"Education is not the filling of a pail, but the lighting of a fire."

—William Butler Yeats

Standard Three — Students

I. Purpose/Description

Overview/Mission (3.A)

We provide 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. By anticipating, planning for, and responding to the needs of our diverse and changing student population, we provide comprehensive student services that create a foundation for a holistic educational experience. That experience fosters individual student growth, a sense of campus community, and the creation of beneficial off-campus partnerships. All student service areas endeavor to prepare students to become responsible citizens able to function with integrity in a changing global society. Our student services support our mission statement that states we provide "extensive personal contact and support among students, faculty, and staff to create an enriched learning environment both in and out of the classroom."
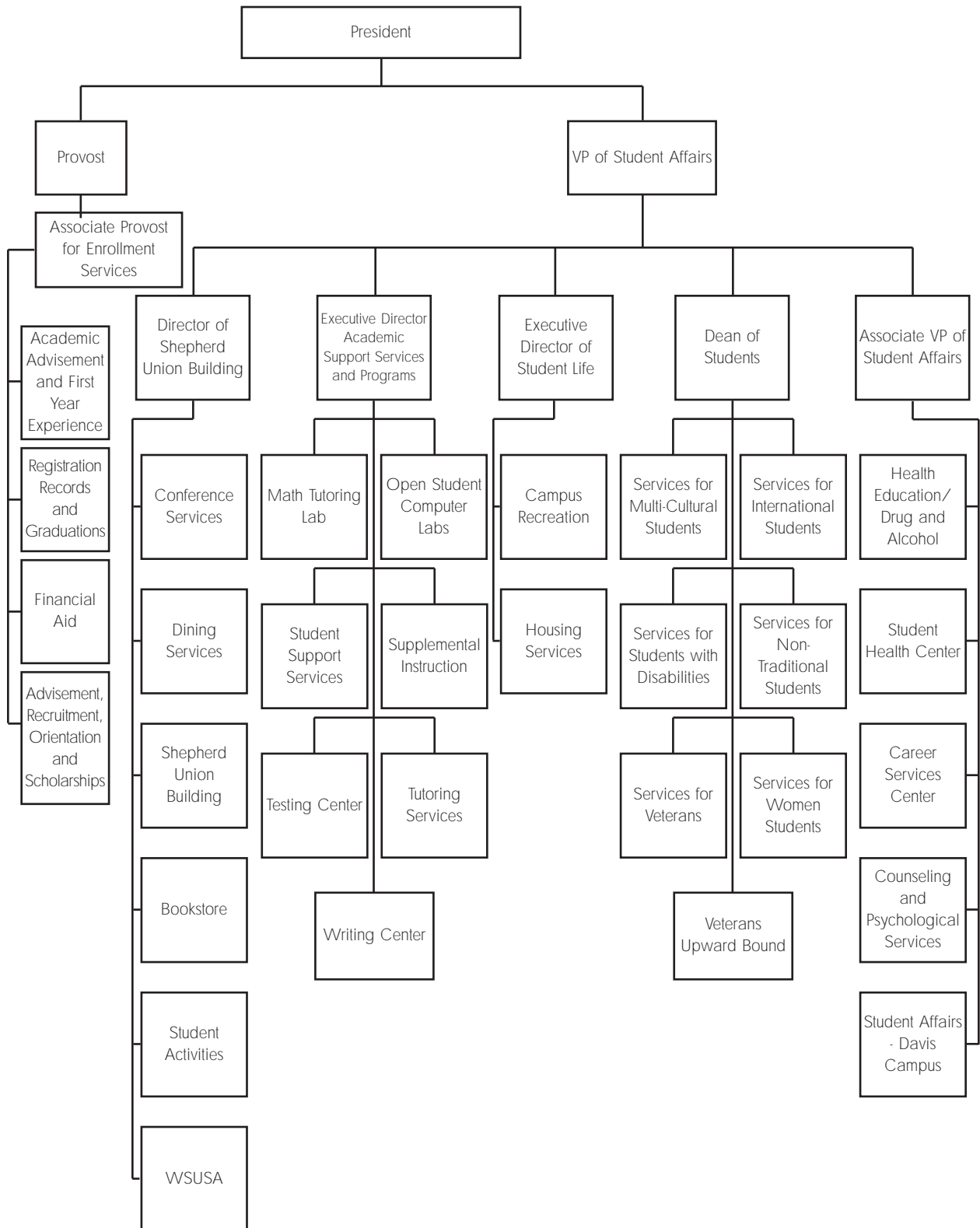
Organization (3.A.1, 3.A.3)

As shown in the organization chart on page 2, two divisions — Academic Affairs and Student Affairs — provide the majority of the services covered under Standard 3. 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. Policies such as admissions, academic standing, and registration are discussed in relevant sections later in Standard 3.

Human, Physical and Financial Resources
(3.A.2, 3.A.4)

Human Resources (3.A.2, 3.A.4)

The departments, offices, and programs that provide services for students are staffed by professional and classified staff and student employees (see the Table I on page 3 for a profile of these individuals). In 2002-03, 133 professional staff, 88 classified staff, 503 student

President

Provost

VP of Student Affairs

Associate Provost for Enrollment Services

Academic Advisement and First Year Experience

Registration Records and Graduations

Financial Aid

Advisement, Recruitment, Orientation and Scholarships

Director of Shepherd Union Building

Conference Services

Dining Services

Shepherd Union Building

Bookstore

Student Activities

WSUSA

Executive Director Academic Support Services and Programs

Math Tutoring Lab

Student Support Services

Testing Center

Open Student Computer Labs

Supplemental Instruction

Tutoring Services

Writing Center

Executive Director of Student Life

Campus Recreation

Housing Services

Dean of Students

Services for Multi-Cultural Students

Services for Students with Disabilities

Services for Veterans

Services for International Students

Services for Non-Traditional Students

Services for Women Students

Veterans Upward Bound

Associate VP of Student Affairs

Health Education/ Drug and Alcohol

Student Health Center

Career Services Center

Counseling and Psychological Services

Student Affairs - Davis Campus

hourly employees, and 47 non-student hourly employees provided services for students in the Divisions of Academic Affairs and Student Affairs. Nearly 53% of the professional staff hold a master's or higher degree, and 58% have been employed in the field 10 years or less. In comparison, the majority of the classified staff, 57%, have not completed any academic degree, and 63% have been employed in the field 10 years or less. As would be expected, our student employees generally have not completed their degrees, and nearly all are part-time employees who have worked less than five years. Our non-student hourly employees are all part-time employees.

Job descriptions are available for each of these positions and can be viewed online at departments.weber.edu/hr/. Hiring is accomplished according to WSU policy and state law, and is consistent with how we hire faculty and senior administrators (departments.weber.edu/hr/Hiring/cklstf.htm). The human resources office processes incoming applications and makes them available to responsible individuals who carry out the interview process using a standardized applicant rating system. Each hiring action is reviewed and approved by the affirmative action/equal opportunity office, the appropriate vice president, and the human resources office.

The staff and students we hire to provide student services are well-qualified and are committed to providing quality service to our students. We believe that, once hired at WSU, ongoing training and professional development for our student services personnel are essen-

Standard 3: Table I. Student Services Staff Profile.

	Professional Staff	Classified Staff	Student Hourly	Non-student Hourly
Female	80	75	303	31
Male	53	13	200	16
Degrees:				
PhD, EdD	11			
MD, JD, MSW	8			
MA, MS	51			3
BA, BS	50	14		9
AA, AAS, Certificate, etc	7	24	46	
No degree	6	50	457	35
Years Experience in the Field:				
None				
Less than 5	42	26	152	6
5-10	35	31	349	38
11-15	23	16	1	2
16-20	9	7	1	
More than 20	24	8		
Full-Time				
9/10 months	20	8		
12 months	107	80		
Part-Time				
9/10 months	1			25
12 months	5			21

tial. We provide resources and support for ongoing development, including in-house seminars, workshops and book-reading groups, as well as funding to attend off-campus conferences.

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). The PREP form is used with all staff employees, not just those who provide student services. A sample copy of the PREP form can be found, along with a description of the hiring process, at departments.weber.edu/hr and is available in the on-site exhibit room.

Physical Resources (3.A.4)

Prior to 1995, our student services were located in multiple buildings on campus. The Student Services Center on the Ogden campus was completed in 1995 to provide a one-stop location for 20 student services. A few services, such as Campus Recreation, Upward Bound and Veterans Affairs, are located in other buildings on campus. Although consolidation of services in the Student Services Center is a more efficient way for students to access these services, our enrollment growth over the past several years has stretched our capacity to effectively provide services within this center.

In 2003, our new WSU Davis facility was opened, and we provide comprehensive services for students at that location. More than one-third of our total student enrollment lives in Davis County, and the WSU Davis location makes the services accessible to students who attend classes there, who live in Davis County, or who find that location more convenient for any reason. The WSU Davis campus location for student services may help reduce the pressure on the Ogden campus. In addition, our West Center provides tutoring, testing, and computer access to students.

Three recent renovation projects will improve the physical facilities we have to support students. An existing building on the Ogden campus is being renovated to create a new teaching and learning technology center (Lampros Hall). Lampros Hall will consolidate and increase the technology support and computer access we provide to our students (and faculty and staff) and will be completed in Fall 2004. We received legislative funding in the spring of 2004 to remodel our Swenson Building and Gymnasium to increase the instructional spaces and address structural deficiencies (heating, electricity, air conditioning, ventilation). We have begun to plan for an extensive multi-year remodeling of our Shepherd Union Building to create enhanced spaces for co-curricular learning and community-building for our students, and to enhance the success of our first-year students.

In addition to providing physical locations for our student services, we provide many of these services online, including admissions, financial aid, academic advising, tutoring, and writing center assistance. A large percentage of our student body consists of non-traditional and

Standard 3: Table II. Operating Budget 2002 – 2003

Source	Amount	% of Total
E & G Student Affairs	$2,750,403	10.9
E & G Academic Affairs (Enrollment Services)	$2,277,048	9.1
Student Fees	$6,265,400	24.9
Federal Grants	$1,144,308	4.5
Fee-based Shop Accounts	$299,523	1.2
Auxiliary Accounts (Bookstore, Housing, Student Health Center, Union Building)	$12,454,014	49.4
Total	$25,190,696	100.0

working students; the average age of our students is 25 and 69% of students indicate they work more than 20 hours per week. Our student services are accessible 24/7 online and, in a typical week, these offices are open between 50 and 100 hours, depending on the service.

