

Comprehensive Self-evaluation Report



Prepared for The Northwest Commission
on Colleges and Universities

September 2014

Comprehensive Self-Evaluation Report

Prepared for
The Northwest Commission on Colleges and Universities

Weber State University
September 4, 2014

Table of Contents

INSTITUTIONAL OVERVIEW	1
BASIC INSTITUTIONAL DATA	2
<i>NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES.....</i>	<i>2</i>
CHAPTER ONE: PREFACE, MISSION, CORE THEME, EXPECTATIONS: STANDARDS 1.A MISSION AND 1.B CORE THEMES.....	11
Preface	11
<i>1.A Significant Changes.....</i>	<i>11</i>
<i>1.B Response to Recommendation on Year One Report.....</i>	<i>11</i>
Updated Standard One: Mission Core Themes and Expectations	11
<i>Executive Summary of Eligibility Requirements 2 and 3.....</i>	<i>11</i>
II. STANDARD 1 – MISSION AND CORE THEMES.....	12
<i>Standard 1.A.1 – Mission.....</i>	<i>12</i>
<i>Standard 1.A.2 - Interpretation of Mission Fulfillment.....</i>	<i>12</i>
<i>Acceptable Threshold and Extent of Mission Fulfillment</i>	<i>13</i>
Standard 1.B - Core Themes.....	13
<i>1.B.1- Core Themes and Standard 1.B.2- Appropriate Objectives and Indicators.....</i>	<i>13</i>
<i>Core Theme I: Access Access Description and Mission Alignment</i>	<i>13</i>
<i>Core Theme II: Learning</i>	<i>16</i>
<i>Core Theme III: Community.....</i>	<i>19</i>
CHAPTER TWO: RESOURCES AND CAPACITY – STANDARD 2.....	22
Eligibility Requirements 4-21	22
2.A – Governance.....	25
Governing Board.....	26
Leadership and Management	28
Division Councils.....	29
Faculty Involvement	29
Student Involvement.....	29
Institutional Advancement Activities.....	30
Policies and Procedures.....	30
Academic Affairs.....	30
Teaching.....	30
Scholarship, Research, and Creative Endeavors Expectations, Policies, and Practices	31
Students.....	32
Student Media	33
Human Resources	33
Institutional Integrity	36
CHAPTER THREE - STANDARD 3. PLANNING	90
3.A– Institutional Planning	90
<i>Weber State Comprehensive Planning Process</i>	<i>90</i>
<i>The Planning Process.....</i>	<i>91</i>
<i>Implementing the Planning Process.</i>	<i>91</i>

<i>Weber State University’s Current Vision, Values, Mission and Core Themes</i>	91
Looking forward: Planning Strategically for Weber State University in 2030	92
Weber 2030 Vision Statement	92
<i>Weber 2030 Directions (Aspirations)</i>	92
<i>2012 Weber State University Vision</i>	93
<i>Vision Core Values</i>	93
<i>University Vision Strategies</i>	94
<i>Division Planning</i>	95
3.B Core Theme Planning	95
<i>Weber State University Mission</i>	95
<i>Interpretation of Mission - the Mission Core Themes</i>	96
<i>Mission Core Themes</i>	96
<i>Core Theme Planning Objectives</i>	97
<i>The University President’s Planning Responsibility</i>	97
<i>President’s Council Planning and Assessment Responsibilities</i>	97
<i>Faculty Involvement in Identification, Collection and Analysis of Learning Data</i>	98
<i>Summary</i>	99
CHAPTER FOUR: 3.B CORE THEME PLANNING, 4.A ASSESSMENT AND 4.B	
ASSESSMENT AND IMPROVEMENT	100
Eligibility Requirements	100
3.B Core Theme Planning, 4.A Assessment and 4.B Assessment and Improvement	100
Standard Four – Effectiveness and Improvement	101
4.A Assessment	101
4.B Improvement	103
CORE THEME I. ACCESS	103
3.B PLANNING AND MISSION ALIGNMENT	103
CORE THEME I: ACCESS	104
OBJECTIVES, INDICATORS OF ACHIEVEMENT, RATIONALE, METRICS AND	
ACCEPTABLE THRESHOLDS	104
4.B – Improvement	113
Core Theme I: ACCESS	113
Results	113
Analysis	114
Core Theme II: LEARNING	114
LEARNING CORE THEME	115
Objectives, Indicators of Achievement, Rationale, Metrics and Acceptable Thresholds	115
4.B – Improvement	123
Core Theme II: LEARNING	124
Results	124
Analysis	124
Core Theme III: COMMUNITY	125
COMMUNITY Objectives, Indicators of Achievement, and Rationale	126
4.B – Improvement	130
Core Theme III: COMMUNITY	130

Results:..... 130
Analysis 131

**CHAPTER FIVE: STANDARD 5 MISSION FULFILLMENT, ADAPTATION,
SUSTAINABILITY** 132

Standard 5.A. Mission Fulfillment 132
 Standard 5.B Adaptation and Sustainability 134
 Conclusion 136

**APPENDIX A: EXAMPLES OF RESPONSES TO ANNUAL ASSESSMENTS OF LEARNING
WITHIN THE DISCIPLINES** 137

**APPENDIX B: SAMPLE REPORT OF ‘ACTIONS TAKEN’ IN RESPONSE TO ANNUAL
ASSESSMENTS OF GENERAL EDUCATION** 139

APPENDIX C: DETAILED DATA ON MISSION FULFILLMENT 141

INSTITUTIONAL OVERVIEW

Weber State University (WSU) is a comprehensive public university providing associate's, bachelor's and master's degrees focused on the educational needs of the more than 500,000 people within a service area centered in Ogden, in Northern Utah. WSU began as Weber Academy, founded by community religious leaders in 1889, and served primarily as a high school/normal school until 1923 when it became a junior college. Ownership and management of the school was transferred from the L.D.S. Church to the state of Utah in 1933. For the next three decades, Weber College served as the public junior college in Northern Utah. In 1964, Weber State College awarded its first baccalaureate degrees and, in 1979, its first master's degrees. In 1991, the institution's name was changed from Weber State College to Weber State University. Currently, WSU serves both community college and regional university roles through seven academic colleges with more than fifty academic departments offering more than 230 programs. WSU's 800 full- and part-time faculty provide education in online and traditional classes.

WSU's policies and programs reflect its community college and regional university missions. General admission to lower-division course work is open, and WSU annually awards the second largest number of associate's degrees in the state of Utah. At the same time, an increasing number of programs have selective admissions criteria, and graduate enrollments are increasing more rapidly than any other enrollment category.

WSU's student demographics also reflect its dual focus— WSU students are more likely to be first-generation college students than their peers at regional universities. A higher percentage are married, have children, are working fulltime, receive financial aid, and need remediation in math or English as compared to students attending similar institutions.

WSU faculty see part of their role as helping less well-prepared students to achieve, and its retention and graduation data substantiate their success. In the most recent year, WSU conferred close to 2,000 associate's degrees, over 2,300 bachelor's degrees, and over 300 master's degrees.

WSU's engaged learning model includes learning opportunities in undergraduate research, community-based and service learning, internships, capstone courses and other forms of experiential learning. As a Carnegie Community Engaged institution, WSU students, faculty and staff contribute well over 140,000 hours of service to the community.

WSU currently serves more than 25,000 students on two major campuses. The Ogden campus serves 14,000 students with 60 buildings on over 400 acres, and the WSU-Davis campus, located next to Hill Air Force Base, provides instruction to 3,300 students. The Ogden campus has on-campus housing for approximately 1,000 students. In addition to its Ogden and Davis campuses, WSU offers courses at two small centers within the region and throughout the country through distance-mediated instruction. Over 16% of WSU's total enrollment is in online courses. Like other publicly-funded institutions in the region, WSU has recently experienced a decline in public support while student enrollments have increased.

BASIC INSTITUTIONAL DATA



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Weber State University

Address: 3850 University Circle

City, State, ZIP: Ogden, UT 84408

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: Utah System of Higher Education

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education.

