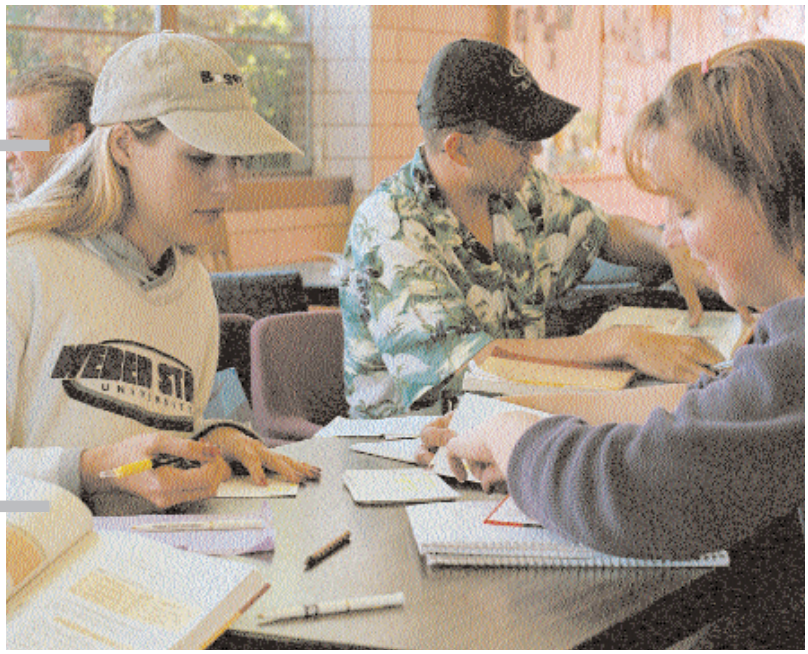
"All that is valuable in human society depends upon the opportunity for development accorded the individual."

—Albert Einstein



Weber State University Catalog (weber.edu/generalinfo/WSUprofile.htm)
Weber State University Policies and Procedures Manual (documents.weber.edu/ppm/)
Weber State University Assessment Web Page (programs.weber.edu/assessment/genedassessment.htm)

Standard Two — General Requirements (2.A, 2.C)