Financial Resources (3.A.4)

Funding for student services comes from Education and General (E&G) fund allocations, student tuition and fees, federal grants, and auxiliary and fee-based program revenue. Although generally we have funds that effi-

ciently support our student services, we feel budgetary pressure for the following reasons:

- Increased enrollment from 14,230 in 1994 to 18,059 in 2002

- Increased numbers of entering students who are under-prepared for higher education (more than 70% of new freshmen require developmental course work)

- Two-year reduction in allocation of state tax funding, 3.5% one-time budget cuts in 2001-02, and 5.6% reduction in base budget in 2002-03

Standard 3: Table III. Assessment Summary Chart 2002 – 2003

Student Affairs Office or Area (n = 20)	Mission Statement	Administrative Objectives	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results 2001-02	Use of Results 2002-03
Academic Support	X	X	X	X	X	
Bookstore	X	X	X	X	X	X
Campus Recreation	X	X	X	X	X	X
Career Center	X	X	X	X	X	X
Computer Labs	X	X	X	X	X	X
Counseling/ Psychological	X	X	X	X	X	X
Dining				X	X	X
Disabilities	X	X	X	X	X	X
Health Center	X	X	X	X	X	X
Housing	X	X	X	X	X	X
International	X	X	X	X	X	X
Multicultural	X	X	X	X	X	X
Nontraditional	X	X	X	X	X	X
Student Activities	X	X	X	X	X	X
Student Gov't (WSUSA)	X	X	X	X	X	X
Testing Center	X	X	X	X	X	X
Tutoring/Writing	X	X	X	X	X	X
Union Building	X	X	X	X	X	X
Veterans	X	X	X	X	X	
Women	X	X	X	X	X	X
Total	19	19	19	20	20	18
Percent	95	95	95	100	100	90

• Staff salaries that range from 2% to 8% below state and national comparative markets

As a way of managing enrollment growth during this time of decreased state-appropriated funds, we have increased tuition rates (see Standard 7 for more information on student tuition). Student tuition has increased from $1,786 in 2001-02 to $2,130 in 2003-04, or an increase of more than 19%. Some of the tuition increase has provided increased funding for open student computer labs and student services positions. In addition, tuition funds have been used for faculty positions in high-demand course areas, and to support the migration of our administrative computing systems to a unified platform (SCT Banner). Table II on page 4 identifies the sources of income for all of our student services.

Outcomes Assessment (3.B.6)

Overview

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 (see Standard 1 for more information on assessment). Each division has developed an approach that best meets its needs, and because student services are housed within two divisions – Academic Affairs and Student Affairs – the assessment approach used by the staff within each of those divisions is slightly different. Implementation of outcomes assessment began in 1998 and 2000 within Academic Affairs and Student Affairs, respectively. The staff in Academic Affairs used an assessment model adapted from several national models; Student Affairs staff adopted the Nichols & Nichols five-column model. Both of these models and our progress with assessment are described in greater detail at programs.weber.edu/assessment.

Status of Assessment

Tables III and IV on pages 5 and 6, show the status of assessment by office. Within Student Affairs, nearly all of the offices have written mission statements, identified administrative objectives and have listed means of assessment and criteria for success (95%). More than two-thirds (70%) of the offices have collected data and used the results for improvement. Within Academic Affairs, the five offices within Enrollment Services have completed all parts of their assessment model. Additional assessment information for these offices or areas is presented in relevant sections later in

Standard 3: Table IV. Assessment Summary Chart 2002 – 04.

Student Affairs Office or Area (n = 5)	Mission Statement	Administrative Objectives	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results 2001-02	Use of Results 2002-03
Academic Advisement	X	X	X	X	X	X
Admissions/Scholarships/ Recruitment /Orientation	X	X	X	X	X	X
Financial Aid	X	X	X	X	X	X
First Year Experience	X	X	X	X	X	X
Registration/Records /Graduation	X	X	X	X	X	X
Total	5	5	5	5	5	5
Percent	100	100	100	100	100	100

Standard 3 and is also contained in office self-studies which are available on-site for review.

Methods of Assessment

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 and provides these data to interested offices and individuals. Our most recent Noel-Levitz survey was conducted in 2002-03; specific Noel-Levitz data are included throughout Standard 3, as appropriate, and are available online (departments.weber.edu/ir/assessment.html). The Noel-Levitz data are reported on a one-to-seven, low-to-high, satisfaction scale.

On average, each office uses two direct and three indirect assessment methods. Techniques that are used most frequently include satisfaction surveys, institutional data, needs assessment, external comparisons, national standards and focus groups (see the Table V below for details).

Use of Results

Outcomes assessment data have helped us make many improvements in the services we provide, including the following:

- Scholarship applications have been linked to admissions, making it possible for students to apply for both with one application.

Standard 3: Table V. Methods of Assessment.

DIRECT METHODS	UB	SA	AS	CR	H	SP	HC	CS	CP	AA	FYE	RRG	FA	ARO
Performance		X	X		X	X		X	X					
Attitude		X	X			X								
Retention/graduation			X		X	X		X						
Institutional Data	X		X	X	X	X	X	X	X	X	X		X	X
Total Direct Methods	1	2	4	1	3	4	1	3	2	1	1		1	1
INDIRECT METHODS														
Satisfaction Survey	X	X	X	X	X	X	X	X	X	X	X	X	X	X
External Comparisons	X		X	X	X			X	X	X				
Needs Assessment		X	X	X	X	X		X	X	X				
National Standards	X		X	X	X			X	X	X				
Focus Groups	X		X		X	X			X			X		X
Total Indirect Methods	4	2	5	4	5	3	4	5	4	1	2	1	1	2
TOTAL DIRECT/ INDIRECT METHODS	5	4	9	5	8	7	5	8	6	2	3	1	2	3

Key:

UB –Union Building
SA – WSUSA/Student Activities
AS – Academic Support
CR – Recreation
H - Housing

SP – Special Populations
HC – Health Center
CS – Career Services
CP – Counseling/Psychological
AA – Academic Advising
FYE – First Year Experience

RRG – Registration, Records & Graduation
FA – Financial Aid
ARO – Admissions, Recruitment & Orientation

- Wireless computer labs have been made available in six buildings and laptop check-out is available at three of these locations.

- A book loan program was implemented that allows students to check out course textbooks.

- Fifteen new computers were provided to meet the increased need for computerized testing.

- Testing, tutoring, and computer access were provided at our West Center.

- Nine computer labs were put under one administrative unit to improve coordination and communication.

- Additional staff were hired for the Davis and Ogden campuses for the offices of Tutoring, Testing, Psychological Counseling, Student Health Center, Bookstore, Services for Students with Disabilities, and Academic Support Services.

- Apartment style housing for 500 students was constructed.

Standard 3: Table VI. Student Profile Fall 2002.

Demographics	Students	% of Total	Demographics	Students	% of Total
Total Enrollment	18,059	100%	Age Group		
			Traditional (<25)	12,026	67%
By Gender			Non-traditional (>=25)	5,976	33%
Female	9,299	51%	Unknown	57	<1%
Male	8,760	49%			
			Marital Status		
Enrollment Status			Single	10,294	57%
Full-time	10,611	59%	Married	7,224	40%
Part-time	7,448	41%	Other	541	3%
Class Standing			Obligations		
Early & Concurrent	116	1%	1-20 Hours	3,792	21%
First-time Freshman	2,807	15%	>20 Hours	12,461	69%
Other Freshman	2,585	14%			
Sophomores	3,373	19%	Admission Tier		
Juniors	3,198	18%	College	5,724	32%
Seniors	5,715	32%	University	11,318	63%
Master's	265	1%	Applicants	1,007	5%
Race & Ethnicity				Averages	
Asian/Pacific Islander	330	2%	Average Credit Hours		
African American	152	1%	Undergraduate	11	
Caucasian	14,102	78%	Graduate	8	
Hispanic	602	3%			
Native American	128	1%			
Non-U.S. Citizen	241	1%			
Other & Unknown	2,504	14%			

- Space in the Student Services Center was renovated to meet the increased demand for tutoring.

Student Documents (3.B.3, 3.B.5)

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 (documents.weber.edu/ppm/PPM6.htm.) In addition to being available online, a printed copy of the student code is made available to first-year students who enroll in Education 1105 – Introduction to the University, a course that is part of the First Year Experience program.

We also publish and make available a current catalog that describes our mission, admission requirements and procedures, students' rights and responsibilities, academic regulations, degree-completion requirements, credit courses and descriptions, and other items relating to attending WSU or withdrawing from it. Current catalogs are mailed to all admitted students, printed copies of the catalog are available in our bookstore, and online versions of the catalog from 1998-99 to the present can be found at documents.weber.edu/catalog.

In addition to the catalog, a student handbook/directory is published yearly by our student government (Weber State University Student Association – WSUSA). The Handbook includes explanation of student fees, student code, and student involvement activities.

Beginning in the summer of 2004, our course schedule will only be available online. However, information on tuition, fees and other charges, refund policy, and other items relative to attending or withdrawing from WSU are printed each term and are available free to students in a variety of locations on campus.

Weber State University Students (3.B.1)

In 2002-03, we enrolled 18,059 students; this was an increase of 20% over our 1999-00 enrollment of 14,984. We gather student demographic data from a variety of sources (admissions, testing, student services, course enrollment, and institutional research), and post the data online (departments.weber.edu/ir/inst-prof.htm). These data are used throughout the university to shape the services we provide and the courses we offer. As can be seen in the Table VI on page 8, key characteristics of our student body include:

- Approximately equal between women and men (51% and 49%, respectively)
- Full-time students (59%)
- Registered for an average of 11 undergraduate credits
- Employed more than 20 hours/week (69%)
- Seniors are the largest class (32%)
- Caucasian (78%)
- Younger than 25 years of age (67%)
- Single marital status (57%)

In addition, 93% of our students are Utah residents, 75% are from our four local counties (Weber - 36%; Davis - 34%; Box Elder - 3%, and Morgan - 2%), and 60% use financial aid or scholarships. Only 4% of our students reside on campus. A fair amount are undeclared (21%) or working on a general studies associate degree (9%).

As can be seen in the Table VII on page 10 on freshmen characteristics, our entering students have an average ACT composite score of 22 and a 3.25 high school GPA. Nearly three-fourths of these students require developmental course work (primarily math), and one-third are the first in their family to go to college. Further, more than half (56%) of our first-time freshmen receive financial aid or scholarship assistance.

Recruitment, Admissions and Orientation Services (3.D.1, 3.D.2, 3.D.3, 3.D.9)

Our admissions office is responsible for the areas of recruitment, admissions and orienta-

tion, and is staffed by seven professional, 10 classified and 31 student employees who report to a Director of Admissions. (See required NWCCU Table VIII on page 11. Admissions Report).

Recruitment
(www.weber.edu/futurestudents.xml)

Overwhelmingly, our students are Utah residents; more than 75% of our students live in our local four-county service area (Weber, Davis, Morgan, and Box Elder Counties). We recruit almost exclusively from within Utah and we characterize the 17 high schools located within this four-county service area as our "feeder high schools."

We provide recruitment services on both the Ogden and Davis campuses, and by visiting Utah community colleges and high schools, as well as by responding to in-person, telephone, mail and e-mail, and internet inquiries. In 2002-03, nearly 19,000 recruited students submitted their applications to our admissions office.

Admissions (3.D.1, 3.D.2, 3.D.3)
(weber.edu/admissions.xml)

Our admissions office processes student applications that are submitted online, by U.S. mail, or in person. Our admission application form also serves as a scholarship application

form (scholarship information is provided later in Standard 3). In addition to processing student applications, our admissions office staff determine if applicants meet state residency requirements. Transfer credit decisions are also made by the admissions office staff, according to Utah System of Higher Education transfer articulation policies and agreements and in collaboration with our academic departments.