College	Department	Accrediting Agency	Accreditation Period
Applied Science and Technology	Automotive Service Technology	National Automotive Technicians Education Foundation	2010-2015
Applied Science and Technology	Computer Engineering Technology	Technology Accreditation Commission of ABET, Inc.	2012
Applied Science and Technology	Computer Science	ABET Computing Accreditation Commission	2014
Applied Science and Technology	Construction Management Technology	American Council of Construction Education	2013-2017

Applied Science and Technology	Design Graphics Engineering Technology	Technology Accreditation Commission of ABET, Inc.	2010
Applied Science and Technology	Electronics Engineering Technology	Technology Accreditation Commission of ABET, Inc.	2013
Applied Science and Technology	Manufacturing Engineering Technology	Technology Accreditation Commission of ABET, Inc.	2010
Applied Science and Technology	Mechanical Engineering Technology	Technology Accreditation Commission of ABET, Inc.	2013
Applied Science and Technology	Electronics Engineering	Engineering Accreditation Commission of ABET, Inc.	2011
Applied Science and Technology	Interior Design/Technical Sales	Council for Interior Design Accreditation (CIDA)	2009-2015
Arts and Humanities	Music	National Association of Schools of Music	2011-2020/21
Arts and Humanities	Visual Arts	National Association of Schools of Art and Design (NASAD)	2010-2015
John B. Goddard School of Business and Economics	All undergraduate and graduate programs in business	AACSB - Association to Advance Collegiate Schools of Business	through AY 2017/18
John B. Goddard School of Business and Economics	School of Accounting and Taxation- all undergraduate and graduate programs in accounting, including taxation	AACSB - Association to Advance Collegiate Schools of Business	through AY 2017/18
Jerry and Vickie Moyes College of Education	Athletic Training	Commission on Accreditation of Athletic Training Education	2018
Jerry and Vickie Moyes College of Education	Early Childhood	National Association for the Education of Young Children Teacher Education Standards	2009
Jerry and Vickie Moyes College of Education	Early Childhood Education	Teacher Education Accreditation Council	2009
Jerry and Vickie Moyes College of Education	Family Studies	National Council on Family Relations Standards for the Certified Family Life Educator	2012-2019
Jerry and Vickie Moyes College of Education	Teacher Education	Teacher Education Accreditation Council	2013
Dr. Ezekiel R. Dumke College of Health Professions	Medical Laboratory Sciences	National Accrediting Agency for Clinical Laboratory Science	Through AY 2014/15
Dr. Ezekiel R. Dumke College of Health Professions	Dental Hygiene	Commission on Dental Accreditation of the American Dental Association	2010-2017
Dr. Ezekiel R. Dumke College of Health Professions	Emergency Care and Rescue	Committee on Accreditation of Educational Programs in the Emergency Medical Services Professions	2011-2017

Dr. Ezekiel R. Dumke College of Health Professions	Health Administrative Services	Association of University Programs in Health Administration	2008-2014
Dr. Ezekiel R. Dumke College of Health Professions	Health Information Management	Commission on Accreditation for Health Informatics and Information Management Education	2011-2016
Dr. Ezekiel R. Dumke College of Health Professions	Health Information Technology	Commission on Accreditation for Health Informatics and Information Management Education	2011-2016
Dr. Ezekiel R. Dumke College of Health Professions	Master of Health Administration	Commission on Accreditation for Health Informatics and Information Management Education	2013-2016
Dr. Ezekiel R. Dumke College of Health Professions	Nursing	National League for Nursing Accrediting Commission	2011-2016
Dr. Ezekiel R. Dumke College of Health Professions	Respiratory Therapy	Commission on Accreditation for Respiratory Care	2009-2019
College of Science	Chemistry	American Chemical Society	2007-2014
College of Social and Behavioral Sciences	Social Work	Council on Social Work Education	2010-2017
Continuing Education	LEAP – Learning English for Academic Purposes	Commission on English Language Program Accreditation	2013-2017

Full-Time Equivalent (FTE) Enrollment

(Formula used to compute FTE = (total undergraduate credit hours enrolled/15) + (total graduate credit hours enrolled/10))

Official Fall 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2013	One Year Prior Dates: Fall 2012	Two Years Prior Dates: Fall 2011
Undergraduate	15,140	16,164	15,504
Graduate	476	498	520
Professional			
Unclassified			
Total all levels	15,616	16,662	16,024

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2013	One Year Prior Dates: Fall 2012	Two Years Prior Dates: Fall 2011
Undergraduate	24,498	25,869	24,617
Graduate	657	665	684
Professional			
Unclassified			
Total all levels	25,155	26,534	25,301

Numbers of Full-Time and Part-Time Instructional and Research Faculty and Staff and Numbers of Full-Time (only) Instructional and Research Faculty and Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full-time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	164	4				23		145
Associate Professor	105	2				34		73
Assistant Professor	159	3				65		97
Instructor	65	5			10	52		8
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank	6				1	2		3

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	82,308	22.00
Associate Professor	65,640	12.71
Assistant Professor	61,191	3.85
Instructor	45,809	7.19
Lecturer and Teaching Assistant	n/a	n/a
Research Staff and Research Assistant	n/a	n/a
Undesignated Rank	56,827	4.00

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 7/1/2012 - 6/30/2013 7/1/2011 - 6/30/2012 7/1/2010 - 6/30/2011

Reporting of income: Accrual Basis Y Accrual Basis Y Accrual Basis Y

Reporting of expenses: Accrual Basis Y Accrual Basis Y Accrual Basis Y

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: FY2013	One Year Prior to Last Completed FY Dates: FY2012	Two Years Prior to Last Completed FY Dates: FY2011
CURRENT FUNDS			
Unrestricted			
Cash	70,803,898	50,747,126	37,279,373
Investments	884,000	33,413,796	134,000

Accounts receivable gross	25,407,579	24,293,949	26,727,393
Less allowance for bad debts	(4,053,448)	(3,312,377)	(2,976,345)
Inventories	3,425,479	3,203,983	2,873,991
Prepaid expenses and deferred charges	102,877	295,066	169,350
Other (identify)	340,019	385,922	369,935
Due from	0	0	0
Total Unrestricted	96,910,404	109,027,465	64,577,697
Restricted			
Cash	6,712,874	3,159,039	1,656,262
Investments	21,085,195	15,132,184	52,786,305
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	27,798,069	18,291,223	54,442,567
TOTAL CURRENT FUNDS	124,708,473	127,318,688	119,020,264
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	104,625,343	84,611,335	84,106,601
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	104,625,343	84,611,335	84,106,601
PLANT FUND			
Unexpended			
Cash	8,317,550	18,636,988	8,603,223
Investments	10,741,456	8,917,970	7,313,285
Other (Accounts Receivable)	462,905	310,901	12,139
Total unexpended	19,521,911	27,865,859	15,928,647
Investment in Plant			
Land	9,732,597	8,111,731	7,669,336
Land improvements	23,333,455	20,554,576	17,349,320
Buildings	213,846,732	160,817,515	155,559,749
Equipment	5,995,844	5,905,995	5,416,000
Library resources	8,067,171	8,518,033	9,051,322
Other (CIP)	10,869,985	19,238,353	12,078,694
Total investments in plant	271,845,784	223,146,203	207,124,421
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	291,367,695	251,012,062	223,053,068
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	520,701,501	462,942,085	426,179,933

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: FY13	One Year Prior to Last Completed FY Dates: FY12	Two Years Prior to Last Completed FY Dates: FY11
CURRENT FUNDS			
Unrestricted			
Accounts payable	1,936,849	1,661,189	750,863
Accrued liabilities	1,622,889	2,118,159	763,067
Students' deposits	0	0	0
Deferred credits	6,237,133	6,805,195	5,916,437
Other: Compensated Absences and Termination Benefits and Other	8,503,774	8,222,317	7,603,438
	0	0	0
Due to State Agencies			
Fund balance	105,917,147	107,990,075	102,531,377
Total Unrestricted	124,217,792	126,796,935	117,565,182
Restricted			
Accounts payable			
Other (Annuities Payable)	489,806	519,364	626,503
Due to			
Fund balance			
Total Restricted	489,806	519,364	626,503
TOTAL CURRENT FUNDS	489,806	519,364	626,503
ENDOWMENT AND SIMILAR FUNDS			
Restricted			
Quasi-endowed			
Due to			
Fund balance	104,626,321	84,613,724	84,106,139
TOTAL ENDOWMENT AND SIMILAR FUNDS	104,626,321	84,613,724	84,106,139
PLANT FUND			
Unexpended			
Accounts payable	113	447	13,079
Notes payable			
Bonds payable			
Other liabilities (identify)			
Due to	8,874,636	5,359,411	3,442,828
Fund balance	10,647,162	22,506,002	13,301,781
Total unexpended	19,521,911	27,865,860	16,757,688
Investment in Plant			
Notes payable			
Bonds payable	61,972,518	63,535,906	46,691,864
Mortgage payable			
Other liabilities (identify)			
Due to			
Other plant fund liabilities (identify)			
TOTAL INVESTMENTS IN PLANT FUND	209,873,266	159,610,296	160,432,557
OTHER LIABILITIES (IDENTIFY)			
TOTAL OTHER LIABILITIES			
TOTAL LIABILITIES	89,637,605	88,221,988	65,808,079
FUND BALANCE	431,063,896	374,720,097	360,371,854