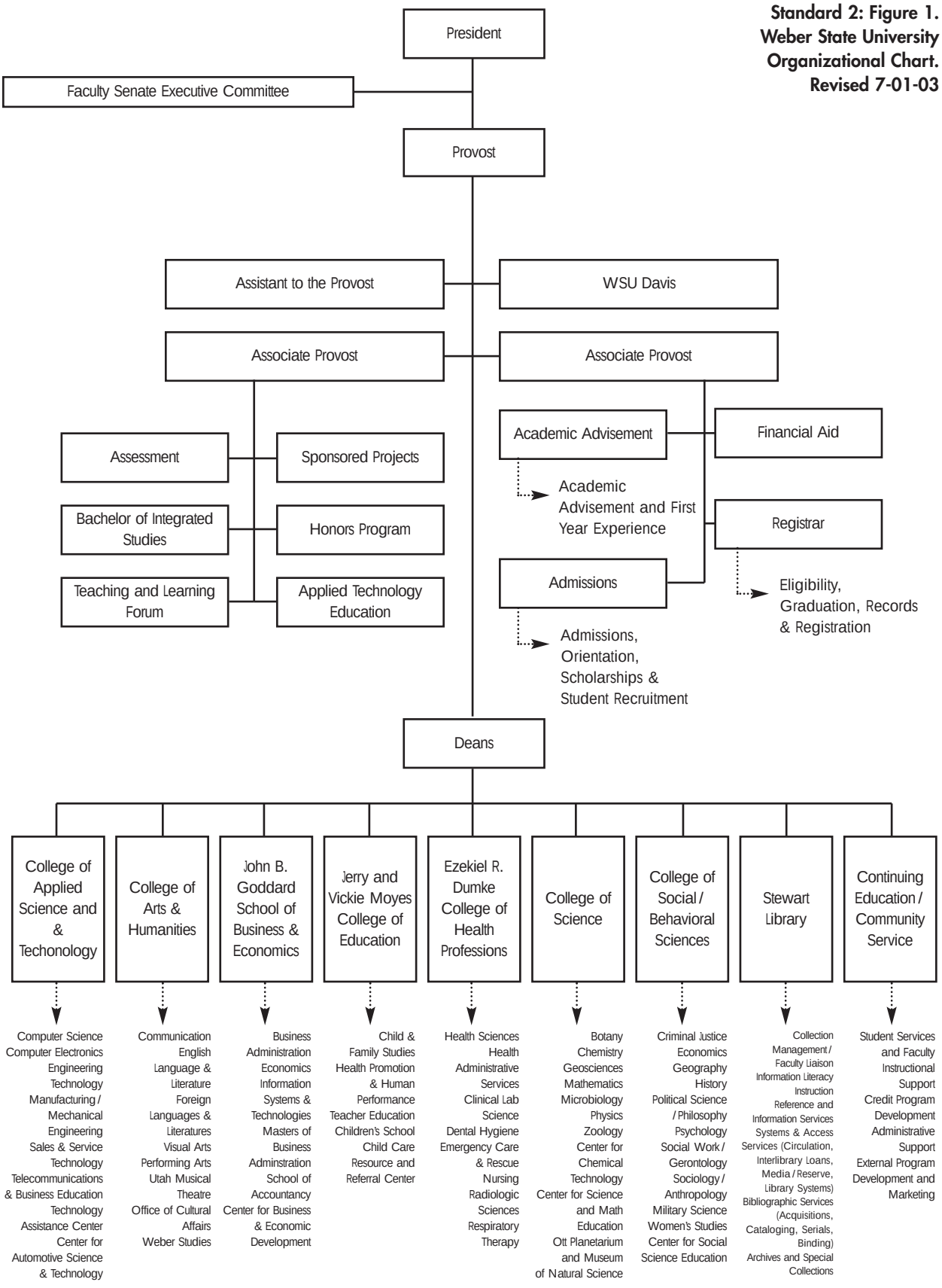
I. Purpose/Description

For a list of the degrees offered, see our 2004-05 catalog, pages 373-377 (weber.edu/generalinfo/WSUprofile.htm).

WSU is a comprehensive, primarily undergraduate university including 69 departments housed in seven academic colleges and the Office of Academic Affairs. (See Figure I on page 2.) In FY03, we awarded 3,471 degrees, including 68 certificates, 1,319 associate, 1,949 baccalaureate, and 135 master's degrees. In total, we offer over 200 degree and certificate programs, including four professional master's degree programs. Collectively, our programs support our university mission insofar as they:

- Provide learning opportunities appropriate to a comprehensive institution of higher education which includes undergraduate certificate and degree programs in the liberal arts and sciences, a variety of vocations and professions, and professional graduate degrees
- Provide undergraduate programs of high quality characterized by close associations between faculty and students and a student-centered environment for learning
- Respond to the challenging global environment through innovative and conventional instruction, public service activities, and continuous improvement of programs

Standard 2: Figure 1.
Weber State University
Organizational Chart.
Revised 7-01-03



Degree and Certificate Programs (2.A.2, 2.A.3, 2.A.4, 2.A.7, 2A.11, 2A.12)

Each degree and certificate program we offer has a coherent design and is characterized by appropriate sequencing of courses, including depth and breadth of content. The design of each program's curriculum is determined by the program faculty and subsequently reviewed and approved by faculty at the college and university levels of the institution (as well as by academic deans and the provost's office). Our faculty members, through the Faculty Senate, have institutional and constitutional authority for curriculum and degree requirements. New degree programs, name changes to existing programs, and deletion of degree programs must also be reviewed and approved by our Board of Trustees and the Utah Board of Regents. Depending on the discipline, our faculty members are guided in their curriculum design decisions by professional board requirements, agency standards, feedback from program advisory committees, or Utah Board of Regents policies.

Curriculum changes, such as modifications of courses and programs, are made consistent with policies and procedures established by the University Curriculum and General Education Committee and approved by the Faculty Senate and Board of Trustees (Curriculum and General Education Policy and Procedures Manual — faculty.weber.edu/FacultySenate/CGE%20PPM/index.htm). Although curriculum is continually modified, some curriculum changes include substantial degree modifications. At the time of graduation, students are allowed, by policy, to select a catalog within the last three years (for an associate degree) or within the last six years (for a baccalaureate degree) from which to choose the graduation requirements for their degree (Catalog Requirements — documents.weber.edu/ppm/4-02.htm). This flexibility in catalog-year selection enables students to complete their degrees in a timely manner with a minimum of disruption.

When degree programs are eliminated, we follow existing policies to ensure that students are not disadvantaged (Program Discontinuance Review Procedure — documents.weber.edu/ppm/1-14a.htm). Enrolled students are informed of impending program closures and are provided with ample time to complete degree requirements.

All state institutions' degree programs must meet credit hour limits established by the Board of Regents (i.e., 120-126 for baccalaureate degrees, 60-63 credits for associate of arts or science degrees, and 63-69 credits for associate of applied science) or receive approval from the Board of Regents to exceed these guidelines. Further, our professional programs must meet external agency standards. For example, our teacher preparation programs meet the Utah State Board of Education Department of Teacher Licensure standards, and our nursing programs meet National League for Nursing Accrediting Commission professional accreditation standards. Our degree designators are consistent with program content. For example, we offer a Bachelor of Science in Applied Environmental Geosciences that uses computer technology (geographic information systems and remote sensing) to teach students to map the earth and model the processes that affect the planet. Likewise, we offer an Associate of Applied Science in Telecommunications that prepares students for careers in both the voice and data aspects of the discipline (telephone systems and computer networks, respectively).

General Education and Other Required Courses (2.C.1, 2.C.2, 2.C.3)

We offer several types of undergraduate degrees: Institutional Certificate, Associate of Applied Science (A.A.S.), Associate of Science (A.S.), Associate of Arts (A.A.), Bachelor of Science (B.S.), Bachelor of Arts (B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music, Bachelor of Music Education, Bachelor of Integrated Studies. With the exception of those students who complete one of our 19 Institutional Certificate programs, students graduating with any of the degrees listed above must complete university-wide general education and other course requirements.