We have a two-track admissions policy, revised in 1997, that enables us to serve as both a community college in Northern Utah and a university. New freshman students are admitted into either the "College Tier" or the "University Tier" based on their standardized test scores (ACT or COMPASS). College Tier students are placed in developmental English and/or math (courses below the 1000-level), depending on their standardized test scores, and they are restricted to registering for lower-division courses. Once College Tier students have successfully completed math and English competency requirements with a "C" or better (English 1010 and 2010, and Math 1050 or equivalent, respectively), and completed 20 semester credits with a cumulative GPA of 2.25 or better, they are moved to University Tier status. University Tier students may take any upper or lower division WSU course for which they have met the prerequisite requirements. Transfer students may be admitted into either the College Tier or University Tier, depending on how many credits they've earned, their cumulative grade point average,

Standard 3: Table VII. 2002-03 Entering Freshmen (n = 2,807).

	Number	Percent
First Generation College	926	33%
College Tier	2,077	74%
University Tier	730	26%
Financially Aided	1,572	56%
Undeclared/Unclassified	1,280	46%
ACT Composite	22	
High School GPA	3.25	

and whether they have earned an associate's degree. For more information on College and University Tier, see departments.weber.edu/aac/colleguniv.html.

International students may be admitted as either a new freshman or transfer student, depending on their academic background. All international students must also provide:

• Evidence of English proficiency (a minimum TOEFL score of 500)
• A financial statement that shows adequate funds for school and living expenses
• An immunization form showing current evidence of immunity from DPT, MMR and TB

Graduate students are admitted according to the policies of our four graduate programs which are published in our current catalog and in program brochures (see Standard 2 for more information).

For a summary of student admissions data, see Table VIII below.

Orientation (3.D.9) (weber.edu/orientation.xml)

We offer on-campus tours and four-hour orientation sessions throughout the year for prospective and admitted freshmen and transfer students. Because approximately one-third of our entering freshmen are the first mem-

Standard 3. Table VIII. Admissions Report.

(Data requested may be provided in computer format compatible with the institution's data information system. Not all data requested may be applicable to all institutions.)

	Evaluation Year (2003-04)	1 Year Prior (2002-03)	2 Year Prior (2001-02)	3 Year Prior (2000-01)
First Time Freshman Applications Received				
Admitted	5,893	5,649	5,109	5,612
Denied	0	0	0	0
Enrolled	2,878	2,807	2,665	2,927
Transfer Applications Received				
Admitted	3,559	3,463	3,021	2,773
Denied	0	0	0	0
Enrolled	1,879	1,915	1,731	1,435
Readmission Applications Received				
Admitted	2,621	2,612	2,574	2,601
Denied	0	0	0	0
Enrolled	1,859	1,848	1,887	1,824
Graduate Applications Received	121	177	250	158
Admitted	94	152	201	125
Denied	24	25	49	64
Enrolled	91	128	155	121

bers of their immediate family to attend college, these orientation sessions are very important. Our orientation sessions help entering students:

- Set up their WildCat e-mail account and obtain a WildCard ID

- Meet with an advisor from the Academic Advisement Center or their major department

- Register for classes

- Learn about services available for students, such as parking, the bookstore, computer labs, and getting involved with student clubs, organizations and offices that serve special populations

In 2002-03, we offered 17 orientation sessions for approximately 1,750 students (more than 45% of our first-time freshmen). In addition, we provide weekly campus tours for new students and their family members.

We also provide a semester-long, three-credit orientation course for entering students, Education 1105 – Introduction to the University, which is designed to assist students with making a successful transition to college, both academically and socially.

Students learn study and time management skills, discover how to use campus resources, increase interpersonal communications, and develop a sense of belonging to the WSU community. In 2002-03, we offered 28 sections of Education 1105 with a total enrollment of 652 students, or approximately 17% of our entering freshman class. Additional information on Education 1105 which is part of our First Year Experience program can be found at weber.edu/fye.

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our recruitment, admissions and orientation services. In 2002-03, we gathered office-specific feedback in three ways:

1) New student admission survey – this was administered to 1,000 randomly selected fall semester applicants (500 who enrolled and 500 who did not enroll).

2) New student orientation feedback – we received feedback from approximately 60% of the orientation participants.

3) Education 1105 evaluations – we solicit feedback from enrolled students, peer men-

Standard 3: Table IX. Student Satisfaction Data.

Noel-Levitz Question	1997	2000	2003	Difference from 1997 to 2003
4. Admissions staff are knowledgeable	4.80	4.86	4.96	0.16
43. Admissions counselors respond to prospective students' unique needs and requests	4.48	4.56	4.70	0.22
48. Admissions counselors accurately portray the campus in their recruiting practices	4.54	4.56	4.77	0.23
64. New student orientation services help students adjust to college	4.40	4.76	4.95	0.55
45. Students are made to feel welcome on this campus	4.73	4.87	5.09	0.36

Scale: 1=not satisfied at all, 7=very satisfied

tors and course instructors for each section of this course. Using a 5-point Likert scale with an 80% standard of excellence, we surpassed or met this standard for most questions, except communication among our students.

Institutionally, the Noel-Levitz data indicated a steady improvement in student satisfaction with all recruitment, admission and orientation-related areas from 1997 through 2003. (See Table IX on page 12.)

Based on office-specific and institutional data, we made the following changes:

- Admission survey resulted in developing the online combined admissions/ scholarship application

- Orientation feedback resulted in changes to both the format and the times when orientation sessions are offered

- Based on Education 1105 feedback, we are exploring additional ways to create learning communities that are attractive to the students.

Course Registration Services and Academic Credit and Record Policies (3.C.1, 3.C.2, 3.C.3, 3.C.4, 3.C.5, 3.D.4, 3.D.5)
(departments.weber.edu/registrar)

Overview

Our registrar's office, including five professional staff, 12 classified staff and 11 students,

interacts each semester, directly or indirectly, with every student who registers for classes, as well as with large segments of the student population who seek transcript service, enrollment verification, and other services. Because so many of our students are employed while enrolled in college, we provide 24/7 online accessibility for most of our course registration services. Via the internet, our students may register for courses, request a transcript, check their degree progress, view and change their personal information (phone and address), print a copy of their class schedule, view their bill and pay tuition, obtain their grades, and check their academic standing.

As can be seen in Table X below, the majority of student registration transactions – it is assumed that each of our 18,000 students had multiple transactions – occurred via the internet. Internet use for course registration and other student services is anticipated to increase in the future. A complicating factor is our ongoing conversion of all of our administrative computing systems, including our student information system, to the SCT platform. This will be a complex and challenging migration because of our use of web-based student services; we anticipate completing the migration in the spring of 2005.

Our registrar's office is responsible for designing and implementing, or for assisting faculty and staff to operate consistently with, the academic credit and records policies and procedures described on the following pages. Students have the right to request a waiver of any university, college or department policy. All waiver requests are handled by the appropriate institutional administrator (dean, director, vice president).

Standard 3: Table X. Method of Course Registration Transactions.

	Fall Semester 2002 Number (Percent)	Spring Semester 2003 Number (Percent)
Internet	48,566 (59%)	56,163 (72%)
Face-to-face *	27,825 (34%)	22,211 (28%)
Telephone	5,520 (7%)	- discontinued -

* Face-to-face registration occurred in academic departments or in the registrar's office

Evaluation of Student Learning (3.C.1, 3.C.2)

We evaluate student learning and award academic credit in ways that are consistent with NWCCU definitions. Our fall and spring semesters are 15 weeks in length, exclusive of an exam week. Our 12-week summer term allows for condensed courses (four-week, six-week, eight-week, 12-week), and student contact times are adjusted so these condensed terms are equivalent to our 15-week semesters. Internet-based and distance-education courses are designed to provide learning opportunities that are equivalent to our face-to-face courses.

University policy requires faculty to prepare a syllabus for each course they teach and place it on file with the department chair (documents.weber.ed/ppm/4-19A.htm). Further, our student code specifies that students may "expect instructors when reasonably possible to provide a syllabus which outlines course requirements and instructor availability, to be distributed the first week of class" and "experience academic evaluation through orderly procedures and criteria, which are announced within 14 days of the first day of class and which are designed to prevent prejudice and arbitrary judgment." Our faculty use criteria to evaluate student performance and achievement that are appropriate to the course degree level; the approaches used by our faculty are consistent with those used by faculty at other accredited institutions and programs. We encourage and support our faculty to acquire additional expertise in assessing student learning by attending state and national meetings, or through on-campus workshops hosted by our faculty development office – the Forum for Teaching and Learning (see Standard 4 for more details).

Student Record Security (3.C.5)

Our institutional academic record storage is accurate, secure, systematically backed-up, and in compliance with university, state and federal requirements (Family Educational Rights and Privacy Act of 1974 – FERPA). We obtain written consent from our students before releasing personally identifiable infor-

mation. Our public student directory includes students' names, addresses, and other information; we give our students the opportunity to refuse disclosure of any or all of this public directory information. We provide FERPA information to our students in printed documents and online (departments.weber.edu/registrar).

Access to our student information system requires an application approved by our Registrar. Approved users are issued a password and are restricted to "view-only" or "change record" status based upon their supervisors' recommendation. Specific user names are connected with all transactions or changes. In 2002-03, we implemented an online course grade submission process versus our prior use of a ScanTron grade submission form. Our online process is password-protected and provides added security by reducing the handling of grade reports by staff.

Degree Versus Non-Degree Credit (3.C.3)

Within our catalog and other publications, we distinguish between degree and non-degree credit. We clearly indicate that courses below the 1000 level (e.g., English 0960 or Math 0950) are considered remedial and "remedial coursework credit hours are included in total hours for the semester but are not included in the calculation of either semester or the cumulative GPA or total hours for graduation." All non-degree credit is clearly marked on transcripts.

Credit by Transfer and by Exam (3.C.4)

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 (documents.weber.edu/ppm/4-21a.htm and www.utahsbr.edu/policy/r471.htm). These agreements identify what courses will transfer and how much credit will be awarded for major and minor degree requirements. We also follow the Utah Board of Regents policy on the transfer of general education credits which indicates that students who transfer with an

A.A. or an A.S. degree from any USHE institution are considered to have met our general education requirements (www.utahsbr.edu./policy/r465.htm). General education or major/minor credits that are earned at accredited non-USHE colleges are evaluated on a case-by-case basis by our faculty. **Our transfer policies and procedures are in compliance with NWCCU Policy 2.5 on Transfer Award of Academic Credit.**

We also award credit based on examination (AP, CLEP, Special), prior experience (language, military training), credit for experiential learning and industrial or commercial training. See Standard 2 for more information.

Suspension, Termination, and Readmission (3.D.4)

The registrar's office is responsible for maintaining academic standards for currently enrolled students. To be in good academic standing, students are required to maintain a minimum cumulative grade point average (GPA) of 2.00 or "C." Students with a GPA below 2.00 face one of three sanctions – academic warning, academic probation, or academic suspension – depending on their specific GPA and their prior history with WSU. Detailed information on these standards is contained in our catalog and online (documents.weber.edu/ppm/4-17.htm).

Students who have received one of these three academic sanctions (warning, probation, sus-

pension) have the right to appeal this status through the registrar's office. Early readmission from suspension may be granted if the student presents evidence which shows a positive change of circumstances and suggests a high probability of future academic success.

Graduation Requirements (3.D.5)

The minimum GPA required for graduation is 2.00; however, some majors and minors have a higher requirement. Major and minor department advisors carefully review their graduating students' transcripts and electronically clear them for graduation; advisors in the Academic Advisement Center perform this service for students who are earning A.A. or A.S. in General Studies degrees. The graduation office staff, who report to the registrar, are ultimately responsible for determining a student's graduation status by comparing information contained in the student's Graduation Evaluation (computerized degree audit) to be sure all requirements have been met. Students are able to run a Graduation Evaluation on their own transcripts at any time via the internet. Our general and degree-specific graduation requirements are clearly outlined in our catalog and in department brochures.