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: FY13	One Year Prior to Last Completed FY Dates: FY12	Two Years Prior to Last Completed FY Dates: FY11
Tuition and fees	80,242,607	78,140,874	70,367,178
Federal appropriations			
State appropriations	62,950,400	61,490,600	61,197,800
Local appropriations			
Grants and contracts	40,179,787	38,411,781	41,547,665
Endowment income	11,194,975	2,360,303	16,655,342
Auxiliary enterprises	17,206,280	17,135,883	16,544,917
Other (private gifts, grants, contracts)	5,359,422	5,316,331	4,843,636
Other (sales and service of Educ. Activities)	2,329,212	2,339,553	2,031,894
Other sources	2,890,719	2,504,849	2,359,070
Total Current Fund Revenues	222,353,402	207,700,174	215,547,502
EXPENDITURE AND MANDATORY TRANSFERS			
Educational and General			
Instruction	84,954,085	79,890,896	76,492,529
Research	1,172,950	1,186,233	1,440,668
Public services	3,084,498	3,000,233	3,260,050
Academic support	21,815,599	19,603,890	19,121,325
Student services	19,772,172	19,177,960	18,286,735
Institutional support	28,629,579	25,901,824	25,481,535
Operation and maintenance of plant			
Scholarships and fellowships	19,139,514	20,160,734	18,871,690
Other (identify)			
Mandatory transfers for:			
Principal and interest			
Renewal and replacements			
Loan fund matching grants			
Other (identify)			
Total Educational and General			
Auxiliary Enterprises			
Expenditures	29,010,932	29,884,534	27,884,160
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises			
TOTAL EXPENDITURE AND MANDATORY TRANSFERS	207,579,329	198,806,304	190,838,692
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)			
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	14,774,073	8,893,869	24,708,810

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY Dates: FY13	One Year Prior to Last Completed FY Dates: FY12	Two Years Prior to Last Completed FY Dates: FY11
For Capital Outlay	61,100,000	62,620,000	46,225,000
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

CHAPTER ONE: PREFACE, MISSION, CORE THEME, EXPECTATIONS: STANDARDS 1.A MISSION AND 1.B CORE THEMES

PREFACE

This report includes responses to the recommendation on the First Year Report, incorporated in the review of Standard 1, and discussions of Standard 2 -5. Wherever appropriate, the electronic version of the report includes links to the webpages that contain the original data supporting the response.

1.A SIGNIFICANT CHANGES

In December 2012, Dr. F. Ann Millner, who served as president of WSU for eleven years, retired. She was replaced by Dr. Charles Wight, who, prior to his appointment, had served as a faculty member and administrator at the University of Utah for nearly thirty years. Other than the change in the president, there have been no significant changes in the governance, leadership or programs of the institution since the Year One Report in fall of 2011.

1.B RESPONSE TO RECOMMENDATION ON YEAR ONE REPORT

The Commission adopted the following recommendation made by the peer evaluators of Weber State University Year One report:

Recommendation: The panel recommends that the university develop specific measurable benchmarks and criteria for each indicator under each Core Theme, assigning specific designations of an acceptable level of performance for the metrics underlying each indicator. (Standard 1.A.2)

In response to that recommendation, the following report on Standard 1 includes specific designations of acceptable levels of performance for the metrics for each indicator within each core theme.

UPDATED STANDARD ONE: MISSION CORE THEMES AND EXPECTATIONS

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3

ELIGIBILITY REQUIREMENT 2 - AUTHORITY The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Weber State University operates under authority conferred by the [Utah State Constitution Article X section 4](#), [Utah State Code section 53B-2-101 et seq.](#), and [policies of the Utah State Board of Regents](#).

ELIGIBILITY REQUIREMENT 3 - MISSION AND CORE THEMES: The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Over the course of the 2009-2011 school years, the WSU University Planning Council worked with input from trustees, faculty, staff, students and community to refine the WSU Mission Statement and to develop Core Themes. The WSU Board of Trustees, [pursuant to authority delegated to them by the Utah State Board of Regents](#), adopted the new Mission Statement in January of 2011 and Core Themes in June of 2011. The Utah State Board of Regents—consistent with their [policy R121](#), which describes institutional missions, roles and degrees—approved the final mission statement in May, 2011.

Consistent with Regents [Policy R500 et seq.](#), WSU dedicates substantially all of its resources to support its educational mission and core themes.

II. STANDARD 1 – MISSION AND CORE THEMES

STANDARD 1.A.1 – MISSION

1.A.1 – Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Weber State University Mission Statement

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

STANDARD 1.A.2 - INTERPRETATION OF MISSION FULFILLMENT

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

The core themes and their objectives reflect the three fundamental goals stated in the mission, respond to the unique characteristics of the university and embrace lofty, but attainable, expectations for the future. They describe what WSU does and how it measures what it does with respect to those goals. Analysis of the data allows the university to identify the extent to which it is successful in fulfilling those goals and facilitates WSU's continuous improvement.

Specific objectives have been articulated for each of the three core themes, and one to three indicators of achievement have been identified for each objective. In turn, each indicator has been linked to metrics, and acceptable thresholds of performance have been identified for each set of metrics. The analysis of the attainment of each objective identifies the area as “needs improvement,” “approach expectations,” “substantially meet expectations” and “exceed expectations.”

If all of the metrics identified for the set of indicators associated with a specific objective meet or exceed the expected levels of performance, it is determined that the objective “**exceeds** expectations.” If the preponderance of the metrics identified for the set of indicators associated with a specific objective meets

or exceeds the expected levels of performance, it is determined that the objective “substantially **meets** expectations.” If there is a strong trend toward reaching the threshold, but the threshold has not yet been achieved, the objective is deemed to be “**approaching** expectations.” Finally, if most of the metrics fall below the expected levels of performance, the objective is deemed to “**needs** improvement.”

ACCEPTABLE THRESHOLD AND EXTENT OF MISSION FULFILLMENT

Each institutional indicator has a specific threshold described as part of the description of the indicator. The extent of mission fulfillment will be reflected as a percentage of objectives in which the university “substantially meets expectations” or “exceeds expectations.” The general threshold for mission fulfillment is that the university “substantially meets expectations” or “exceeds expectations” for the institutional objectives at a level of 90% or above.

STANDARD 1.B - CORE THEMES

1.B.1- CORE THEMES AND STANDARD 1.B.2- APPROPRIATE OBJECTIVES AND INDICATORS

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

CORE THEME I: ACCESS

ACCESS DESCRIPTION AND MISSION ALIGNMENT

WSU serves communities with significant socio-economic and cultural differences. As the “educational, cultural and economic leader for the region,” WSU strives to provide meaningful access for prospective students to educational programs that respond to student and local employment needs.

ACCESS Objective A. DEGREES Weber State University offers responsive associate’s, bachelor’s and master’s degrees in liberal arts, sciences, technical and professional fields.

Institutional Indicators of Achievement

DEGREES Indicator 1 Programs and degrees are responsive to student needs.

Rationale for DEGREES Indicator 1

Responsiveness to student needs is assessed by measuring enrollment trends against regional populations. The underlying assumption is that enrollments reflect the responsiveness to educational needs of students and employment needs of local business and industry, and the value students perceive in a WSU degree.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement
<p>I.A. Degrees:</p> <p>Weber State offers responsive associate’s, bachelor’s and master’s degrees in liberal arts, sciences, technical and professional fields</p>	<p>1. Programs and degrees are responsive to student needs</p>	<p>a. WSU’s three-year moving average of overall yield from primary feeder high schools will exceed 60%.</p> <p>b. WSU’s enrollment will increase at a rate that will equal or exceed 30,000 students in 2030.</p> <p>c. Reflecting WSU’s dual mission of serving as a regional University and meeting the community college needs of the region, WSU distribution of degrees will reflect a balance of associate’s, bachelor’s, and master’s degrees.</p>

ACCESS Objective B. ACHIEVEMENT Students progress in their programs of study.

Institutional Indicators of Achievement

ACHIEVEMENT Indicator 1 Students earn degrees.

Rationale for ACHIEVEMENT Indicator 1

The retention and graduation rates, which are normed against the rates at peer institutions, provide evidence, which allows WSU to evaluate whether it is more or less successful than peer institutions in retaining students through to graduation. Note: WSU regularly compares itself to a list of peer institutions from across the nation. This list of national peer institutions is approved by the Utah State Board of Regents. In some instances, WSU also compares itself to a set of “in-state peers.” These are institutions within the Utah System of Higher Education with roles and missions similar to those of WSU. Finally, WSU regularly administers national surveys and assessment instruments (e.g., National Survey of Student Engagement, Collegiate Learning Assessment, Higher Education Research Institute). These surveys provide comparisons against sets of comparable institutions that are not identical to either WSU national peer institutions or in-state peers.

ACHIEVEMENT Indicator 2 Graduates have “next step” success.