The mission and objectives of our general education program are to:

1) Assist undergraduate students in the development of a world view inclusive of knowledge from both the arts and sciences

2) Develop skills essential to the acquisition, evaluation, synthesis, and communication of information associated with personal, intellectual, professional, and cultural development

3) Develop the depth and breadth of knowledge and skills that exemplifies the educated citizen

4) Assist the student in becoming a self-reliant, interdependent individual in a global community

5) Combine the objectives of general education and discipline-specific education in assisting students to be able to:

- Understand the processes of acquiring knowledge and information;
- Reason logically, critically, and creatively in a variety of contexts;
- Recognize different ways of thinking, creating, expressing, and communicating through a variety of media;
- Understand the diversity that exists in value systems and cultures in an interdependent world; and
- Develop a capacity for self-assessment and lifelong learning.

With the exception of Institutional Certificate and Associate of Applied Science (A.A.S.) degree students, all students must complete the university-wide degree requirements listed in the Table I below.

We offer 23 A.A.S. degrees; most are housed within the College of Applied Science & Technology (n = 13) and College of Health Professions (n = 7). We have one A.A.S. program each in the Colleges of Education, Science, and Social & Behavioral Sciences (n = 3 total). Students who earn one of these degrees must complete an 18-credit general education requirement that includes:

- 3 credits in English composition
- 3 credits in oral or written communication
- 3 credits in math or discipline-specific statistics
- 3 credits in Humanities/ Creative Arts (HA/CU)
- 3 credits in Life Sciences/Physical Sciences (LS/PS)
- 3 credits in Social Sciences (SS)

All of these A.A.S. degrees meet the NWCCU related instruction general education requirement (Policy 2.1) as noted below (see Appendix A for details).

Standard 2: Table I. Required Courses.

Requirement	Explanation
Core General Education	• 6 credits in Composition (Engl 1010 and Engl 2010) • 3 credits in American Institutions (PolSc AI1100 or Hist AI1700 or Econ AI1740; or Hist AI2700 and AI2710) • 3 credits in Quantitative Literacy (Math QL1030 or Math QL1040 or Math QL1050 or Math QL1080) • 2 - 4 credits in Computer & Information Literacy (TBE 1501/1701, TBE 1502/1702, TBE 1503/1703, TBE/LibSci 1504/1704, LibSci TD2201, LibSci TD2704)
Breadth General Education	• 9 credits in Humanities/Creative Arts (HU/CA) • 9 credits in Life Sciences/Physical Sciences (LS/PS) • 6 credits in Social Sciences (SS)
Other Required Courses	• Diversity (DV) - 3 credits from an approved list of DV courses • Scientific Inquiry (SI) - 6 credits from an approved list of SI courses (required for B.S. degrees only) • Language Proficiency - two years of foreign language (required for B.A., B.M. and B.M.E. degrees only)

Communication:

- All 23 programs require either Engl 1010 Introduction to Writing, or both Engl 1010 and Engl 2010 Intermediate Writing.

Human Relations:

- Nineteen programs require either Comm HU1050 Introduction to Interpersonal and Small Group Communication or Comm HU1020 Principles of Public Speaking.

- Four programs embed human relations content within one or more discipline-specific courses, e.g., Clinical Laboratory Technician (CLS 1154, 2256 and 2257 Supervised Clinical Experience), Health Information Technology (HIM 2861 and 2862 Professional Practice Experiences), Nursing (Nursing 1030 Foundations of Nursing Practice), and Chemical Technician (Chem 2990 Chem Tech Seminar)

Computation:

- Twenty-two of the programs require students to take one or more Quantitative Literacy courses (Math QL1030 Contemporary Math, Math QL1040 Introduction to Statistics, Math QL1050 College Algebra, Math QL1080 Pre-calculus); one program has additional courses that include discipline-specific math content.

- The remaining program, Clinical Laboratory Technician, has the computation requirement embedded within a discipline-specific course, CLS 2003 Applied Laboratory Mathematics and Laboratory Statistics.

We offer a distributed general education programs; students meet our requirements by selecting from more than 300 approved general education and other required courses offered by 53 programs. The Curriculum and General Education Committee of the Faculty Senate reviews and approves each course against a set of general education or other required course criteria (faculty.weber.edu/FacultySenate/CGE%20PPM/index.htm). General education requirements may also be satisfied by AP credit, CLEP credit, concurrent enrollment, and transfer credit (see WSU catalog for more information). Our general education and other required courses are taught by appropriately qualified faculty. **Our general education and related instruction comply with NWCCU Policy 2.1 on General Education/Related Instruction Requirements.**

Calendar and Scheduling (2.A.5, 2.A.9)

From 1996 to 1998, all Utah public colleges and universities were required to move to a semester calendar; we offered our first semester-length courses in the fall of 1998. Fall and spring semesters are each 15 weeks in length, exclusive of an exam week.

Generally, course credits are determined on the basis of the number of hours per week in class and the number of weeks in session. For example, three contact hours of lecture per week for 15 weeks (45 total contact hours) equals three credits. Likewise, two to three contact hours of lab per week for 15 weeks equals one credit.