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our

Standard 3: Table XI. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
27. The personnel involved in registration are helpful	4.96	5.03	5.04	0.08
50. Class change (drop/add) policies are reasonable	5.07	5.02	5.17	0.01
34. I am able to register for classes with few conflicts	4.45	4.55	4.69	0.24

Scale: 1=not satisfied at all, 7=very satisfied

course registration services and academic cred-it and records policies and procedures. In 2002-03, our registrar's office assessed whether our students:

- Felt valued and respected as customers by our offices
- Felt they could easily locate and utilize our enrollment verification services
- Were satisfied with the overall registration process
- Were satisfied with electronic delivery of end-of-term grades
- Believed their official academic records were accurate
- Were satisfied with the process used to order copies of official transcripts
- Were satisfied with the "Graduation Evaluation" (degree audit) system

Institutionally, student satisfaction levels with registration procedures and policies have improved slightly from 1997 to 2003. (See Table XI on page 15.)

Feedback from office-specific and institutional data resulted in these changes:

- Assigned a training coordinator for our student information system to provide reg-ular training for new faculty/staff, and twice-yearly update training for continuing faculty/staff

- Upgraded information on the registrar's web page to include an online process by which students can submit requests for waivers to university policy

- Moved to a completely electronic grade-input process and phased out our Scan Tron grade submission forms

Financial Assistance Services (3.D.6, 3.D.7, 3.D.8)
(weber.edu/financialaid.xml weber.edu/scholarships.xml departments.weber.edu/loanservices)

Overview

Because our institutional role is that of both a community college and a university, we attract many students who have significant financial needs and fall in high-risk categories. Paying for college expenses is a significant issue for our students, and the financial assistance we provide them is a crucial factor in their deci-sion to attend or remain in school.

Funds are awarded to our students through both a financial aid office, consisting of 16 full-time and two part-time employees (a director, seven professional staff, eight classified staff, and two part-time student hourly employees), and a scholarship office, consisting of three full-time staff and two part-time student hourly employees that report to the director of admissions. A third office, loan servicing, reports to the Vice President for Administrative Services and manages our tuition payment plan and monitors default rates for our Perkins loan awardees.

Federal and State Financial Aid (3.D.6, 3.D.7)

In 2002-03, we awarded 11,288 students more than $28M in federal financial aid (grants, loans, and student employment). Students are provided with information on the federal financial aid available to them at weber.edu/howtoapplyforfa.xml, as well as through our catalog and brochures published by our financial aid office. Both current and prospective students can complete the federal

Standard 3: Table XII. Federal and State Financial Aid – 2002-03.

Number of Applications Processed	Number of Students Awarded	Total Awarded for All Grants	Total Awarded for All Employment	Total Awarded for All Loans	Total Dollars Awarded
13,613	11,288	$12,842,335	$1,087,917	$14,944,570	$28,874,232

financial aid application online or in person at the Ogden and Davis campuses.

Our financial aid office manages both federal and state aid programs, including:

- Federal Title IV funds: Pell grants, Supplemental Educational Opportunity Grants (SEOG), work study employment, subsidized and unsubsidized Stafford loans, Parents Loans for Undergraduate Students (PLUS), and Perkins loans

- State funds and grants: Leveraging Educational Assistance Program (LEAP) grants and Utah Centennial Opportunity Program for Education (UCOPE) work study

Table XII on page 16 includes a breakdown of applications processed, awards made and total dollars awarded for both federal and state programs for 2002-03. We increased our total awards by nearly $4M over 2001-02 (a 15.5% increase).

We are audited regularly by the State of Utah to be sure we are administering federal and state financial aid appropriately; these audits are part of the larger state audit for all of WSU. The financial aid single audit has a broader scope, reviewing the overall operations of the office, our compliance with applicable federal and state regulations, and our reconciliation of funds with our accounting office. The audit also includes a review of a random sample of student financial aid files, and testing for consistency with established policies and procedures. Our most recent state audit in July 2003 indicated our financial aid office had complied with all applicable state and federal regulations.

Scholarships and Tuition Waivers (3.D.6, 3.D.7)

In 2002-03, we awarded 3,828 students over $6M in scholarships and tuition waivers. Our scholarship office, staffed by three full-time and two student employees, provides students with online information on scholarships and tuition waivers at weber.edu/scholarships.xml, as well as through our catalog and scholarship brochures. The admissions application also serves as the scholarship application for prospective students; current students can complete the scholarship application online via the student portal or in person at the Ogden and Davis campuses. We revised our scholarship process in 2002-03 and moved from a paper-based to a web-based process. Table XIII below shows the number of scholarship applications processed, number of awards made, and the dollars awarded in 2002-03.

The scholarship office is audited on a regular basis by the State of Utah and our internal audit office. Our last audit, by our internal audit department, was in 2003 while we were restructuring our scholarship process. Audit findings included additional changes which have since been incorporated into the web-based process, and a notation that our scholarship funds were appropriately allocated.

Tuition Payment Plan (3.D.6, 3.D.7)

Our tuition payment plan, administered by our loan servicing office, helps students who are not able to pay full tuition costs at the time they are due. Instead of one large payment, tuition is divided into equal monthly payments that are deducted directly from students' checking or savings accounts on the 15th of each month. Information and the application for this program can be obtained online

Stanadard 3: Table XIII. Scholarship Awards 2002-03.

Number of applications processed	Number of Students Awarded	Total Tuition Waiver Dollars Awarded	Total Private Scholarship Awards	Total Outside Agency Awards	Total Dollars Awarded
7,633	3,828	$3,902,167	$1,617,077	$611,258	$6,130,502

(departments.weber.edu/loanservices/Tuition%20Payment%20Plan/tuition_payment_plan_Instructions.htm). In 2002-03, 745 of our students participated in this plan.

Student Loan Monitoring (3.D.8)

We have made diligent efforts to prevent student loan default. This is a shared responsibility between our financial aid office and our loan servicing office, depending on the type of loan the student has received (Federal Family Education Loan Program and Federal Perkins Loan, respectively). The most recent cohort default rate for 2000-01 as determined by the U.S. Department of Education on the Federal Family Education Loan Program (FFELP) for WSU was 4.0% and for the Federal Perkins Loan Program, the 2002-03 cohort default rate was 3.21%. These rates have fluctuated over time as can be seen in Table XIV below and are related to the overall economy of our nation and state.

To prevent student borrowers from defaulting, we require them to complete an online loan counseling program each year they receive a loan (www.mapping-your-future.org for FFLEP and departments.weber.edu/loanservices for Perkins). When our students are cleared for graduation, they are required to complete the online "Exit Counseling" for their loan programs; financial aid and loan servicing staff are also available to answer students' questions. During the "Exit Counseling," borrowers are presented with an estimate of the monthly payment amounts, amount of interest they will repay, the length of the repayment period, deferment and cancellation provisions, and what to do when they encounter repayment problems.

The main guarantor of FFELP loans in Utah, the Utah Higher Education Assistance

Authority (UHEAA), also has repayment information for borrowers at its website (www.uheaa.org). UHEAA provides excellent borrower benefits for students who repay their loan on time, including: crediting the students' loan with the origination fee, waiving the guarantee fee, reducing the interest rate after 48 on-time payments, and reducing interest rates for automatic repay.

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our financial assistance services. In 2002-03, our financial aid office assessed our students' understanding of their published materials, specifically how easy it was for them to read and understand our publication, "Important Facts About Financial Aid."

Institutionally, the Noel-Levitz data indicated that the help provided by counselors and the timeliness of financial aid awards have remained relative stable or have slightly improved (and these data are commensurate with national averages). However, notwithstanding the increase in financial aid disbursements, students still feel their aid levels (dictated by the Department of Education) are not adequate. (See Table XV on page 19.)

In 2002-03, we made the following changes to our financial assistance services:

• Reengineered our scholarship processes, moving from a paper-based system to a web-based system

• Developed several online federal financial aid materials including 1) a financial aid application, 2) miscellaneous forms (i.e. Special Circumstances request, Dependency Override request form, Non-

Standard 3: Table XIV. Student Loan Program Use.

PROGRAM	1998-99	1999-00	2000-01	2001-02	2002-03
FFELP	2.6	3.6	4.0	N/A *	N/A *
Perkins	2.80	2.18	2.48	0.42	3.21

* N/A= Not available.

Tax Filing form, and Loan Confirmation form), and 3) an on-line "check your status" where students can view the progress of their financial aid requests

- Enhanced our websites to meet students' needs by making them more user friendly and easier to navigate.

- Included more individual information on our websites.

- Ensured that all students have access to financial assistance resources via the student portal using their WSU Wildcat Account.

Academic Advising Services (3. D. 9, 3.D.10)
(departments.weber.edu/aac)

Overview

Our 1994 accreditation report indicated that the advising services we provided our students were an area of commission concern; specifically the report stated that "the university should review its academic advising processes to ensure clarity, consistency and timeliness of information for students regarding degree requirements, progress toward degree, and long-term course schedules." Since that time, we have made great progress in improving our academic advising services. Because 5,444 (30%) of our students are undeclared or seeking a general studies associate's degree, it is

particularly important that we provide clear and well-organized academic advising information and services so these students are able to make progress toward earning a degree.

We provide both decentralized and centralized academic advising services. These two approaches increase student access to advising and enhance the timeliness of the advising information they receive. Decentralized advising is provided by faculty and staff in our academic departments and is described in more detail in Standards 2 and 4. The information contained in this section of the self-study will focus on our centralized academic advising services provided by our Academic Advisement Center (AAC). The delineation of centralized and decentralized advising is clearly described in our policies (documents.weber.edu/ppm/6-05.htm), and in materials and events prepared by the AAC (flyers, web page, orientation advisement sessions, and other activities).

The AAC's purpose is to help students realize their academic potential with a specific focus on students who are undecided/undeclared, in College Tier, and/or earning an associate's degree in general studies. The AAC is staffed with seven professional staff advisors, two paraprofessional advisors and three classified staff; these individuals report to a director.