Rationale for ACHIEVEMENT Indicator 2

Next-step success reflects the value added by a WSU degree. The measurements include placement and how graduates self-report about the completion of their educational goals. Most students consider beginning a career or getting into a program to further their education as a desired primary outcome from their years at the university. Graduate placement rates are an indicator of next-step success.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement
I.B. Achievement: Students will progress in their programs of study	1. Students earn degrees	a. WSU's first-year retention rate will place it in the upper half of peer institutions. b. WSU's six-year graduation rate will place it in the upper half of peer institutions. c. WSU's awarded degrees per 100 FTE students will place it in the upper half of in-state peer institutions.
	2. Graduate's have "next step" success	a. For associate degree graduates: more than 80% of graduates will either continue their education or be employed within three months of graduation. b. For bachelor degree graduates: more than 80% of graduates will either be accepted into graduate school or employed within three months of graduation. c. For master degree graduates: more than 90% of graduates will either be accepted into post-graduate school or employed within three months of graduation.

** This metric has been recalibrated for the 2012/13 year and the reduced outcomes are a reflection of that recalibration. The metric has been refined and will be reflected in this and future metric updates.*

ACCESS Objective C. OPPORTUNITY Weber State provides access to higher educational opportunity.

Institutional Indicators of Achievement

OPPORTUNITY Indicator 1 Student enrollments reflect support for non-traditional students.

Rationale for OPPORTUNITY Indicator 1

This indicator monitors efforts to make programs and courses available to people within the region who are homebound, older, working fulltime or otherwise not described as traditional university students. WSU's research has established that an important consideration for such students is that courses and programs are offered at times, places and prices that are convenient for them. The measures associated with this indicator include analysis of student demographics and costs as well as enrollments in programs and courses offered at non-traditional places and times and through distance delivery modes.

OPPORTUNITY Indicator 2 Student enrollments reflect diversity and inclusion.

Rationale for OPPORTUNITY Indicator 2

This indicator monitors efforts to make programs and courses available to people of the region who are historically under-represented in higher education.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement
I.C. Opportunity: WSU provides access to higher educational opportunity	1. Student enrollments reflect support for non-traditional students	a. More than one-third of WSU's FTE enrollment will consist of online, evening and off-campus enrollment. b. WSU's tuition will be below the mean of peer institutions.
	2. Student enrollments reflect diversity and inclusion	a. WSU's enrollment of minority students will increase at least proportionally to overall enrollment. b. The number of Dream Weber students enrolled will increase.

CORE THEME II: LEARNING

Learning Description and Mission Alignment

WSU is first and foremost an institution of higher education that provides and supports “excellent learning experiences for students” in an environment that values “freedom of expression” and engaged learning through “extensive personal contact among faculty, staff and students in and out of the classroom” and “research, artistic expression, public service and community-based learning.”

LEARNING Objective A. ENGAGEMENT Students experience an engaging learning environment based on extensive personal contact among faculty, staff and students in and out of the classroom.

ENGAGEMENT Indicator 1 Students participate in learning experiences, such as undergraduate research, service learning, and other forms of experience-based learning.

Rationale for ENGAGEMENT Indicator 1

Student learning is at the heart of Weber State University's mission. Students’ participation in faculty-led enriched learning experiences such as undergraduate research, service learning and other forms of experience-based learning has been established nationally and institutionally as a means of enhancing undergraduate learning.

Engagement Indicator 2 Students experience extensive contact with faculty, staff, and other students.

Rationale for ENGAGEMENT Indicator 2

WSU’s mission includes an expectation that there will be “extensive contact among faculty, students and staff in and out of the classroom.” Students’ perceptions of these contacts provide direct evidence; and relative class size and faculty/student ratios provide secondary evidence that the institution is meeting this expectation.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement
II.A. Engagement: Students experience an engaging learning environment founded on extensive personal contact among faculty, staff and students in and out of the classroom	1. Students participate in learning experiences such as undergraduate research, service learning, and other forms of experience-based learning	a. More than two-thirds of WSU seniors will have at least one of five identified engaged learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research or Study Abroad.
	2. Students experience extensive contact with faculty, staff and other students	a. Senior student mean performance on the quality of relationship with faculty members will be above the national NSSE average. b. WSU's average class size for all classes will be below 22 students per section.

LEARNING Objective B. SUPPORT Students receive effective educational support.

SUPPORT Indicator 1 Students utilize and are satisfied with academic support services.

Rationale for SUPPORT Indicator 1

Student utilization of services and satisfaction with those services are indicators of the quality of academic support. In some cases, such as tutoring, learning outcomes are indicators of the efficacy of academic support services.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement
II.B. Support: Students receive effective educational support	1. Students are satisfied with student support services	a. Student ratings on satisfaction with support services will average above "satisfied" on university surveys. b. Student ratings on satisfaction with academic support services will trend towards the national Noel-Levitz average.
	2. Students utilize academic support services	a. 75% or more of total students will utilize academic support services.

LEARNING Objective C. SUCCESS Students learn to succeed as educated persons and professionals.

SUCCESS Indicator 1 Students achieve General Education learning goals.

Rationale for SUCCESS Indicator 1

WSU’s General Education program has established core learning objectives that reflect the background and skills students will need to succeed as students. Student performance on standardized exams and local assessments structured to assess attainment of those learning objectives reflects the effectiveness of the General Education program. Each academic department that offers general education classes is required to define and publish learning outcomes and to file an annual report reflecting student learning in general education classes. All general education courses must be assessed at least every three years. (See 2014 Report of the Faculty Senate General Education Improvement and Assessment Committee) In addition, all general education courses are reviewed by the Faculty Senate Curriculum Committee each five years.

SUCCESS Indicator 2 Students achieve the learning goals of Major programs.

Rationale for SUCCESS Indicator 2

Each WSU Major program has established learning objectives to prepare students to succeed within that discipline. Achievement of these objectives, as measured by performance on standardized exams and local assessments, measures the effectiveness of the Major programs in facilitating student learning.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement
II.C. Success: Students learn to succeed as educated persons and professionals.	1. Students achieve the learning goals of the General Education program.	a. Both the General Education program and individual General Education courses will define and publish learning outcomes. b. General Education assessment will occur on a regular basis.
	2. Students achieve the learning goals of Major programs.	a. At least 90% of academic departments prepare an annual assessment report that reflects their students’ achievement of the learning objective within the discipline.

LEARNING Objective D. INQUIRY Students and faculty learn, explore and create in an environment that sustains free inquiry and free expression.

INQUIRY Indicator 1 Faculty engage in creative and scholarly activity.

Rationale for INQUIRY Indicator 1

Rates of faculty and student creative and scholarly activity, which are normed against the rates at regional and national peer institutions, provide evidence of students’ access to research-based learning. WSU assumes that the most meaningful way for students to experience an environment of knowledge creation, free inquiry and free expression is for faculty and students to actively engage in research and creative activity, evidenced by publications, presentations, exhibitions, performances, and pursuit of sponsors.

INQUIRY Indicator 2 The Faculty perceives that WSU fosters knowledge creation, free inquiry and free expression for faculty and students.

Rationale for INQUIRY Indicator 2: Faculty perceptions about the educational environment directly impact behavior. Consequently, perception data best measure the way that members of the campus community will respond to its educational environment.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement
II.D. Inquiry: Students and faculty learn, explore and create in an environment that sustains free inquiry and free expression	1. The faculty engages in creative and scholarly activity	a. WSU's performance will be above average for HERI peer institutions. b. Rate of growth in sponsored projects funding will be on pace to reach \$20 million in 2030.
	2. The faculty perceives that WSU fosters knowledge creation, free inquiry, and free expressions	a. Courses in WSU programs will define and publish learning outcomes. b. Students evidence attainment of program learning goals through performance as documented by departmental assessment activities.

CORE THEME III: COMMUNITY

Community Description and Mission Alignment

“Public service and community-based learning” represent both pedagogical emphases and community commitments. For “the university [to] serve[s] as an educational, cultural and economic leader for the region,” WSU must be an active participant in regional learning endeavors and the social and economic life of the community.

COMMUNITY Objective A. EDUCATION WSU contributes to pre-K through 12 education in the region.

EDUCATION Indicator 1 Local educators enroll in advanced degree and continuing education programs.

Rationale for EDUCATION Indicator 1

Among the ways that WSU contributes to pre-K through 12 education is by partnering with the public education community and by providing quality continuing education to teachers and administrators.

EDUCATION Indicator 2 WSU promotes preparation for higher education.