To meet the needs of our students, many of whom are employed, we have great variety in our day and evening course schedules. For example, our MBA program offers evening courses in two eight-week blocks within the 15-week semester to accommodate the needs of working professionals. Our summer term is 12 weeks in length and provides options for four-, six-, eight-, and twelve-week courses. We also offer intensive-format workshop courses that may take place over two or three days. Courses offered in an abbreviated time frame are scheduled such that students and faculty have face-to-face time which is comparable to that found in a more traditional 15-week semester schedule.

We also offer courses in a variety of formats, including independent study/correspondence, internet, or hybrid (e.g., our MBA program is 60% face-to-face and 40% online). During the fall semester of 2002, 157 out of 1239 (13%) of our courses were taught using these formats. Courses taught in these alternate formats are

carefully designed and assessed by program faculty to assure their equivalency in terms of student and faculty effort and outcomes to more traditionally scheduled courses. From 1997 through 2003, our internet and hybrid courses were supported through WSU Online. In the summer of 2003, we began the migration to a new course management system (WebCT Vista) with an anticipated completion date of January 2005.

In addition to a variety of course lengths and formats on the Ogden and Davis campuses, we offer degree programs and courses in multiple locations including our University Centers, high schools in four contiguous counties, and remote parts of Utah. We also offer courses in multiple states and in international locations through our study abroad and online courses. During the spring semester of 2002, 518 out of 2,727 courses (19%) were taught in locations other than our Ogden campus. We have sought and received approval for our off-campus degree offerings through both the Utah Board of Regents and the NWCCU. **Our distance delivery of degree programs is in compliance with NWCCU policy 2.6 on Distance Delivery of Courses, Certificates and Degree Programs, and our study abroad courses comply with NWCCU policy 2.4 on Study Abroad Programs.**

Our efforts to add variety in course length, format, and delivery are meeting student needs as evidenced by continually increasing student satisfaction data. (See Table II below.)

Tuition and Fees (2.A.6)

Our tuition rates are determined annually in a process that is linked very tightly with our overall budgeting process and is greatly influenced by what the legislature provides to us. Effective fiscal year 2001-02, we implemented a tuition schedule that includes two tiers of tuition. While students do not see these as separate tiers, the first-tier tuition is determined by the State Board of Regents and is budgeted by the legislature as part of the state's appropriation process, along with an allocation of tax dollars. Separate from this process, we assess the need for a second-tier tuition increase. We hold public hearings to explain the reasons for the increase and to obtain student, faculty, and staff input prior to finalizing the second-tier increase. Generally, first-tier tuition is used to finance general needs while second-tier tuition is used to finance specific needs (e.g., technology, high-demand courses). Our tuition and fees ($2,632 in FY04) compares favorably with those of our peer institutions whose median tuition and fees are $4,182. Our tuition rates are at the 20th percentile when compared to the Carnegie Masters I Institutions (see Table III on page 7 for details on peer comparisons).

Experiential Credit (2.A.10)

Our departments award credit for experiential learning consistent with our policies and guidelines (Credit by Examination or Petition — documents.weber.edu/ppm/4-21a.htm). Departments which award experiential credit must have written criteria to assure its academic equivalency. Prior to being awarded experiential credit, students must provide evidence of a satisfactory learning pattern (at least 30 credits and a 2.25 grade point average). All experiential credit must be recommended by appropriately qualified faculty and approved by the department chair and dean. **Our institutional policies on experiential credit are in compliance with NWCCU**

Standard 2: Table II. Student Satisfaction Data.

Noel-Levitz Question	1997	2000	2003	Difference from 1997 to 2003
69. There is a good variety of courses provided on this campus	5.12	5.31	5.53	0.41

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

policy 2.3 on Credit for Prior Experiential Learning.

Transfer Credit (2.C.4)

We have articulation agreements, consistent with university policy and reviewed on a regular basis, with all two- and four-year Utah System of Higher Education (USHE) institutions to ensure smooth transfer of credit for students (documents.weber.edu/ppm/4-21a.htm). These agreements, though institutionally approved, are based on faculty recommendations on what courses will transfer and how much credit will be awarded for major and minor degree requirements. In addition, we follow Utah Board of Regents policy on the transfer of general education credits that 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 (General Education — 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 and Award of Academic Credit.**

Developmental Credit (2.C.6)

We have a two-tiered admissions policy (i.e., College Tier and University Tier), implemented in 1996, that allows students who need developmental work to be admitted to and matriculated in WSU (Admissions — documents.weber.edu/ppm/6-02.htm). Individuals are admitted into College Tier if they lack any ACT math and English scores (or equivalent standardized exam scores), or have English ACT scores of 16 or below, or have math ACT scores of 22 or below, or have algebra COMPASS scores of 65 or below. College Tier students are placed in developmental English and/or math courses depending upon their standardized test scores. These developmental courses are not awarded university credit and do not count toward university credit-hour requirements. While completing their required developmental courses, College Tier students may register for lower division courses or upper division courses required for an associate's degree and must meet these three criteria before advancing to the University Tier:

- Complete 20 semester hours with a 2.25 grade point average,
- Complete our English Composition requirement, and
- Complete our Quantitative Literacy requirement.