Through the AAC, students are provided with a variety of face-to-face and online advisement services that increase the timeliness, clarity and consistency of the advising information, including:

Standard 3: Table XV. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
5. Financial aid counselors are helpful	4.58	4.53	4.54	0.04
12. Financial aid awards are announced to students in time to be helpful in college planning	4.38	4.51	4.43	0.05
17. Adequate financial aid is available for most students	4.23	4.36	4.36	0.13

Scale: 1=not satisfied at all, 7=very satisfied

- Group advisement and course registration sessions that are part of new and transfer student orientations; in 2002-03, approximately 1,750 students attended these orientation advisement sessions

- One-on-one advising appointments; in 2002-03, we scheduled more than 6,000 appointments

- General education overview sessions that are scheduled throughout the year; in 2002-03, we reached approximately 500 students through these sessions

- Assistance with understanding the differences between College Tier and University Tier status; in 2002-03, 6,014 WSU students were in College Tier

- Information on WSU majors through individual major-exploration advising appointments to discuss interest/values assessments such as MBTI and Strong Interest Inventory, and through attending a campus-wide "Major Fest" where faculty presented information on their major programs (in 2002-03, approximately 3,000 prospective and current students attended this event)

- Advising of undecided/undeclared students and general studies students who are on academic warning or academic probation through "Student Academic Success Sessions" and one-on-one advisement appointments; in 2002-03, approximately 2,400 students were on warning or probation

- After-hours face-to-face assistance, through our One Stop Shop housed within the AAC on the Ogden campus, to receive a variety of enrollment services, including advising, admissions, registration, financial aid, scholarships, and graduation; this office is open from 4:30 p.m. to 8:00 p.m., Monday through Thursday (departments.weber.edu/onestop)

- Referrals to other campus support services to help meet students' academic and non-academic needs

- General studies graduation evaluation and degree sign-off to assist with academic and career planning; in 2002-03, 163 students graduated with an AA and 585 with an AS in general studies

In addition, students indirectly benefit from AAC services to organize and implement campus-wide faculty and staff training on related advising policies and procedures. In 2002-03, the AAC offered five sessions as part of its Advisors' Information Series, with more than 125 staff and faculty in attendance. These sessions have improved the accuracy and consistency of our advising services by covering such topics as major declaration, Division of Student Affairs services, NCAA regulation changes, computer and information literacy (graduation requirement), registrar's office policy changes, transfer policies, Office of Sponsored Projects, residency law, new legislative actions, online AAC resources, and information from the national advising association.

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our academic advising services. In 2002-03, our AAC assessed our students' ability to:

- Develop an academic plan which identifies necessary actions to obtain a general studies associate degree
- Identify their academic major
- Identify major exploration resources

Institutionally, the Noel-Levitz data do not allow us to differentiate between the services provided by our AAC staff or by faculty and staff within academic departments. Nonetheless, student satisfaction with academic advising, institution-wide, has improved over time. (See Table XVI on page 21.)

As a result of our assessment, we significantly strengthened the number and quality of our major exploration services through improved staff training, student education, and data collection methods.

Career Services (3.D.11)
(weber.edu/careerservices.htm)

Overview

Historically, we have had a strong institutional focus on career preparation for our students. Four of our seven colleges are focused almost exclusively on professional careers (Applied Science & Technology, Business & Economics, Education, and Health Professions), and their majors are more than two-thirds of our graduating students each year. The remaining three colleges have individual departments with a strong career focus (e.g., performing arts, criminal justice, geosciences). Providing career services is an important part of our institutional mission.

Students are provided with career services both within academic departments and through a centralized Career Services Center (CSC). Standard 2 includes information on how academic departments provide this assistance to our students. This section of the self-study will focus on the centralized career services provided by our CSC.

Through the efforts of a staff of seven professional career counselors, three classified staff, and six student workers who report to a CSC director, students receive the following career services:

- Individual appointments that focus on career exploration, assessment, interpretation and counseling; in 2002-03, 3,505 of these appointments were scheduled

- Computerized career exploration opportunities (Discover) and computerized employment listings for both off- and on-campus employment; in 2002-03, over 4,000 part-time student job opportunities were posted

- Access to an in-house and online career information library

- Completion of a two-credit career development and life planning course (CHFAM 2900); in 2002-03, seven sections of this course were offered with a total enrollment of 84 students

- Senior employment seminars that are embedded within major courses across all disciplines

- Job preparation sessions, including resume review, interview preparation, and video-taped mock interviews; in 2002-03, 1,283 students participated in these sessions

- On-campus interviews with national and local recruiters and local school districts; in 2002-03, 815 students participated in these interviews

Standard 3: Table XVI. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
6. My academic advisor is approachable	4.71	4.90	5.00	0.29
14. My academic advisor is concerned about my success as an individual	4.51	4.72	4.85	0.34
19. My academic advisor helps me set goals to work toward	4.25	4.34	4.49	0.24
33. My academic advisor is knowledgeable about requirements in my major	4.79	4.95	5.22	0.43

Scale: 1=not satisfied at all, 7=very satisfied

- Annual career fair that 62 employers and 2,778 students attended in 2002-03

- Confidential employment file service; in 2002-03, 221 students created a personal employment file

- Graduate school recruitment and advisement

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our career services. In 2002-03, our CSC assessed:

- Increased offerings of employment strategies to students
- Career fair and alumni programs
- Student and employer satisfaction with offered services

Institutionally, Noel-Levitz student satisfaction data with our CSC services have improved over time. (See Table XVII below.)

As a result of these office and institutional data, we reallocated CSC funds to support increased usage of our services, we adjusted our services and programs based on career fair and alumni program benchmarking, and we established and developed corporate partnerships.

Academic Support Services and Programs (3.B.1)
(weber.edu/assp)

Overview

As was noted earlier, many of our students are first-generation college students and, upon admission, many are assigned to College Tier. They may not have the academic skills necessary to succeed in college. 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.

The following services are organized centrally within our Academic Support Services and Programs Office (ASSP): tutoring, writing center, supplemental instruction, testing, and computer labs. These services are provided by 19 professional staff, five classified staff, 28 non-student hourly and 160-175 student peers who report to the ASSP director.

- Tutoring – We provide tutoring for a variety of content areas (math, English, physical and life sciences, foreign languages) in six locations on the Ogden campus and at the Davis campus. Peer tutoring is available on a drop-in basis, by appointment, and online. Our tutors are certified through the College Reading and Learning Association (CRLA).

- Supplemental Instruction – We provide supplemental instruction on the Davis and Ogden campuses in math, English, history, zoology, anthropology, social science, political science, philosophy, health sciences, and microbiology. Sixty-two classes are provided with supplemental instruction by 34 leaders who receive training on a weekly basis.

- Testing – Institutional tests in numerous subjects are administered on the WSU Davis campus, the West Center, and three locations on the WSU Ogden campus. A total of 78,934 paper-and-pencil tests and 61,158 online tests were administered dur-

Standard 3: Table XVII. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
49. There are adequate services to help me decide on a career	4.54	4.78	4.81	0.27

Scale: 1=not satisfied at all, 7=very satisfied

ing 2002-03. A variety of other tests such as GED, POST, and MAT are also administered on the Ogden and Davis campuses.

- Computer Labs – We have open computer labs in 10 locations on the Ogden and Davis campuses that include Pentium computers, scanners, and color printers. Faculty can reserve some computer labs for classes. We offer course-specific course orientation programs, and electronic math or English tutoring with detailed reports tracking each student's progress. We also provide electronic technology seminars throughout each semester.

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our academic support services and programs. Our ASSP office assessed these outcomes:

- Have tutors certified nationally through the College Reading and Learning Association (CRLA)
- Tutees will indicate high level of satisfaction/benefit of service
- Tutors self-evaluate and make improvements all semester long

Institutionally, Noel-Levitz student satisfaction data with our ASSP services have shown a steady improvement from 1997. (See Table XVIII below.)

Our assessment-driven changes include: we now require all ASSP tutors to become CRLA certified, we will reevaluate our "End of Semester Survey" administered to tutees to ensure accurate results, and we will benchmark with other universities to determine how to improve our tutoring.

Student Physical and Psychological Health Care Services (3.D.12)
(weber.edu/healthcenter/healthctr.htm)
(educpsc/html/cc.htm)

Overview

To do their best in school, our students need appropriate physical and psychological health care services. In 2002-03, 6,688 students were provided with physical health services (including 4,340 lab services) and 2,912 students were provided with psychological counseling services.

Physical Health 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. These individuals provide students with the following services (unless otherwise specified, these services are free for all currently enrolled students):

Standard 3: Table XVIII. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
32. Tutoring services are readily available	4.89	4.95	5.09	0.20
44. Academic support services adequately meet the needs of students	4.56	4.71	4.84	0.28
26. Computer labs are adequate and accessible	4.32	5.20	5.28	0.96

Scale: 1=not satisfied at all, 7=very satisfied

- Treatment for minor illnesses, surgery and suturing
- Pharmacy
- Laboratory testing
- Contraceptive instruction, pregnancy testing, birth control prescriptions, pap smears
- Follow up for ongoing medical problems (i.e., blood pressure checks, blood sugar levels)
- Consultation regarding diet, cholesterol, and weight reduction
- Wart treatments
- X-ray services (provided for a nominal fee)

In addition, the health center administers our health education and drug and alcohol programs whose purposes are to promote responsible lifestyle behaviors among our students. Using a variety of approaches, the health center staff provide education, prevention, and maintenance services.

Psychological Health Services

Our Counseling and Psychological Services Center (CPSC) offers a wide range of counseling services for all registered students as well as for faculty and staff, including individual counseling (personal difficulties, individual growth, life adjustment skills), group therapy (personal and interpersonal issues), couples/relationship counseling, crisis intervention (walk-in services available), critical incident stress debriefing, and mediation/relaxation skills. The CPSC also provides psychological health assessment using psychological testing, as well as psychiatric evaluation and medication management.

We hire several individuals to provide these services: one psychologist, one professional counselor, one marriage and family therapist, one psychologist resident, one psychiatrist, one classified support staff, and one hourly worker. These individuals report to a director and an assistant director.

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our physical and psychological health services. In 2002-03, our office-specific feedback assessed these outcomes:

- Because high cholesterol in formative years can lead to potential future heart problems, an intervention for high cholesterol in our student population was developed.

- Reviewed the drug and alcohol program to determine its strengths and areas of improvement.

- Improve assessment and reporting of psychological client process.

- Improve the field practicum for advanced Psychology majors by providing more structure and opportunities for learning growth.

Institutionally, our students have provided Noel-Levitz satisfaction feedback on our health services. Levels of satisfaction have improved from 1997 through 2003. (See Table XIX below.)

Standard 3: Table XIX. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
15. The staff in the health services are competent	4.85	5.03	5.04	0.19
22. Counseling staff care about students as individuals	4.39	4.48	4.61	0.22

Scale: 1=not satisfied at all, 7=very satisfied

As a result of office and institutional data, we designed an intervention to educate, monitor, and influence the future lifestyle behaviors of our students; reallocated resources to meet the needs of our drug and alcohol program; improved services based upon the identification of strengths and weaknesses; and prepared reports of satisfaction to students, psychology faculty, and CPSC staff.

Housing Services (3.D.13)
(weber.edu/housing)

Overview

As was noted earlier, only a small percentage of our students reside in on-campus housing (4%), and our housing staff is correspondingly small in number (one professional, two classified employees). We provide student housing in two locations on the Ogden campus: Promontory Tower and University Village. We do not provide housing on our Davis campus. Promontory Tower was constructed in 1968-69, and has a maximum capacity to house 186 students who live in private or shared rooms and share a bathroom. After an extensive process of soliciting student, faculty and staff input, we constructed University Village in 2002 to provide four-bedroom, apartment-style housing for approximately 476 students. Century Campus Housing Management was instrumental in the design and construction of University Village, and this company currently manages all of our housing. In 2002-03, we had 555 total students in residence, and we were at 75% and 92% of capacity in Promontory Tower and University Village, respectively.

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our housing services. Our housing office sent out environmental assessment surveys and parents' surveys, and hosted many focus groups to gain an understanding of what our residents wanted.

Institutionally, Noel-Levitz satisfaction data with our housing services have improved, particularly from 2000 to 2003. This may be attributed to University Village which opened in 2002. (See Table XX below.)