Rationale for EDUCATION Indicator 2

WSU also contributes to pre-K through 12 education by assisting in the preparation of pre-college students. Current programs and measures focus on the preparation of targeted populations which have been traditionally underrepresented in higher education. The measures include the number of students who participate in preparation programs and the number of participants who later enroll in a college or university.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement
III.A. Education: WSU Contributes to Pre-K through 12 education in the region	1. WSU contributes to pre-K through 12 education and professional development	a. The five-year moving average of enrollment in continuing education teacher contract programs will show a positive trend.
	2. Promoted preparation for education	a. The five-year moving average of concurrent enrollment will show a positive trend. b. The five-year moving average of participants in pre-college outreach programs will show a positive trend. c. The percent of targeted outreach students who enroll in post-secondary education will exceed 45%

COMMUNITY Objective B. CULTURE Weber State contributes to the richness of the regional culture.

CULTURE Indicator 1 The community participates in a diverse offering of WSU events.

Rationale for CULTURE Indicator 1: An important way Weber State contributes to the richness of the regional culture is by providing a wide variety of events to which the public is invited. The continuing strong attendance at educational, cultural, entertainment and sporting events reflects WSU’s contribution to the regional culture.

CULTURE Indicator 2: WSU facilitates community development through public service

Rationale for CULTURE Indicator 2: An important way Weber State contributes to the richness of the regional culture is through participation of faculty, staff and students in public purpose and non-profit organizations. The measure of the impact of service by faculty, staff and students is elusive. The institution is exploring ways to assess the direct impacts of these behaviors, but the best current measure is hours served.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement
III.B. Culture: WSU contributes to the richness of the regional culture	1. The community participates in a diverse offering of WSU events	a. Attendance at WSU cultural and athletic events will exceed 100,000 and reach 150,000 by 2030.
	2. WSU facilitates community development through public service	a. More than a quarter of all WSU students will contribute to community service. b. The percent of faculty who create and sustain community partnerships will exceed the HERI peer average.

COMMUNITY objective C. ECONOMY Weber State contributes to the economic development of the region.

ECONOMY Indicator 1 WSU facilitates economic development in the region through professional development and technical support.

Rationale for ECONOMY Indicator 1

In addition to the large direct economic impact of a major university in the community, WSU is uniquely positioned to support local economic growth through focused research and technical support. The numbers of sponsored projects and the funding associated with those projects infuse funding and knowledge into the local economy.

CHAPTER TWO: RESOURCES AND CAPACITY – STANDARD 2

ELIGIBILITY REQUIREMENTS 4-21

***ELIGIBILITY REQUIREMENT 4. OPERATIONAL FOCUS AND INDEPENDENCE** The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

Under Regents policies [R312](#), *et seq.* and [R201](#), *et seq.*, WSU has organizational independence to meet NWCCU eligibility requirements and standards.

***ELIGIBILITY REQUIREMENT 5. NON-DISCRIMINATION** The institution is governed and administered with respect for the individual in a non-discriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

WSU has [policies](#) that comply fully with federal and state laws with respect to non-discrimination. In addition, it has established an Assistant to the President for Diversity and a full-time EEOC officer who is operationally separate from Human Resources, who together ensure that all policies are applied equitably and sensitively.

***ELIGIBILITY REQUIREMENT 6. INSTITUTIONAL INTEGRITY** The institution establishes and adheres to ethical standards in all of its operations and relationships.*

WSU has established and adheres to [strong ethical standards](#) in responding to the educational needs of its constituencies.

***ELIGIBILITY REQUIREMENT 7. GOVERNING BOARD** The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.*

The [Utah State Board of Regents](#) is the governing body for the Utah System of Higher Education. The Board consists of eighteen residents of the State; fifteen regents and one student regent appointed by the Governor. Two members of the State Board of Education, appointed by the chair of that board, serve as nonvoting members. The Board oversees the establishment of policies and procedures, executive appointments (including the appointment of the president of each institution), master planning, budget and finance, and proposals for legislation; develops governmental relationships; and performs administrative unit and program approval for higher education for the state of Utah.

***ELIGIBILITY REQUIREMENT 8. CHIEF EXECUTIVE OFFICER** The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.*

WSU's President, Charles Wight, was appointed by the [Utah State Board of Regents](#), and devotes full-time to his role. He does not serve on either the Board of Regents or on the WSU Board of Trustees.

***ELIGIBILITY REQUIREMENT 9. ADMINISTRATION** In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively*

across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

Pursuant to [institutional policy](#), President Wight has appointed vice presidents and other qualified administrative staff to support the university's full fulfillment of its mission and achievement of its core themes.

ELIGIBILITY REQUIREMENT 10. FACULTY *Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

Pursuant to [institutional policy](#), The Provost, Academic Deans and faculty have recruited qualified faculty in sufficient number to achieve its academic objectives and ensure the integrity of its academic programs. These faculty are [regularly evaluated](#), both pre- and post-tenure.

ELIGIBILITY REQUIREMENT 11. EDUCATIONAL PROGRAM *The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.*

WSU carefully and regularly reviews all [courses](#) and [programs](#) to ensure that they have appropriate content and rigor, consistent with the [academic standards](#) of the university. In addition, [graduation standards](#) ensure the integrity and quality of all degrees and certificates.

ELIGIBILITY REQUIREMENT 12. GENERAL EDUCATION AND RELATED INSTRUCTION *The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.*

WSU complies with [Regents](#) and [institutional](#) policies with respect to General Education which focus on 1) Intellectual and Practical Skills; 2) Knowledge of Human Cultures and the Physical and Natural World; 3) Personal and Social Responsibility; and 4) Integrative Learning. The curriculum includes mathematics, composition and American institutions. WSU has worked collaboratively with other institutions in the state to establish transferable General Education that is coherent and consistent in its structure and core requirements.

ELIGIBILITY REQUIREMENT 13. LIBRARY AND INFORMATION RESOURCES *Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.*

WSU has established [policies](#) to acquire materials for the on-site collection and to provide access to off-site resources that:

- Reinforce the University's educational objectives and programs.
- Support the teaching and scholarship/research interests of WSU faculty and students.

ELIGIBILITY REQUIREMENT 14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE *The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

WSU has established and follows policies with respect to [buildings](#), [information resources](#), and [technology](#) that ensure that appropriate resources are available to achieve its mission and core themes.

ELIGIBILITY REQUIREMENT 15. ACADEMIC FREEDOM *The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

Weber State University seeks to provide and sustain an environment conducive to sharing, extending and critically examining knowledge and values and to furthering the search for wisdom. Effective performance of these central functions requires that faculty members be free to pursue and teach the truth in accord with appropriate standards of scholarly inquiry. It has established [policies](#) that ensure compliance with those principles.

ELIGIBILITY REQUIREMENT 16. ADMISSIONS *The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

Requirements for admission to Weber State University and retention in the University or any program of the University are formulated by the appropriate committee of the Weber State University Faculty Senate and approved by the Board of Trustees.

All admission [policies](#) apply without regard to race, color, ethnic background, national origin, religion, creed, age, lack of United States citizenship, disability, veteran status, sexual orientation or preference, or gender.

All prospective students must apply through the Admissions Office. Admission to regular Weber State University programs of study are open to those who meet all criteria to become fully matriculated students.

ELIGIBILITY REQUIREMENT 17. PUBLIC INFORMATION *The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

WSU has a website dedicated to the [WSU PLAN, Mission, Vision, Values and Strategy](#), and [mission core themes](#). As an open-enrollment institution, the [general admission requirements](#) are largely procedural. [Grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid;](#) and [the academic calendar](#) are all available from the [WSU Homepage](#) or in the [catalog](#).

ELIGIBILITY REQUIREMENT 18. FINANCIAL RESOURCES *The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.*

As documented in this report's response to Standard 2.A.30 and 2.F, WSU has well-established financial planning linked to the university's established mission and goals. Financial planning and budgeting are developed under the umbrella of the WSU Board of Trustees.

Long-term financial planning reflects the University Mission and Core Themes and Long-Term Planning. It is informed by enrollment analysis and projections performed at WSU, the Office of the Commissioner for Higher Education, and the Governor’s Office of Planning and Budget. Given the characteristics and timing of projected enrollments, financial planning is strategically designed to accommodate projected trends. Both operational needs and capital requirements are examined.

WSU’s financial ratios, as compared to similar institutions, reflect:

- Emphasis on academic instruction and academic support activities (59th and 78th percentile, respectively)
- Increasing reliance on tuition collections versus state appropriations (65th percentile)
- Growing emphasis on private gifts and grants (95th percentile)
- Emphasis on building endowment and endowment income (91st and 96th percentile)
- Conservative use of debt (40th percentile)

Maintenance of Adequate Institutional Reserves/Surplus for Contingencies

WSU has averaged \$5 million in operating carry forward in the Educational and General (E&G) budget over the past ten years. Reserves from operations have also been established for auxiliary and service enterprises over the past ten years.

***ELIGIBILITY REQUIREMENT 19. FINANCIAL ACCOUNTABILITY** For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.*

By [policy](#), the Utah State Auditor performs an independent audit of WSU’s finances at least annually. An [audit committee](#) comprised of members of the WSU Board of Trustees and qualified financial professional reviews the audits at least annually.