Standard 2: Table III. Tuition Comparisons with Peer Institutions as Designated by the USHE Board of Regents (2003-04)

Institution	State	Annual Tuition/Fees (in-state)
Clarion University of Pennsylvania	Pennsylvania	$5,998
Youngstown State University	Ohio	$5,472
University of Northern Iowa	Iowa	$4,916
Indiana University / Purdue University-Fort Wayne	Indiana	$4,598
University of Wisconsin-Whitewater	Wisconsin	$4,279
Western Washington University	Washington	$4,182
Boise State University	Idaho	$3,251
Western Carolina University	North Carolina	$2,806
Weber State University	**Utah**	**$2,632**
California State University-Dominguez Hills	California	$2,483
University of North Florida	Florida	$2,330

Students who are admitted to or who are advanced to the University Tier may register for any course for which they have met the pre-requisites and which does not require admission to a restricted enrollment program.

Academic Advising (2.C.5)

(For more specific information on academic advising, please see college and program information later in Standard 2 and advising material in Standard 3.)

The academic advising of our students was identified as an area of concern in our 1994 review, and we have addressed these concerns and increased our focus on advising. We have both a centralized and decentralized academic advising process. Centrally, our Academic Advisment Center (AAC) has seven professional advisors, two para-professionals, and three classified staff who serve undeclared and academically at-risk students at WSU Ogden and WSU Davis as well as off-campus University Centers. Students may also be advised at the college and department level; for information on those types of decentralized advising, see the college and department self-studies (www.weber.edu/nwaccreditation).

Although advising is not mandatory for undeclared students who are in good academic standing, our AAC staff members have designed and implemented intrusive advising programs which provide both group and individual student advising sessions in a variety of formats:

- At new and transfer student orientation sessions,
- As part of the First Year Experience Program, and
- Through workshops and appointments throughout the academic year.

Students who are on academic warning, probation, or suspension are required to attend student success seminars sponsored by the AAC. Further, students who graduate with a general A.S. or A.A. degree must meet with an AAC advisor to be cleared for graduation. In addi-

Standard 2: Table IV. Student Satisfaction Data.

Noel-Levitz Question	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	0.36
19. My academic advisor helps me set goals to work toward.	4.25	4.34	4.49	0.25
33. My academic advisor is knowledgeable about requirements in my major.	4.79	4.95	5.22	0.43
55. Major requirements are clear and reasonable.	5.07	4.98	5.16	0.09
Academic Advising Category	4.67	4.78	4.94	0.27

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

tion, the AAC provides monthly workshops throughout the academic year to update our faculty and staff on advising policies and requirements (see our online advising handbook at departments.weber.edu/aac/handbook/). Each of the seven academic colleges has a liaison from AAC who works directly with their faculty and staff to coordinate advising matters. The AAC also operates the One Stop Shop, which provides evening access to advising and other enrollment services (admissions, registration, financial aid) for our students and faculty. Our Career Services Center offers courses on selecting careers as well as individual career placement services.

Once students declare their program of study (e.g., major, minor), they become the advising responsibility of the faculty and staff within academic departments with the support of professional advisors hired by six of the seven academic colleges. Advising processes followed by colleges and programs are designed to meet the needs of those major and minor students, and thus vary from department to department, and are described in greater detail within individual program self-study documents and in the college overviews found later in this standard.

"Education is the leading of human souls to what is best, and making what is best out of them."

— John Ruskin

Our program advising strategies have two major components:

<u>Student Advising</u> including:

- Department/program orientations
- Course-embedded advising
- Individual advising by faculty, staff and/or other students
- Electronic advising such as interactive advising web pages
- Advising forms such as contracts, worksheets, and handbooks
- Feedback solicited from students on effectiveness of advising

<u>Advisor Support</u> such as:

- Training sessions
- Reassigned time
- Access to student records through the Student Information System
- Defined advisor responsibilities such as policy and procedure manuals

Our efforts to increase the level of clear, comprehensive advising direction are evidenced in rising levels of student satisfaction. (See Table IV on page 8.)

<u>Library and Information Resources (2.A.3, 2.A.8)</u>

(For more specific information on the library and information resources, please see Standard 5. For information on technology-based student support services, see Standard 3.)

Our library was identified as an area of concern in the 1994 review because the collection did not support the curriculum. We made this an institutional priority for improvement. In 1993, the Stewart Library was reorganized and a subject librarian was assigned to each college. These bibliographers, in partnership with program faculty, integrate use of library and information resources into the learning process for on campus and online students, and have cooperatively developed the library's instruction program. On all new course and degree program curriculum proposal forms, bibliographers must indicate if there are sufficient library and information resources to support the proposed curriculum change. We also have a computer and information literacy requirement that ensures that students can use the library and other information resources efficiently (see each program self-study for details).

Our library's increased focus on providing services and resources to students resulted in much-improved student satisfaction levels. (See Table V on page 10.)