As result of these data, we implemented several new initiatives including a popcorn machine in the housing office, free movie rentals to residents, table games, and informational discussion sessions on health, communicable diseases, and personal safety.

Food Services (3.D.14)
(weber.edu/sub)

Overview

We have a five-year contract, signed in 2003, with Chartwells to provide quality, nutritious, healthful, and safe food services on the Ogden

Standard 3: Table XX. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, and air)	4.14	4.12	4.24	0.10
30. Residence hall staff are concerned about me as an individual	4.24	4.27	4.30	0.06
40. Residence hall regulations are reasonable	4.27	4.27	4.37	0.10

Scale: 1=not satisfied at all, 7=very satisfied

campus to students, faculty, administration, and guests. We provide limited campus food services, such as vending machines, and sandwiches and snacks in the convenience store on the Davis campus. Our dining services are staffed by a director, a catering manager, a catering consultant, an operations manager, an office manager, a board operations manager, an executive chef, a receptionist, and 35 hourly associates. Food services are available at three locations in our Shepherd Union Building (Skyroom on the 3rd floor, Gallery Food Court on the 2nd floor, and The Junction on the main floor).

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our food services. Chartwells assessed the effectiveness of its dining services through benchmarking data in the student union survey, focus groups, and independent surveys.

Institutionally, student satisfaction with food services, as measured by Noel-Levitz, has declined since 1997. We will monitor these data closely as we work with our new vendor, Chartwells. (See Table XXI below.)

Co-curricular Activities and Services (3.B.2, 3.D.15, 3.D.16)
(organizations.weber.edu/studentactivities)

Overview

Even though we serve a primarily commuting student body, our students have multiple opportunities to participate in co-curricular activities at WSU, including institutional governance, student organizations, community service, leadership, diversity, and other student programs. Most of the co-curricular activities are managed by the Office of Student Activities which is staffed by a director; four professional staff who coordinate student organizations, community service, student programs, and diversity; and one classified staff.

Institutional Governance (3.B.2)

Our students participate in institutional governance through their student government organization and by serving on four of the 11 Faculty Senate and 18 out of 24 administrative standing committees (see Standard 6 for additional detail on student participation in governance). The Weber State University Student Association (WSUSA) is our student government organization and it is made up of the student body president, two vice presidents, and 19 student senators elected by the student body. As an organization, these elected representatives hold weekly senate meetings and conduct regular town meetings with their constituents. The WSUSA president serves on the Board of Trustees and Faculty Senate, the academic vice president serves on Faculty Senate and the Deans' Council, and all three executive officers serve on the student fee recommendation committee. The latter committee, comprising nine students, two faculty, and one administrator, makes recommendations on student fee allocations to the Student Senate, our WSU president, and Board of Trustees. In 2002-03, the student fee allocation committee made recommendations for more than $6M in student fees.

Standard 3: Table XXI. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
38. There is adequate selection of food in the cafeteria	4.78	4.69	4.58	- 0.20

Scale: 1=not satisfied at all, 7=very satisfied

Student Activities (3.D.15, 3.D.16)

Our student activities office sponsors several events to meet the needs of all our students: those who live on campus or who commute to campus, traditional-age or older students, those with children, and those who represent dominant or minority ethnic groups. We offer an Academy of Leadership Program that includes a fall retreat, a winter leadership conference, a monthly leadership development workshop series, and an opportunity for students to serve as Leadership Scholars. In 2002-03, 262 students participated in our Academy of Leadership Program. In addition, our students can participate in more than 100 clubs and organizations, and six fraternities and sororities. We have an active community service program where, in 2002-03, 1,083 students participated in volunteer activities, hosted the Utah Special Olympics Winter Games, and provided outreach services to non-profit community agencies. Students learn of possible volunteer activities through a bi-annual volunteer fair where 44 agencies visit our campus. We host multiple diversity-related activities, including "Stop the Hate" which sensitizes students to ethnic and gender issues, "Taste for Diversity" which exposes our students to diverse cultural traditions, and weekly discussions on religion and ethics. Finally, our students can participate in family-oriented programs, homecoming, an annual student award ceremony, and bi-monthly campus convocations. In 2002-03, an estimated 64,482 students (duplicated head count) participated in our sponsored student activities.

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our co-curricular activities and services. We assessed our students' ability to:

- Utilize technology to enhance their co-curricular experiences.
- Create partnerships across campus and in the community.
- Participate in a community where they feel welcome.

Institutionally, Noel-Levitz student satisfaction data have improved since 1997, particularly from 2000 to 2003. (See Table XXII below.)

As a result of our office and institutional data, we created interactive web pages and advisory boards for all student activity areas, created opportunities for our students to participate in Head Start and Habitat for Humanity, and expanded our diversity-related activities.

Recreation Services (3.D.17)
(weber.edu/campusrecreation)

Overview

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 which has four professional staff, one classified staff, and 55 to 65 student

Standard 3: Table XXII. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
42. There are sufficient number of weekend activities for students	4.16	4.17	4.48	0.32
46. I can easily get involved with campus organizations	4.46	4.58	4.77	0.31

Scale: 1=not satisfied at all, 7=very satisfied

employees (depending on the semester) who report to a director. These individuals coordinate and supervise the following services:

- Aerobics – 15-20 hours of weekly drop-in aerobics classes, including step, spinning, kickboxing, toning, and hip hop

- Aquatics – 35-40 hours of weekly programming, including lap swim, water aerobics, recreational swim, children group swim lessons, and life-guarding courses and other instructional classes

- Fitness and strength training – 90+ hours of weekly access to large free weights and weight machine stations, stair steppers, upright and recumbent bicycles, and elliptical trainers

- Intramural sports – team/individual competitions for basketball, soccer, softball, flag football, racquetball, tennis, golf, triathlons, and 5k races

- Club sports – 18 active clubs for students, faculty and staff who compete with college and university teams on a local, state, regional, or national level in men's baseball, billiards, bowling, ice hockey, lacrosse, martial arts, racquetball, rodeo, rugby, skiing, men's soccer, swim/water polo, volleyball, and women's fast pitch softball

- Wilderness recreation - offers a variety of equipment rentals, outdoor skills workshops, seminars and recreational trips.

As can be seen in the following table, in 2002-03 we had nearly 75,000 duplicated head count student users of campus recreation services. Three-fourths of the participants were in two program areas: Fitness and Strength Training and Wilderness Recreation. (See Table XXIII below.)

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our recreation services. We assessed the following recreation services outcomes:

- Strengthen the collaborative relationships and develop mutually beneficial internship positions with the human performance and health promotion department

- Develop and enhance student leadership, training, and recognition programs

Institutionally, our students' satisfaction with intramural activities, as measured by Noel-Levitz, has been relatively stable since 1997. (See Table XXIV on page 29)

As a result of our assessments, we promoted relevant internship opportunities, and developed and implemented scenario-based first aid training for our student staff.

Bookstore Services (3.D.18)
(bookstore.weber.edu)

Overview

We maintain a bookstore as an auxiliary operation of our university on both the Ogden and

Standard 3: Table XXIII. 2002-03 Campus Recreation Student Participation.

Campus Recreation Areas	Number of Student Participants
Wilderness Recreation	23,526
Intramurals	8,170
Fitness & Strength Training	34,332
Swimming Pool	6,109
Aerobics	2,063
Recreation Clubs (n = 6)	77
Club Sports (n = 13)	310
TOTAL	74,587

Davis campuses and online, and its purpose is to provide our students and the broader campus community with educational materials, university merchandise, convenience items and excellent service. Our bookstore staff consists of six professional staff, 13 classified staff and 20 student employees. Through our bookstore, both in person and online, our students are able to purchase textbooks, computers, school/office supplies, vocational art and engineering supplies, general books and gifts, framing and matting services, book imprinting, gift certificates, and graduation announcements, caps and gowns.

Assessment and Planning (3.B.6)

We gather both office-specific and institution-wide data to assess the effectiveness of our bookstore services. Our bookstore assessed the following outcomes:

- Provide the best customer service to faculty, staff, and students.

- Continued implementation of Prism and Web Prism to improve the delivery of textbooks, merchandise and other services.

Institutionally, we have assessed our students' satisfaction with the helpfulness of our Bookstore with the Noel-Levitz survey; data have remained stable over time. (See Table XXV on page 30)

As a result of these assessments, we made the following changes:

- Our advisory board of staff, students, and faculty began making plans for getting the word out to the campus about the bookstore's mission, services, and products.

- We implemented group and individual sessions with faculty to solicit feedback on online textbook adoption services and the availability of current textbook information.

Student Media Services (3.D.19)

Overview

Our students have the opportunity to participate in four media services: 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 (documents.weber.edu/ppm/7-09.htm). These media services are primarily academic endeavors and not solely activity-oriented. Our communication department faculty have overall responsibility for the publication of Signpost and the broadcast of KWCR and Channel 9. Our English department is responsible for publication of Metaphor. In 2002-03, approximately 265 students participated in these four media activities.

Assessment and Planning (3.B.6)

KWCR evaluates and measures success both empirically and anecdotally. According to Arbitron, the industry standard for measuring radio listenership, KWCR's cumulative rating indicates that at any one time, as many as 6,000 people are tuning in per quarter-hour. These numbers indicate a steady increase in listeners over the past two years. Metaphor

Standard 3: Table XXIV. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
9. A variety of intramural activities are offered	4.63	4.55	4.79	0.16

Scale: 1=not satisfied at all, 7=very satisfied

continues to grow as a journal, both at WSU and in the community. Success is gauged in three ways: in participation, in distribution and in numbers of journals left on the shelves. Channel 9 uses job placement as its overall evaluation tool with more than half of the students graduating in 2003 finding jobs. Another indicator of success is through award recognition. Channel 9 (Weber State News) has received best new program honors in regional competition for 2000, 2001, and 2002. Signpost has won many awards that are indicators of success, including the Crystal Crest Award of Outstanding Student Organization in 2002-03. The Utah Press Association also honored Signpost with the First Place General Excellence award in 2003. The Society of Professional Journalists honored us with third place for Best-All Around Non-Daily Student Newspaper in Region Nine.

Services for Special Student Populations (3.D.2)

Overview

Because our students face a variety of socioeconomic, 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. Table XXVI on page 31 summarizes these offices, their purpose and services, and the number of students they served in 2002-03.

Assessment and Planning (3.B.6)

We gather office-specific and institution-wide data to assess the effectiveness of our services for special student populations. The offices listed earlier have assessed the following outcomes:

- 100% of all students on non-immigrant visas are in status with immigration.

- Nontraditional student programs will help students to develop a sense of belonging to the WSU community through connections with other students and Student Affairs professionals.

- Interpreters are trained and equipped to better provide quality to students.

- Information, resources, and assistance are provided to individual women on matters of academic, personal, or professional issues.

We have assessed our students' satisfaction with our institutional responsiveness to diverse populations, including the groups identified in the following table. Over time, the data indicate improving levels of student satisfaction, and these levels exceed our national comparison group of other public four-year institutions. (See Table XXVII on page 32.)

As a result of these assessments, we made the following changes:

- The new SEVIS system and software will enable the international students office to better track students and insure that they are in status

- We have planned a pre-semester open house and will follow up with a getting-to-know-you activity for our nontraditional students; in addition, our Guide to Service Handbook has been updated

Standard 3: Table XXV. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
54. Bookstore staff are helpful	5.10	5.24	5.19	0.09

Scale: 1=not satisfied at all, 7=very satisfied

Standard 3: Table XXVI. Services for Special Student Populations.