***ELIGIBILITY REQUIREMENT 20. DISCLOSURE** The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.*

Institutional integrity and transparency is a commitment throughout WSU. WSU has, and will continue to share all information that NWCCU requests.

***ELIGIBILITY REQUIREMENT 21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION** The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.*

WSU fully accepts and supports NWCCU’s policies, including the right to disclose the institution’s status.

2.A – GOVERNANCE

2.A.1 *The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

2.A.2 *In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

The Utah System of Higher Education includes 8 public colleges and universities (two community colleges, four comprehensive institutions, and two research universities). Weber State University functions in a system of governance that is clearly described in [Utah State statute](#), [Utah Board of Regents policies](#) and [institutional policies](#). These statutes and policies define the authority, responsibilities, and relationships between the two governing bodies responsible for overseeing WSU: the Utah State Board of Regents (Regents) and the WSU Board of Trustees (Trustees).

[Utah Code](#) stipulates that the Regents' function is "to provide a high quality, efficient, and economical public system of higher education through centralized direction and master planning." Moreover, the Regents delegate and vest certain powers to institutional boards of trustees and presidents. ([Regents Policy R220](#)) [Utah Code](#) defines specific responsibilities of the Board of Regents, including these:

- Institutional Presidents: Appoints presidents, evaluates performance of presidents, and determines whether to retain a president (in consultation with institution's Board of Trustees).
- System Planning: Directs planning involving institutional missions and roles, budget needs, new programs, program reviews, distance and outreach education, and statewide articulation of courses and programs.
- Budget and Financial Issues: Submits system and institution budgets to the governor and legislature, approves tuition and fee schedules, and advocates higher education needs with legislature.

The Commissioner of Higher Education serves as the chief executive officer of the board, and the board elects a member to serve as chair. The appointment of a new chair every two years provides opportunities for the board to review its performance and make necessary revisions.

2.A.3 *The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

WSU president, Charles Wight, who serves as the chief administrative officer of the university, has statutory responsibility for its primary operation. As part of this role he closely monitors the institution's compliance with accreditation, governmental and other external mandates. WSU does not have any collective bargaining agreements.

Governing Board

2.A.4 *The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.*

The 19-member Utah State Board of Regents is the governing body with statutory responsibility for the Utah System of Higher Education. Of the 19 members on the Board of Regents, there are 15 voting members who are appointed by the governor with the consent of the Utah State Senate. A student Regent is the 16th voting member on the Board. Each voting member of the State Board of Regents is appointed for a six-year term, with the exception of the Student Regent, who serves a one-year term. In addition to the 16 voting members, there are three non-voting members. Two of the non-voting members are from the State Board of Education, which is responsible for K-12 education in Utah. One member of the Utah College of Applied Technology Board of Trustees is appointed by their respective chairs to serve as the final non-voting members of the State Board of Regents without a set term.

In addition to the Board of Regents, each institution in the Utah System of Higher Education has a Board of Trustees that operates with duties delegated by Board of Regents policy. [Regents Policy 201](#), *Presidents' Responsibility to the System, the Assigned Institution, and for Legislative Relations* specifies: "Each institutional Board of Trustees may enact such bylaws for its own government as it deems necessary, provided such bylaws are not in conflict with these [Regents'] bylaws, including provision for regular meetings of the institutional Board of Trustees." The WSU Board of Trustees has the powers and limitations outlined in the Weber State University Policies and Procedures Manual, [PPM 1-02](#) and [1-03](#), and the State Board of Regents Policy.

[WSU Policy and Procedures Manual PPM 1-03](#) delineates the composition and powers of the WSU Board of Trustees. Specifically,

- The Board of Trustees consists of ten persons. Eight are appointed by the Governor with the Senate's consent. The ninth is the president of the Alumni Association and the tenth is the president of the Weber State University Student Association.
- The eight appointed members serve four-year terms, four expiring June 30 of each odd-numbered year (Section 19 (3), Higher Education Act). The other two members serve terms consistent with their terms as president of the Alumni Association and the Student Association.
- The three principal sources of Board of Trustees authority are (a) statutes enacted by the State Legislature and (b) bylaws of the Utah State Board of Regents and (c) policies of Weber State University.

Statutory Powers

- Facilitates communication between the institution and the community.
- Assists in planning, implementing, and executing fund-raising and development projects aimed at supplementing institutional appropriations.
- Perpetuates and strengthens alumni and community identification with the institution's traditions and goals.
- Selects those persons to be the recipients of degrees to be granted by the institution.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Regents hold approximately 6 public meetings each year during which they plan, prioritize and approve operations, initiatives, programs, and services at the state institutions. All actions are taken as a committee of the whole. Their agenda and minutes are public and available on their website: <http://higheredutah.org/agendas/>. No member or subcommittee of the Regents may act on behalf of the Regents without formal delegation.

The WSU Board of Trustees and committees of the Trustees meet monthly according to a published schedule. Special meetings may be called by the chairperson or by four of the Board members acting jointly. No member or subcommittee of the Trustees may act on behalf of the Regents without formal delegation.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The [Bylaws of the WSU Board of Trustees](#) give the Trustees responsibility for approving institutional policies, both regular and emergency, as prescribed by the president pursuant to authority set forth in the Utah Code including:

1. Faculty, student, and employee organizations,
2. Instruction, examination, admission, and classification of students,
3. "...the necessary and proper exercise of powers and authority not specifically denied to the institution, its administration, faculty, or students by the board or by law, ... consistent with the statewide master plan for higher education." ([Utah Code Ann. Section 53B-2-106 \(1\)](#)).

2.A.7 *The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.*

The Utah State Board of Regents appoints the WSU president, and the president is regularly evaluated by the Regents to determine and facilitate his effectiveness (<http://higheredutah.org/sbr/policy/pdf/R208.pdf>, www.utahsbr.edu/policy/r209.htm). On an annual basis, the university's president provides the Regents with his institutional goals; his performance is formally evaluated after the first three years of his tenure and at least once every five years thereafter. This formal appraisal involves confidential interviews conducted by the Regents with a wide variety of competent individuals who are knowledgeable about the university's president's work, including all vice presidents, deans, and Board of Trustees members as well as with a representative sample of regents, academic and administrative department heads, faculty, students, and community and alumni leaders who are interested in and knowledgeable about the institution.

[Regents Policy 201](#), *Presidents' Responsibility to the System, the Assigned Institution, and for Legislative Relations* describes the duties and responsibilities of the university president. Specifically, the president exercises the power and authority as delegated by the Regents for administration and operation. The President appoints personnel, prescribes their duties, and determines salaries; provides for the organization of the faculty and administration; enacts implementing rules, including establishing a prescribed system of instruction and examination, admission, and classification of students; enacts rules for administration and operation of WSU, including administrative, faculty, student, and joint committees; and establishes institutional standards.

2.A.8 *The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.*

Pursuant to [Utah State Board of Regents Policy R-123](#), the Utah State Board of Regents conducts an extensive self-evaluation annually of all of its assigned roles and responsibilities.

Leadership and Management

2.A.9 *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

WSU's organizational structure has five divisions:

1. Academic Affairs
2. Administrative Services
3. Information Technology
4. Student Affairs
5. University Advancement

President Wight appoints vice presidents to head each division with the assistance of a screening committee and subject to approval by the Board of Trustees. The hiring processes ensure that position qualifications are identified, including the necessary educational and work experience and ethical conduct to effectively fulfill the role. Job descriptions are posted on the Human Resources website.

All hiring decisions are governed by the Affirmative Action/Equal Employment Opportunity policy and reviewed by the university's AA/EEO Office.

By policy, the provost and vice presidents are evaluated by the president at the end of each four-year term of service for reappointment and formative purposes.

These vice presidents, along with the Assistant to the President for Diversity, serve on the President's Council, an advisory body to the president. The council provides two-way communication among all five divisions, as well as with other internal consultative or constituent groups. President's Council meets at least bi-weekly for timely decision making.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

WSU's president, Dr. Charles Wight, was appointed by the State Board of Regents in October of 2012, after over thirty years of service at the University of Utah. He has full-time responsibility to the university and does not serve as a member of the Weber State University Board of Trustees.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives. WSU has multiple councils, boards, and committees to represent important on- and off-campus constituents and assure that these constituents effectively participate in campus governance.

Division Councils

Each division has management councils that are advisory to the respective vice president. These councils are chaired by their vice president and typically include senior administrators within those divisions (deans, directors). The councils meet on a regular basis, at least once or twice a month, to discuss issues of importance to the division, to solicit input from important constituents within and across divisions, and to ensure that decision-making is timely.

Administrators below the level of vice president are evaluated regularly for formative purposes and for reappointment recommendations. The evaluation of academic deans is guided by policy and requires that input be solicited from a variety of constituents, including vice presidents, deans, faculty, staff, and community members.