In FY03, we began the conversion of our administrative computing systems, including our financial, human resources, alumni/development, and student information systems, along with the change in our course management system mentioned earlier in this document. These are important migrations because we have a significant focus and reliance on technology-based student instruction and support, including:

- Extensive online course and degree offerings (now 12% of student credit hours)
- Several hundred courses which include a web-enhanced component or are offered in a hybrid format
- A 400% increase (from 70 to 282 submissions) in online tutoring from 2000-01 to 2001-02
- A 26% increase in computer-based testing head counts in the Testing Center from 2000-01 to 2001-02. During this same time period, computers available in the Center increased by 63%.

Additionally, faculty and librarians partner in a variety of ways to ensure that library and information resources are integrated into the learning process:

- **College-Specific Resources:** In addition to collaborating with faculty to develop a collection of print and electronic resources to support their courses and students, the librarian assigned to each of the colleges provides subject-specific, course-integrated instruction to inform students and faculty of information resources available in their areas of interest. Faculty and librarians collaborate on the information the librarian will cover in these sessions. The effectiveness of the collaborative process is evidenced by the 124% increase in the number of sessions offered over the period 1994 to 2002.
- **English 2010 and First Year Experience (FYE):** English and FYE faculty and librarians collaborated in developing the curriculum for instructional sessions for the English 2010 writing courses and FYE courses. More than 135 of these sessions are taught each year. Students complete an assignment demonstrating their ability to effectively use online and print information resources.
- **Humanities on the Internet:** Librarians and faculty from the College of Arts & Humanities collaborated in developing an interdisciplinary general education course called *Humanities on the Internet*. This

Standard 2: Table V. Student Satisfaction Data.

Noel-Levitz Question	1997	2000	2003	Difference from 1997 to 2003
13. Library staff are helpful and approachable.	4.97	5.50	5.34	0.37
18. Library resources and services are adequate	4.49	5.26	5.32	0.83
26. Computer labs are adequate and accessible	4.32	5.20	5.28	0.96

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

course is team-taught each semester by several different faculty from the college and a librarian. Students demonstrate their ability to use information resources through written assignments and quizzes, oral presentations, and a final project.

Over the last several years, the library has greatly improved its instruction program by implementing the Association of College and Research Libraries (ACRL) standards and guidelines. This was done through strong partnerships with faculty. In 2002, ACRL selected WSU Stewart Library's information literacy program as one of the top 10 programs for undergraduates.

Human, Physical and Financial Resources (2.A.1, 2.C.7)

(For more specific information on Faculty Resources, see Standard 4; Finances, see Standard 7; Physical Resources, see Standard 8.)

We provide sufficient human, physical, and financial resources to support our educational programs and to facilitate student achievement of program objectives. As part of annual college and department goal-setting processes and periodic program review procedures, the following resources are evaluated:

Human Resources (Faculty/Staff/Administration)
In 2002-03, we employed 460 full-time faculty, 326 part-time faculty members, and 1,216 full- or part-time staff and administrative employees. Full-time faculty members offer 74% of all contact hours, while part-time faculty offer 26% of all contact hours. Ninety percent of our full-time faculty members hold terminal degrees in their areas of specialization. The student/faculty ratio is 23 to 1.

Physical Resources
WSU Ogden consists of 426 total acres with 48 buildings with almost 2.4 million sq. ft. WSU Davis, approximately 10 miles south of WSU Ogden, consists of 105 total acres. The new WSU Davis building (113,581 sq. ft.), housing multiple disciplines and support services, opened fall semester of 2003. WSU Davis is master-planned to eventually include 10 buildings.

Financial Resources
Evidence that we provide sufficient financial resources to support our educational programs include (see Standard 7 for details):

- **Stability of Institutional Funding Base:** Relative to other states, over the past 10 years we have had a stable funding base through state tax monies and tuition collections allocated from the State Legislature, along with some state-allocated funding for enrollment growth. Although the funding base has been stable over time, we have experienced recent budget cuts in FY02, FY03 and FY04 as the result of lags in the national and state economy.

- **Emphasis on Private Fundraising:** In 1998, we launched a capital campaign, "Changing Minds Together," with a goal of $75 million. At the close of the campaign in June 2003, more than 8,000 donors had given or pledged $90.7 million. Campaign priorities, developed collaboratively with administrators, faculty, and staff, included support for students, faculty and staff, programs, and improved facilities. Overall, donors gave or pledged $19.3 million for college endowments, $17.9 million for student scholarships and fellowships, and $27.75 million for new or enhanced facilities. To help position us for long-term philanthropic support, all gifts counted toward the goal, and alumni participation was a priority. Alumni donors increased 140 percent during the five-year campaign, from 881 to 2,109.

- **Strategies for Supplementing Resources in Academic Programs:** Along with state tax dollars and our fundraising efforts, we have implemented these funding strategies:

  Tuition Differential: To adequately support our master's programs, we initiated a tuition differential on graduate courses. This tuition differential constitutes a surcharge for these programs and is directly

allocated to those programs to finance their needs.

Two-Tier Tuition: We initiated a two-tier tuition schedule in FY02. Generally, the first-tier tuition is used to finance general needs while the second-tier is used to finance program-specific needs.

