> • Annual report installments by divisions, colleges, and task forces • Comprehensive annual report
2004-2005 2005-2006 2006-2007	Review of Annual Report by Planning Council Progress assessment by Planning Council Refinement of directions, goals, indicators, and responsibilities as necessary by Planning Council	Revision of objectives and measures as necessary by divisions, colleges, and task forces Continued implementation by divisions, colleges, and task forces	Development of annual report installments by divisions, colleges, and task forces Development of comprehensive annual report
2007-2008	<u>University Planning Council</u> Redevelopment of: <ul style="list-style-type: none"> • Strategic Directions • Goals • Suggested Indicators • Responsible Areas 	<u>Divisions, Colleges, and Task Forces</u> Redevelopment of: <ul style="list-style-type: none"> • Annual/biannual objectives • Implementation plans • Measures for assessment of results and outcomes 	<u>Assessment Efforts</u> Development of: <ul style="list-style-type: none"> • Annual report installments by divisions, colleges, and task forces • Comprehensive annual report