Faculty Involvement

WSU faculty have a long and successful history of involvement with WSU governance primarily through the Faculty Senate. The Faculty Senate consists of 39 elected members of the general faculty who serve three-year terms and a maximum of two consecutive terms. Any professor, associate professor, assistant professor, instructor, or instructor specialist of the general faculty may be elected a member of the Faculty Senate. One-year terms are held by each of four voting, student members of the senate who are appointed by the Executive Cabinet of the WSU Student Association. Finally, non-voting Senate membership includes the president, provost, and 11 other administrators.

The presiding officer for the Faculty Senate is the chair; this person is elected by voting members of the Senate each year. The chair of the Faculty Senate is also an ex-officio member of many governance boards, including Deans' Council and the Alumni Board. By policy, the Faculty Senate is empowered, after study and discussion, to advise President Wight on educational policy and other university affairs. The specific policies which deal with the Faculty Senate are PPM [1-12](#), [1-13](#), [1-14](#), and [1-15](#).

In addition to Faculty Senate committees, there are administrative standing committees that provide opportunities for the university's faculty and staff to participate in institutional governance.

Student Involvement

Student involvement with institutional governance occurs through multiple channels. Many students, including the three executive officers (president, academic vice president, and executive vice president)

and 19 senators within the Weber State University Student Association (WSUSA) serve on a number of institutional committees, including:

1. Board of Trustees
2. Deans' Council
3. Faculty Senate
4. Alumni Board

Students also serve on Faculty Senate and Administrative Standing Committees. The WSUSA Legislative Council, made up of the three executive officers, serves in an advisory capacity to President Wight. Students make recommendations to President's Council on the allocation of student fees through the Student Fee Recommendation Committee.

Institutional Advancement Activities

Alumni Relations, Alumni/Development Services, Marketing and Communications, and University Development comprise the Division of University Advancement. University Development is organized by a constituency based fund-raising model, with a development officer assigned to work with each of the academic colleges, the Stewart Library, the Student Affairs division, and the athletics department. By working directly with the administrators, faculty, and staff in each of these areas, fund raisers are knowledgeable about and can articulate institutional and program priorities. Additionally, the annual giving program each year focuses on institutional or college priorities as determined by the university's president and Vice President for University Advancement.

Marketing and Communications has liaisons to each of the academic colleges to better serve needs in developing materials that support student recruitment activities and that help market the colleges' priorities in ways that are both integrated and consistent with the university's mission.

As part of WSU's external relations activities, the university president invites alumni and friends to serve on the National Advisory Council to provide the following: guidance on strategic issues; an independent sounding board; feedback from the community; assistance in identifying opportunities for the university in key communities; and advocacy for the university in the communities where members live and work.

Other volunteer groups that support the university's mission and goals include the WSU Alumni Association, the Capital Campaign Executive Committee, and the WSU Foundation. There are numerous college and department advisory committees as well that provide guidance and opportunities for input from alumni and friends.

Policies and Procedures

Academic Affairs

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Teaching

Teaching and learning are the university's primary focus; the university's mission statement makes clear that the university is primarily an undergraduate teaching institution. The Utah Board of Regents policy specifies that full-time faculty must teach at least 24 credit hours per academic year. These credits may reflect lecture and lab courses (both face-to face and online), team-taught courses, and directed readings or individual study courses.

Teaching responsibilities may be reassigned in light of specific needs (e.g., supervising student teachers), grant arrangements (e.g., funded research projects), special program requirements (e.g., teaching graduate classes), or tasks in faculty governance (e.g., chairing a committee, department, or program). Decisions by the department and college to reassign time in these cases are made in accordance with existing WSU policies.

Part-time faculty workloads vary. Typically, part-time faculty do not teach more than six credit hours a semester (a limit that is monitored informally by the deans and the provost). However, in some colleges, part-time faculty are given a contract if they teach beyond six credit hours a semester. Further qualifications in PPM 3-50 limit overload teaching and compensation: faculty may teach no more than five extra credit hours during fall or spring semester, and extra academic projects may accrue no more than one-third of the base salary earned during their regular contract period.

Scholarship, Research, and Creative Endeavors Expectations, Policies, and Practices

The university's tenure-track and tenured faculty are expected to engage in scholarship, research, and creative endeavors, as noted in language from the university's mission statement. Additional detail is provided in various college mission statements, the university's faculty handbook, and institutional and college promotion, tenure, merit, and triennial review guidelines. All of these documents are developed with faculty input and are implemented under the direction of or with guidance from the university's faculty. The documents indicate that scholarship, research, and creative endeavors may include the following:

- Publications (i.e., books and/or publications in refereed regional or national journals)
- Formal, post-graduate education or work experience beyond the attainment of the terminal degree
- Development of new areas of expertise which are of benefit to both the faculty member and the department
- Development of new courses and/or programs within a college as well as significant modifications of existing courses or programs
- Presentation of professional papers at regional or national scholarly meetings
- Funded research and/or grants at a regional or national level
- Creative activities that significantly impact the appropriate discipline on a regional and national level
- Organizing and presenting regional, national, and/or international workshops for one's peers
- Development of technically oriented improvements or inventions that have a significant impact at the regional, national, and/or international level
- Consulting where results of such efforts are brought back into the classroom

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Policies for the use of Library and Information Services are documented and published and are available at: <http://library.weber.edu/libadmin/lppm/default.cfm>. The policies follow American Library Association guidelines and ensure equal access to all materials and resources. The policies are consistently followed and the Library provides annual reports that reflect their responsiveness to patron needs.

Policies for the use of Instructional technology are published at: <http://www.weber.edu/ppm/Policies/10-IT.html>. They are based upon best practices at similar institutions and reflect the university's commitment to equal access and data security.

2.A.14 *The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

Weber State University follows the policies of the Utah State Board of Regents in determining standards, awarding credit and approving programs. The grading system and standards for academic progress are described in the catalog and website. Transcripts provide clear and accurate information and distinguish between developmental and college level courses. Non-credit classes are not included on the transcript.

Transfer credit is accepted from accredited institutions using AACRAO Standards and other appropriate guidelines. Credit is also granted on a case-by-case review by academic departments for advanced placement (AP), international baccalaureate (IB), concurrent enrollment, military credit, international institutional credit and from non-accredited institutions.

A robust on-line transfer articulation tool is available to students showing specific articulation of credit from transfer institutions to WSU and vice versa. The tool is very useful in acknowledging the mobility of students while facilitating their graduation.

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Rights and Responsibilities

Students have multiple resources to consult concerning their rights and responsibilities. These resources are outlined in the [Student Code of Conduct](#) along with procedures for hearings, freedom of expression details, and other pertinent information for students. This information, including due process procedures, is also available for students in the [policies and procedures manual](#), the [Dean of Students office](#), and the [WSU Catalog](#).

Services for Students with Disabilities

The [Services for Students with Disabilities Office](#) (SSD) serves to ensure an equal educational opportunity for all individuals with disabilities. SSD provides access to all university functions, activities, and programs. This department provides specialized services, technology, and advisement to meet the specific needs of each qualified disabled student. In recent years, SSD has added additional positions, such as an interpreter, based on the expanding population of students with disabilities and current legal issues. SSD is also adjusting to the revisions of the Americans with Disabilities Amendments Act (ADAA).

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

WSU is an open-enrollment institution welcoming all students who have graduated from high school or earned a GED. To foster academic success, the university has a mandatory [assessment and placement policy](#) which requires incoming students to take the ACT, SAT, or placement exams to ensure proper course placement in mathematics, reading, and English classes and then continue making progress each subsequent semester.

Official [policy](#) outlines the requirements for students to remain in good academic standing and the consequences of being placed on warning, probation, and suspension. This policy also covers termination, appeals, readmission and disqualification from regulated programs. This information is also available to students through the university catalog under [Academic Standards/Eligibility](#) and on the [Student Success Center's website](#).

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The department of [Student Involvement and Leadership \(SIL\)](#) supports the mission of the University and

Student Affairs by promoting the development of the whole student through co-curricular opportunities, leadership experiences, and community involvement in an inclusive environment. In order to fulfill this mission, programs and activities are offered at varying times and locations. Accommodations are provided to “meet students where they are.” WSUSA Student Senate advocates for and addresses the needs of under-represented students by having numerous [special constituency senate seats](#). The [Center for Diversity and Unity](#) focuses on providing programs and services for students to enhance cultural competence at WSU, and the [Community Involvement Center](#) (CCEL) serves to facilitate a civically engaged experience for Weber State University students. The [CCEL annual report](#) references accomplishments from 2013-14 including the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.

The Department of Student Involvement and Leadership works to be proactive in its approach to guiding student organizations by providing education, training, and consultation. Information addressing [policies and procedures](#) for student organizations and other [governing](#) documents can be found on the [SIL website](#).