Office and Number of Employees	Office Purpose and Services	Students Served in 2002-03
International Students (weber.edu/sis) One professional, one classified staff, and three student employees	Provide services to help international students enhance their academic, social, and cultural lives; specifically: • Orientation programs • Tutoring assistance • Responding to immigration-related questions and concerns • Programs such as the International Student Emphasis Week and International Student Banquet • An international alumni data bank	206
Multicultural Students (weber.edu/sms) Four professional and one classified staff	Plan, develop and implement services, programs and interventions that foster the learning and personal development of the students served, and that promote multicultural sensitivity, awareness and understanding throughout the campus; specifically: • Tutoring assistance • Access to scholarships and other financial support • Identifying, applying and securing summer internships, and entrance to graduate school • Provide training and referrals as needed for the entire campus • Programs such as the Multicultural Youth Conference, Ethnic and Cultural Leadership retreats • Recruit ethnic minority students, by organizing campus visits, visiting high schools and junior colleges, and working with multicultural groups	658
Nontraditional Students (weber.edu/nontrad) One professional and two classified staff	Assist students with developing a sense of belonging to the WSU community and increase their academic success; specifically: • Access to an hourly child care center, and a study and meeting room with a kitchen • Activities for families and children, and for adults • Workshops on parenting skills and student success techniques • Peer mentor assistance program	886
Students with Disabilities (weber.edu/ssd) Five and one-half professional staff and 33 student employees	Provide access to all university functions, activities, and programs; specifically: • Classroom interpreting for deaf students • Textbooks on tape • Braille and large print materials • Test accommodations • Adaptive technology • Registration assistance and advisement • Other accommodations as needed	641
Veterans Affairs (weber.edu/veterans) One professional staff and eight student employees	Specific services include: • Assistance with U.S. Department of Veterans Affairs • Tutoring • Educational assessment, advisement and program planning • Advocacy center, referral to campus and off-campus services	657
Women Students (weber.edu/sws) Three professional and one classified staff	Provide programs and services which empower individuals to strengthen and utilize all educational, interpersonal, and leadership opportunities available on campus and in the community; specifically: • Individual consultation and advisement, mentoring, support groups and practicum/intern opportunities. • Individual assessment of student needs and referral to all pertinent student services and community resources. • Programs such as Wisdom on Wednesday, Sexual Assault Awareness Month, Women's History Month, and Peers Educating to End Rape (PEER)	1,466

- Two provisional interpreters earned state certification this year (one each at Levels I and II) in our students with disabilities office

- Intake demographics and assessment forms will be completed on each student served by the women students office to establish her individual needs and concerns, and an evaluation survey will be completed by each student after meeting with a counselor

Safety and Security Services (3.B.4)
(departments.weber.edu/dps)

Overview

A safe and secure environment is our paramount concern because this facilitates student learning and improves employees' satisfaction with their work setting. The responsibility for campus safety lies with our Department of Public Safety that oversees campus parking, campus police, environmental health and safety, and risk management.

Campus Police

Most of the safety services that directly impact students are provided by our campus police department which is fully accredited by the State of Utah, and is composed of one chief of police, who also serves as the director of public safety, one fire marshall, 10 full-time officers and five part-time officers. Campus police are highly visible, friendly, and interact on a regular basis with the campus community while providing a security presence and response on the 526 acres and 60 buildings that comprise the Ogden campus. At WSU Davis, through a mutual agreement, emergency calls are handled through the Layton police and fire department for immediate action and relayed on to our police department.

Emergency calls made from 7:00 a.m. to 5:00 p.m. are taken through the campus dispatch. Calls outside these hours are taken by Weber Area Consolidated Dispatch and then are referred to an on-call officer. Emergency numbers and a general emergency guide are printed in campus documents. Seventeen emergency telephones are on campus with five on the University Village premises, and three phones on the Davis campus. These phones ring directly to the emergency dispatch in the

Standard 3: Table XXVII. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
84. Commitment to part-time students	4.82	5.25	5.30	0.48
85. Commitment to evening students	4.65	4.97	5.19	0.54
86. Commitment to older, returning learners	4.91	5.20	5.23	0.32
87. Commitment to under-represented populations	4.81	5.08	5.19	0.38
88. Commitment to commuters	4.65	4.93	5.13	0.48
89. Commitment to students with disabilities	5.01	5.23	5.30	0.29

Scale: 1=not satisfied at all, 7=very satisfied

manner previously described. In addition to responding to reported incidences, the campus police periodically check buildings and monitor parking lots. Crime rates are very low overall; in 2002-03, the greatest numbers of incidents were liquor violations (26), burglary (19), and drug violations (7). Campus crime statistics from 1998 through 2002 can be found online at (community.weber.edu/police/stats.htm).

Campus police play a preventative role in campus safety by offering education opportunities for interested groups. For example, a campus police representative conducts the Resident Hall Assistants (RAs) training sessions. Future RAs are trained how to take measures against situations that could be unsafe. In turn, RAs are able to help University Village residents develop safe living habits. University Village produces a newsletter which includes safety tips, and our community police officers work directly with the residence halls to provide security and to maintain a safe environment. Information concerning student safety, such as "Operation Identification," "Bag Thefts," "Driving Safety," and "Drug Use and Abuse" are published and widely distributed across campus.

Assessment and Planning (3.B.6)

We gather institution-wide data to assess the effectiveness of our safety services. As a result of our attention to safety, students indicate WSU is an increasingly safe place to learn and live, as noted by the following Noel-Levitz survey data. (See Table XXVIII below.)

Recently, we improved our campus lighting to increase safety. We also increased pedestrian safety by implementing a more restrictive campus sidewalk driving policy.

Intercollegiate Athletics (3.E.)
(departments.weber.edu/athletics)

Overview (3.E.2)

The Athletics Director reports directly to the Vice President of Administrative Services who has responsibility for policy and departmental oversight. This administrative level of reporting adds a unique level of financial control and physical facilities coordination for our intercollegiate athletics program. (See Figure II on page 34.)

The Athletics Director also receives input from three advisory boards: the Student Athletes Advisory Committee, the Institutional Athletics Board and the Compliance Committee. The Student Athletes Advisory Committee consists of representatives from each sport encompassing a multi-racial cross-section of freshmen, sophomore, junior, and senior athletes. These committee members serve as liaisons between the sports programs, participants, and the athletics department. The role of the Institutional Athletics Board is to act as an advisory committee for the athletics department, to the university administration, and to the community at large. The Athletics Board is separated into three working sub-committees: strategic planning, campus and community relations and student ath-

Standard 3: Table XXVIII. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
7. The campus is safe and secure for all students	5.20	5.54	5.63	0.43
36. Security staff respond quickly in emergencies	4.60	4.68	4.72	0.12
28. Parking lots are well-lighted and secure	4.43	4.70	4.87	0.44

Scale: 1=not satisfied at all, 7=very satisfied

lete welfare. Duties include reviewing and providing advice in establishing goals, budgets, and policies. Various constituencies are represented: students, faculty, staff, administration, trustees, boosters, and the athletics department. The Compliance Committee's general purpose is to act as an advisory committee for the university administration and the athletic department in all governance issues related to NCAA compliance. The committee is made up of various administrators, faculty, and staff members from the athletics department and campus. Duties and authority of the Athletics Director, Senior Woman Administrator, faculty athletics representative, and others involved in athletics policy making and program man-

agement are stated in the WSU Athletics Department Policies and Procedures Manual and in the WSU Athletics Department Employee Handbook, as well as online (departments.weber.edu/athletics/Compliance/Manual.htm).

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. Our athletics department is committed to the total development of our student athletes. This goal is pursued through a dual commitment to academic and athletic accomplishments and is compati-

Standard 3: Figure II. Organizational Chart for Athletics Department.
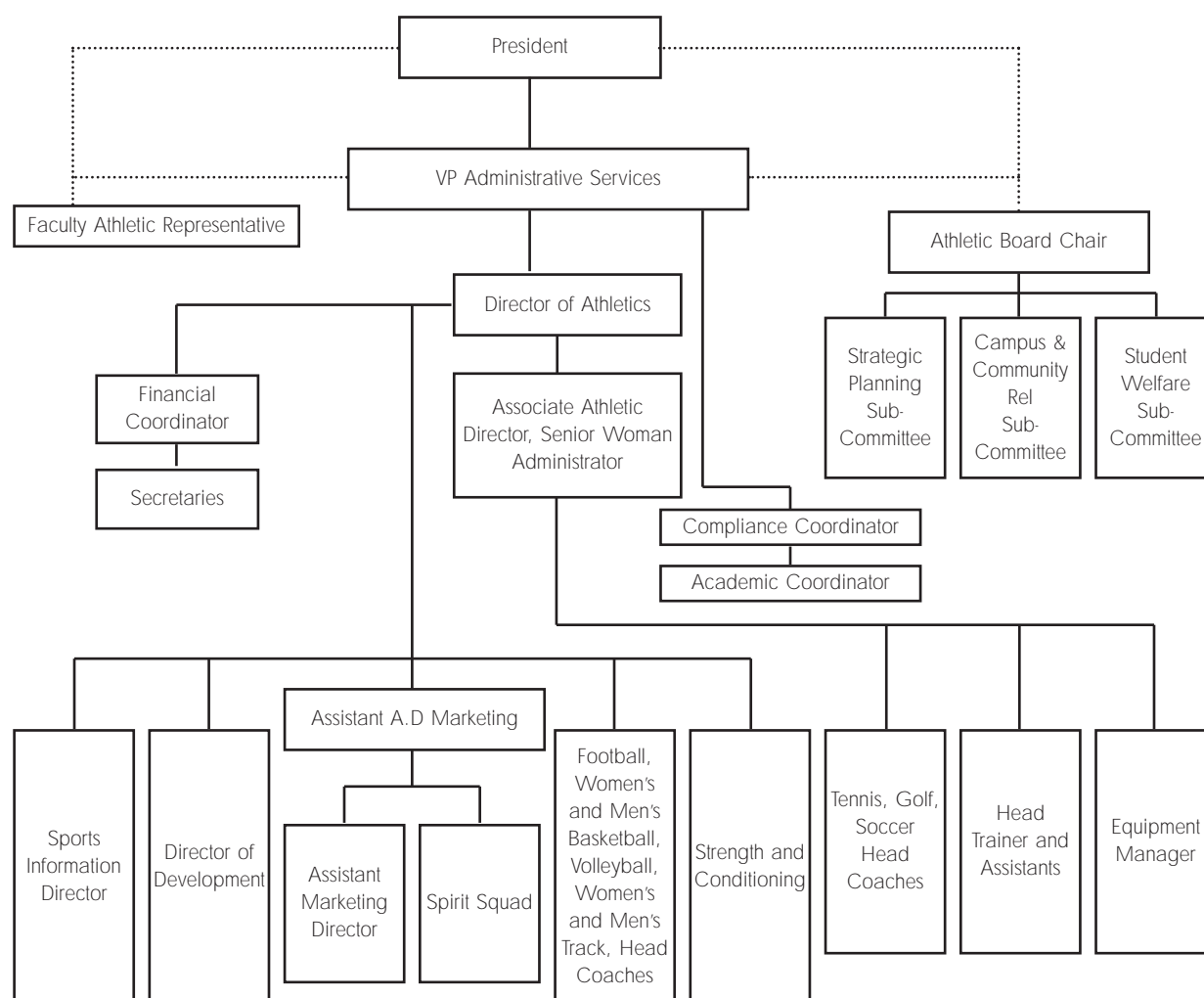
ble with our mission of developing skills, knowledge, and character within students. Enhancement of education through participation in intercollegiate sports promotes development in self-discipline, physical fitness, competitiveness, interpersonal relations, stress management, time management, goal setting, and goal achievement.