Course Fees: In FY00, we implemented a course fee strategy to augment resources for courses to meet both short-term and long-term needs (e.g., specialized equipment, software, lab assistance, supplies). These course fees, unlike our general fees attached to tuition, directly benefit students enrolled in those courses.

Redirected Revenue: With our growing online instruction, we redistributed a portion of our student fees to finance online course development.

- **Expenditure Allocation Ratio Analysis:** Our academic programs and services are very important to us. When compared to peer institutions designated by the USHE Board of Regents, we are at the 75th percentile on monies spent for academic instructional expenditures, and the 78th percentile for monies spent for academic support activities.

II. Significant Changes Since 1994

Degree and Certificate Programs

In the fall of 1998, we began to offer courses and programs on a semester calendar (we were on the quarter system in 1994). We began a systematic approach to the assessment of student learning outcomes within major degree programs in the fall of 1998.

Since 1994, we have added 29 degree or certificate programs, including two graduate programs (MBA and M.S. in Criminal Justice). During this same time period, we have deleted 16 degree or certificate programs. (See Table VI on page 13.)

General Education and Other Required Courses

Since 1994, we have seen many changes in this area, including the following:

- During semester conversion (1996-98), we revised our program to meet USHE guidelines and requirements for total general education program course number and credits; the result was an increase in our Quantitative Literacy requirement from Intermediate Algebra to College Algebra and a reduction of approximately 8% in our general education breadth requirement from 39 quarter credits (equivalent to 26 semester credits) to 24 credits on the semester calendar;

- We implemented new requirements, including Computer and Information Literacy, Scientific Inquiry, and Diversity;

- To accommodate our enrollment growth, we have increased the number of sections of general education breadth and core courses from 524 to 781, and increased the number of full-time and part-time instructors from 769 to 977;

- We implemented a standard syllabus for all sections of English composition and introductory communication courses; and

- We began systematic assessment of our general education and other required courses.

Admission Policies

- In 1996, we revised our admissions policy to create two levels of acceptance (College Tier and University Tier); students are placed in one of these tiers based on their ACT or other standardized test scores in math and English.

Academic Advising

- The number of AAC staff has increased from five in FY94 to nine professionals and para-professionals in FY03, and in 1997-98,

AAC staff were assigned as liaisons to each of the academic colleges; the AAC began an annual campus-wide Major Fest in 1999 to assist undeclared students in selecting possible majors; the AAC implemented campus-wide advising information and skills workshops for faculty and staff in 1997-98.

- We built a new building that consolidated student services. This allowed us to provide

Standard 2: Table VI. Changes in Degree Programs.

Date	New Degrees/Certificate Programs	Deleted Degrees/Certificate Programs
2002 - 03	Applied Technology – B.S. Health Services Administration – Graduate Certificate Health Care Coding and Classification – Certificate	Software Developer – Certificate Applied Technology – A.A.S.
2001 - 02	Nursing – A.S.	
2000 - 01	Business Administration – M.B.A. Criminal Justice – M.S. Anthropology – B.S. / B.A. Computer & Design Graphics Technology – B.S. Geomatics – Certificate	CNC Machinist – Certificate Computer Science – A.S.
1999 - 00	Construction Management Technology – B.S. Professional Network Certificate – Certificate Telecommunications – A.A.S. / Certificate Computer Engineering Technology – A.A.S. / B.S.	
1998 - 99	Athletic Training – B.S. Professional Network – Certificate Entrepreneurship – Certificate	
1997 - 98	Applied Technology – A.A.S. CNC Machinist – Certificate Dance – B.A. Music – B.M. Nursing – A.A.S. Composite Elementary / Special Education – B.A. / B.S.	Nursing – A.S. Communication & English Composite Teaching – B.A. / B.S. Communication & Theatre Arts Composite Teaching – B.A. / B.S. Music Education – B.A. / B.S. Music – B.S.
1996 - 97	Information Systems and Technology – Certificate International Business and Economics – Certificate Automotive Services Technology (Heavy Duty Trucks emphasis) – A.A.S. Construction Management Technology – A.A.S. ESL and Bilingual / ESL – Endorsement	
1995 - 96	Applied Environmental Geosciences – B.S.	Fashion Merchandising – A.A.S. Geological Technician –A.A.S. Zoology Teaching – B.S. Logistics – B.S. Administrative Services – B.S. Engineering Physics – B.S.
1994 - 95	Manufacturing Engineering Technology – A.A.S.	Machine Tool Technology – A.A.S. Transportation Management – A.A.S. Manufacturing Technology – A.A.S.

the One Stop Shop, which offers evening services to faculty and students, implemented in 1998.

Library and Information Resources

- Librarians are now assigned as liaisons to work with specific departments/colleges and over 100 course-specific web-based research guides have been collaboratively developed by library and program faculty for courses in nearly every academic department. We implemented an Information Literacy requirement that is met when students complete a required course or a competency exam.

- There has been a significant increase in students using computer labs; for example, in our student union building, in FY93 1,765 students used our computers and in FY02, 4,035 students used these computers.

- We implemented a new financial computing system in FY03 and new human resources and alumni/development computing systems early in calendar year 2004. Our new course management and student information systems will be in place by January 2005 and August 2005, respectively.

Human, Physical, and Financial Resources

- Since 1994, we added 28 full-time faculty positions for a total of 460 and 82 full-time staff positions for a total of 720, or a 6% and 13% increase, respectively.

- Since 1994, we constructed five buildings at WSU Ogden and completed a new instructional facility at WSU Davis. We also renovated the Stewart Library and Browning Center for the Performing Arts. Additionally, we created over 80 technology-enhanced classrooms that allow faculty to incorporate information resources into their courses.

- Endowments managed by WSU increased substantially as a result of the capital campaign, growing from a total of $12.1 million in June 1998 to $27.2 million in June 2003. Additionally, we implemented strategies to supplement the resource base we receive from the state (e.g., course fees, differential tuition, two-tier tuition).

III. Strengths and Challenges

Strengths include:

- Flexible and varied course and program schedules

- Course variety

- Articulation agreements between institutions to facilitate transferability of credits

- Enhanced and accessible advising programs both centrally and within colleges and programs

- Strong focus on building library/ faculty partnerships

- Expanded information technology support for students

- Stable funding for open student computer lab hardware/software replacement and support

- Qualified faculty

- Ready access to faculty for students

- Addition of significant new and/or remodeled physical facilities and land acquisition

- Sound financial budgeting and management have continued to place WSU on a solid financial foundation

Challenges include:

- Conversion to a new course management system (WebCT Vista)

- High student/staff ratios with potential for burn-out and staff turnover
- Maintain high-quality departmental and college advisings
- Sustain strong partnerships with program faculty
- Support services challenges
- Keeping current with continually evolving technologies and technology trends
- Increasing numbers of part-time faculty
- Securing funding at the required levels to provide and maintain facilities
- Multiple budget cuts

IV. Next Steps/ Action Items

- Implement new online course management system
- Improve the major and career decisions of undecided students by working more closely with the AAC Career Services Center, and the First Year Experience Program
- Increase the number of and enhance the effectiveness of faculty and staff who provide advising services
- Increase the number of and enhance the effectiveness of faculty and staff who provide advising services
- Continue to partner with faculty to ensure library and information resources are integrated into the learning process and regularly assess
- Develop additional web-based services and online support services
- Implementation of the new SCT Banner state-of-the-art web-based administrative data systems
- Provide more support for part-time faculty who teach in high-demand general education courses
- Remodel Swenson Building; improve university housing; demolish several buildings
- Initiate an ongoing institutional planning effort that, over the next several years, will focus on managing enrollments during times of reduced state support, maintaining a competitive compensation plan in an environment of increasing medical costs, addressing the erosion of operating budgets, and renewing a campus that is now 50 years old

APPENDIX A – A.A.S. Degree Programs
Tripartite Instruction: Computation, Human Relations, and Communication

College	A.A.S. Degree	Computation	Communication	Human Relations
Applied Science & Technology	1. Applied Technology	QL course *	EN 1010	Comm HU1050
	2. Auto Service Tech. (ATEP, CAP, ASEP, BSEP, Heavy Trucks, T-TEN)	QL course, Dept course	EN 1010	Comm HU1050
	3. Business Systems Tech.	QL course	EN 1010/2010	Comm HU1050
	4. Computer/Design Graphics Tech.	QL course	EN 1010/2010	Comm HU1050
	5. Computer Engineering Tech.	QL course	EN 1010/2010	Comm HU1050
	6. Computer Science	QL course	EN 1010/2010	Comm HU1050
	7. Construction Management Tech.	QL course	EN 1010/2010	Comm HU1050
	8. Electronics Engineering Tech.	QL course	EN 1010/2010	Comm HU1050
	9. Interior Design Tech.	QL course	EN 1010/2010	Comm HU1050
	10. Manufacturing Engineering Tech.	QL course	EN 1010/2010	Comm HU1050
	11. Mechanical Engineering Tech.	QL course	EN 1010/2010	Comm HU1050
	12. Sales and Merchandising	QL course	EN 1010	Comm HU1050
	13. Telecommunications	QL course	EN 1010/2010	Comm HU1050
Education	14. Early Childhood	QL course	EN 1010/1020	Comm HU1050
Health Professions	15. Clinical Laboratory Tech.	CLS 2003	EN 1010	CLS course
	16. Dental Hygiene	QL course	EN 1010/1020	Comm HU1050
	17. Emergency Care & Rescue	QL course, Dept course	EN 1010	Comm HU1050
	18. Health Information Tech.	QL course	EN 1010	HIM course
	19. Nursing	QL course	EN 1010	Nursing course
	20. Radiography	QL course	EN 1010	Comm HU1050
	21. Respiratory Therapist	QL course	EN 1010	Comm/HU 1020 or 1050
Science	22. Chemical Technician	QL course	EN 1010	Chem 2990
Social & Behavioral Sciences	23. Archaeological Technician	QL course	EN 1010	Comm HU1020

* QL course includes Math 1030, 1040, 1050 or 1080