Since 1997, our athletics programs have produced 27 Big Sky Championships, four Big Sky Conference All-Sports trophies, four NCAA tournament appearances, 39 All-Americans, 29 Big Sky Conference Coaches of the Year and one West Division 1-AA Athletic Director of the Year. In 2003, WSU was awarded the inaugural Big Sky Conference President's Cup. This award is given to the conference school that excelled both academically and athletically. Criteria include graduation rate, grade point average and the placement of the sports in league standings.

Intercollegiate Athletics Mission and Goals (3.E.1, 3.E.2)

The mission of the Department of Intercollegiate Athletics is to support the greater mission of WSU in meeting the educational needs of Utah by stimulating and improving athletics programs for students designed to develop and promote skills that assure an excellent chance of success in athletics participation, college, and career. The intercollegiate athletics department enhances the development and success of student athletes within a diverse and inclusive environment in supporting equitable opportunities for all, including women and minorities, by acting affirmatively in the recruitment and selection of athletes, coaches, and staff who are representative of society.

The goals of the intercollegiate athletics department are:

- Support student athletes' intellectual development and graduation.

- Prepare student athletes for a lifetime of productive achievement pursuing excellence through personal development and teamwork.

- Enhance the health and safety of student athletes through compliance with sports medicine guidelines and development of physical fitness and athletics skills.

- Promote student athlete development of personal integrity, responsibility, and respect for self and others by encouraging cooperation and concern for others, embracing diversity, and exhibiting patience, self-control, and poise.

- Maintain financially viable and fiscally responsible programs.

- Provide the institution with public awareness and recognition from nationally competitive programs.

- Foster unity among faculty, staff, students, alumni, and the local community.

The mission statement and goals and objectives of the athletics department are provided to the department's staff in the WSU Athletics Department Policies and Procedures Manual and in the WSU Athletics Department Employee Handbook, to the student-athlete in the WSU Student-Athlete Handbook and to anyone interested online at departments.weber.edu/athletics/Administration/Mission.htm. Additionally, any prospective candidate for an athletics staff position is sent a copy of the department's mission statement and goals prior to an interview. The mission statement and goals, as well as the policies and rules are reviewed by athletics administrators, staff and all head and assistant coaches at least during an annual meeting. A statement of rules compliance is signed by each staff member annually. However, many policies and rules are subject to review during the year as situations call for review. Compliance policies are reviewed during the monthly rules education sessions.

Intercollegiate Admission Requirements and Procedures (3.E.3)

Admission requirements and procedures, academic standards and degree requirements, and financial aid awards for student athletics are vested in the same institutional agencies that

handle these matters for all students. Additional information on admission requirements, degree requirements, and financial aid can be found in the WSU Student Athlete Handbook provided to each student-athlete and online (departments.weber.edu/athletics/Compliance/Student_Handbook.htm).

Graduation rate (within six years) for all athletes has improved from 26% 2000 to 54% in 2003. (See Table XXIX below.)

Athletics Budget (3.E.4)

The budget for the intercollegiate athletics department is prepared and, after approval, is administered by the Director of Intercollegiate Athletics under the direction of the Vice President of Administrative Services. Sources of revenue to fund the total program include student fees, ticket receipts, promotional income (event programs, corporate sponsorships, and advertising), radio and television rights fees, gifts, NCAA, and state appropriations. The total budget for the athletics department for 2002-03 was $5,373,297.

Annually, each head coach is required to submit a proposed budget for his/her particular sport. The final budget is established according to the needs for each sport, the level of support for each sport, and the estimated income for the entire athletics program. When all budgets are submitted, the Athletics Director, with consultation with the Associate Athletics Director and the Financial Coordinator formulate the total athletics budget. The annual budget is then submitted to the vice president for approval by our President's Council and Board of Trustees.

The athletics department budget is managed internally using the same budget and accounting system used by the rest of the campus. Quarterly and yearly reports are submitted to our Board of Trustees. Revenues flowing directly to the athletics department are turned in to the accounting department. Gifts into the Wildcat Club are processed through the development office using standard institutional policies and procedures.

The intercollegiate athletics department undergoes three different audits:

- NCAA compliance audit, which is a mandatory NCAA audit, provides findings that are advisory for WSU administration and athletics department in all government issues related to NCAA compliance. An NCAA audit is conducted on a three-rotation cycle by sport.

- The independent state audit, which is an audit of our financial statement to assist us in complying with the NCAA, is a yearly audit.

- Our internal audit of the athletics department, completed every three years, reviews 11 different components and results in a compliance report submitted to the Vice President for Administrative Services.

The full audit reports can be found in Standard 3 exhibits. The athletics department has been found to be in compliance status with each of the major audits. The audit process has greatly improved the general operation of the department by evaluating and improving the many processes with respect to financial and NCAA compliance.

Standard 3: Table XXIX. Six-Year Student-Athlete Graduation Rate.

Entering Year	Grad-uation Year	All Athletes	Football	Men's Basketball	Women's Basketball	Men's Track	Women's Track	Other Men's Sports	Other Women's Sports
1996	2002	54%	44%	0%	67%	100%	50%	33%	73%
1995	2001	47%	50%	50%	100%	29%	44%	33%	57%
1994	2000	35%	17%	0%	0%	50%	56%	50%	50%
1993	1999	26%	25%	0%	67%	100%	22%	0%	17%

Gender Equity (3.E.5)

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. Of the 390 participation opportunities, 45.6% are for women and 54.4% are for men. See Table XXX below. The department's exit interviews, annual review of coaches, Student Athletes Advisory Board, Athletics Board and the newly created Ad Hoc Title IX Assessment Committee are all oversight systems that address gender issues. A Title IX report is generated and updated annually to deal with discrepancies in salaries, equipment, facilities, and publicity. All of these issues will be addressed by the Ad Hoc Title IX Assessment Committee and a report of its findings will be submitted to the President in Spring 2004.

Scheduling Policy (3.E.6)

Consistent with both WSU's and the department's mission to educate student-athletes, scheduling policies and procedures are in place to minimize the amount that athletics compe-

titions or practices interfere with class attendance or test preparation. In the event conflicts arise between scheduled athletics events and class attendance, the Student Code contains a provision requesting that instructors make reasonable efforts to allow students to make up work. The scheduling policy can be found at (departments.weber.edu/athletics/Compliance/Compliance%20Concerns.htm).

Assessment and Planning (3.B.6, 3.E.1)

We gather program-specific and institution-wide data to assess the effectiveness of our intercollegiate athletics programs. The athletics department conducts a range of systematic evaluations of its mission, goals and objectives, budget, and personnel, including:

- All coaches are evaluated annually by the Athletics Director
- NCAA certification every ten years
- Athletics board guided by results of NCAA Certification
- Equity in Athletics Disclosure Act reports
- Title IX Assessment Committee
- Fiscal audits

Standard 3: Table XXX. Athletic Participation Summary for 2002-03.

Sport	Men's Teams - No. of Participants	Women's Teams - No. of Participants	No. of Coaches	
			Men	Women
Basketball	17	19	4	3
Football	101	0	9	N/A
Golf	8	10	2	2
Soccer	0	25	N/A	3
Tennis	8	8	1	1
*Cross Country	14	18	4	4
*Indoor Track & Field	32	40	N/A	N/A
*Outdoor Track & Field	32	40	N/A	N/A
Volleyball	0	18	N/A	3
Total Participants/Coaches	**221**	**178**	**20**	**16**

*Track and field and cross country participants are broken out by each of the three sports. The four coaches identified in the chart above coach all three track and field categories. There are 57 staff employed in the athletics department who work across a variety of sports.

- Compliance audits
- Semester grade reports
- Student-athlete exit interviews
- Student-Athlete Advisory Committee retreats

Institution-wide, our students indicate improving levels of satisfaction with our intercollegiate athletic program, as measured by the Noel-Levitz survey. (See Table XXXI below.)

The results from these assessments have been used to develop a stronger intercollegiate athletics program in various ways. For example:

- New policies have been instituted for monitoring the student-athletes' academic progress (grade checks, adding and dropping of courses, choosing a program of study, registering early, participating in new student orientation and developing the Student-Athlete Advisory Committee).

- Special sections of the current First Year Experience (FYE) class were adapted to better meet the needs of student-athletes.

- Funds were identified to be used for additional academic support.

- An annual women's health program was initiated to educate female athletes about women's health issues.

- A program was initiated for all athletes concerning the issues of rape awareness and women's safety.

- Promotional activities to promote school spirit were developed: e.g., "Do You Bleed Purple?" and "Purple Reign."

II. Significant Changes Since 1994

Although the mission of our student services has not changed since 1994, we have made several changes in the organization of our services, in the facilities where these services are provided, and in our student services policies and programs.

Organization

- Implemented Ad Hoc Title IX Assessment Committee

- Transferred open student computer labs from the Division of Information Technology to the Division of Student Affairs

- Hired an Associate Provost of Enrollment Services to manage admissions, recruitment, orientation, financial aid, registration, graduation, and academic advising; transferred these offices to Academic Affairs

- Created liaison roles for Career Services Center counselors and Academic Advisement Center advisors with academic colleges

- Employed a compliance coordinator in athletics

- Created an academic coordinator in athletics.

Standard 3: Table XXXI. Student Satisfaction Data.

Noel-Levitz Survey Item	1997	2000	2003	Difference from 1997 to 2003
24. The intercollegiate athletic programs contribute to a strong sense of school spirit	4.08	4.26	4.63	0.55
31. Males and females have equal opportunities to participate in intercollegiate athletics	4.73	4.77	5.00	0.27

Scale: 1=not satisfied at all, 7=very satisfied

Facilities

- Opened University Village on the Ogden campus, a new apartment-style student housing

- Opened the Stewart Stadium Sky Suites and Press Box Complex, as well as a newly remodeled locker room facility

- Opened the Student Services Center which consolidated 20 student services departments and areas

- Opened WSU Davis and expanded student services offered there

Policies and Programs

- Increased the delivery of student services online, such as admission application, registration, grades notification, and English and math tutoring

- Implemented laptop computer check-out service for students, currently in the Shepherd Union Building and Wattis Business Building

- Increased the development and use of outcomes assessment processes

- Provided campus-wide wireless network access in the Student Services Center, Shepherd Union Building, Stewart Library, Social and Behavioral Science Building, Wattis Business Building, University Village, WSU Davis, and open student computer labs within all these buildings

- Revised the mission statement of the athletics department

- Established the Nontraditional Student Center, providing drop-in day care

- Established the One Stop Shop in the Student Services Center to provide expanded hours of selected student services

- Implemented a revised undergraduate admissions policy to allow for both an open-admissions and a criterion-based admissions process

- Implemented the First Year Experience Program

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

- Keeping current trained and knowledgeable staff and recruiting quality new 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