The Student Involvement and Leadership Office tracks student learning outcomes and goals on an annual cycle through the 6-column model. In addition to the 6-column model, on a biennial basis a campus activities survey is administered to the university population to gather information on improving student activities and programming. The summary can be found on the [Student Affairs Assessment and Research site](#).

There are also many other departments, particularly within the Division of Student Affairs, that provide students with opportunities for meaningful engagement outside of the classroom. For a listing of all Student Affairs departments see www.weber.edu/studentaffairs.

Student Media

Weber State University has a 75-year history with student media on campus and has allowed media to operate without any form of censorship. The university supports student media by providing facilities to operate. The [Department of Communication](#) funds a part-time faculty advisor for student media groups on campus. Examples of student media include: the [Signpost](#), [Metaphor](#), and [WeberFM](#). Policies on student publications can be found at the following link: <http://www.weber.edu/ppm/Policies/7-PublicRelations.html>.

Human Resources

2.A.18 *The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.*

Human Resources Policies and Procedures

Weber State University (WSU) has numerous policies directly related to human resources. [Chapter Three, Personnel](#), of the WSU Policies and Procedures Manual (PPM) contains 75 policies, over one-third of which were written or updated (including reviewing for consistency and fairness) since 2006. All these policies are maintained and published on the university’s website. These policies, and the procedures which implement them, are continually reviewed by the HR and AA/EO offices to assure they meet current legal requirements and are fairly and consistently applied to all members of the university community. One of these policies, [PPM 3-32](#), Discrimination and Harassment, prohibits university policies from being applied inequitably.

2.A.19 *Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

All new university employees are given an orientation and instruction on their conditions of employment, work assignments, and rights and responsibilities as reflected in the [University Policy and Procedures Manual](#) and the [Employee Handbook](#).

Highlighted Area	Applicable Policies/Procedures/Practices		
Conditions of Employment	6-month Probationary Period – PPM 3-8 and PPM 3-33	Expectations <ul style="list-style-type: none"> • Work hours, Overtime Pay, Comp Time • Public Safety • Drug and Alcohol Awareness • Discrimination and Harassment • Conflicts of Interest • Consensual Relations • Personnel Relations • Acceptable Use Policy for Computing and Network Resources 	
Work Assignments	Office hours and working schedules are designated by University supervisors – PPM 3-2a	Job descriptions are provided for every benefits-eligible staff position on campus in People Tracker, found in the WSU portal	
Rights	Fair treatment for non-faculty staff members – PPM 3-31	Freedom from discrimination – PPM 3-32	Opportunity to improve performance before sanctions are imposed – PPM 3-33
Responsibilities (also see Conditions of Employment)	Attend New Hire Orientation, including Civil Rights training, facilitated by the Human Resources Office	Attend job-specific and other training as identified by supervision	Attend WSU Supervisor Training (specifically for supervisors, but can be attended as a growth development opportunity)
Criteria and Procedures for Evaluation			
	Staff personnel should be evaluated at least annually – PPM 3-62	The current process being used is the online Performance Review and Enrichment Program (PREP) found in People Tracker. Staff members receive an overview of PREP during employee orientation.	
Retention	The University strives to provide (1) continuous employment through effective planning and proper selection of staff employees (PPM 3-33) and (2) rich benefits (i.e., insurance benefits ,	WSU also strives to provide (1) respect for the dignity of each employee and encourage interpersonal cooperation and support; (2) concern for the needs and career development of employees; (3) information about the progress of the University and whenever possible give advance notice of changes that would affect his/her job; (4) clear and accepted channels for the consideration of suggestions, grievances or complaints; and (5) maximum job	

Highlighted Area	Applicable Policies/Procedures/Practices	
	fringe benefits, tuition benefits, retirement benefits)	security which fair treatment and good planning can provide – PPM 3-15
Promotion	Job openings are posted weekly on the WSU website at https://jobs.weber.edu/ for employees interested in promotions or transfers.	Career ladders have been established in some areas to provide natural progression opportunities.
Termination	Terminations which occur through voluntary or involuntary actions are handled in a manner to achieve the least adverse effect upon the employee and the University – PPM 3-10	

2.A.20 *The institution ensures the security and appropriate confidentiality of human resources records.*

WSU secures all human resources records through locking files and drawers. Additionally, the office is never open without personnel coverage and the office suite is always locked after hours.

While state and federal law make many elements of the personnel file “open” to public review, WSU secures all such records within the limits allowed by law. There is some information (i.e., personnel, criminal background, medical), for which the applicant or employee might have an expectation of confidentiality.

Human Resources (Personnel) Records

WSU human resources records are restricted to access from personnel from the following offices: (1) Human Resources; (2) Payroll; (3) Legal Counsel. Additionally, WSU personnel who have a “need to know” may also access a file (i.e., supervisor, next-level supervisor, applicable employee).

Criminal Background Information

In the case of a criminal background check, [PPM 3-5a](#) provides the following protection of privacy.

“Information from criminal background self-reports and criminal background checks will be handled to protect the privacy of those involved. That information will be available only to those persons involved in making employment decisions or performing the background investigation, and the information will be used only for the purpose of making an employment decision. Records containing criminal background information will be classified as “private” under the Government Records Access and Management Act for purposes of this policy.”

Because of this, criminal background reports are **not** found in personnel files; they are kept in separate files.

Medical Information

Several federal laws, i.e., Health Insurance Portability and Accountability Act (HIPPA), the Americans with Disabilities Act (ADA), The Family and Medical Leave Act (FMLA), and the Genetic Information Nondiscrimination Act (GINA) require the protection of medical information. Medical information of applicants, students, employees, or family members are kept on separate forms, in separate medical files, and treated as “confidential medical records.” [PPM 3-34](#) clarifies this practice.

“The record of each request for accommodation and appeal, and all written records produced or received as part of such actions, shall be classified as "protected" as defined under Section 63-2-304 until the ADA Coordinator of Weber State University issues the decision, at which time any portion of the record which may pertain to the individual's medical condition shall remain classified as "private" as defined under Section 63-2-302, or "controlled" as defined in Section 63-2-303. Such information for student requests shall be retained for three years after graduation or the date of the student's last attendance at Weber State University. All other information gathered as part of the complaint record shall be classified as 'private' information.”

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The university has established a [public communications policy](#) that ensures accuracy and integrity in public communications. Accurate information regarding programs and services are published on the [WSU Webpage](#) and the [University Catalog](#). Information on retention, graduation rates and other information of interest to the public is maintained by Institutional Research and is published on [the Higher Education Amendment Disclosure](#) page.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

As an institution of higher education, the university is committed to performing all of the university's [mission](#) related roles with integrity and in accordance with high ethical standards. To this end, the university is committed to maintaining high standards of fiscal integrity; to providing the university's employees with positive and productive work environments, including a strong emphasis on shared governance; and to creating learning environments for the university's students and faculty that promote the free exchange of ideas and respect for individual differences. The university's mission and values statements and the policies make explicit the university's support for integrity and honesty.

The [university mission statement](#) indicates that we welcome students "from all regions, nations, and cultures." One of the university's curricular and co-curricular student outcomes is the "development of character." Further, in a general [statement of policy](#), we affirm that the university is "committed to providing an environment free from harassment and other forms of discrimination."

Finally, the university's catalog states that expressions or actions that disparage others are contrary to the university's mission. There are many university policies, federal and state laws, and professional codes of ethics that guide the ethical behaviors of the university's faculty, staff, students, administrators, and board members.

Additional university policies and practices relating to ethics are found at [Weber State University Policy and Procedures Manual](#).

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The Utah State Board of Regents, Weber State University Board of Trustees and all university employees are bound by the [Utah Public Officers and Employees Ethics Act](#) which addresses several important aspects of employment, including disclosing or using private information, using one’s position to secure privileges, and when it is prohibited to accept a gift or require or offer a donation. In addition, several policies define and describe how to manage conflicts of interest for employees and the university’s [Board of Trustees](#) members (http://www.weber.edu/ppm/Policies/3-36_ConflictInterest.html, http://www.weber.edu/ppm/Policies/3-54_ConsultingEmployment.html, http://www.weber.edu/ppm/Policies/3-32a_ConsensualRelations.html, http://www.weber.edu/ppm/Policies/3-36a_ConflictIntBoardTrust.html).

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

WSU’s [intellectual property policies](#) support academic freedom principles including the right to freely publish scholarly works and research results that are not subject to confidentiality obligations. WSU’s [policies](#) further define ownership of materials created as a part of a university assignment.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The university annually reviews and updates important university publications (e.g., [catalog](#), [webpage](#) and view book) to ensure that its accreditation status is accurately represented.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

Academic Freedom

2.A.27 *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

Principles of academic freedom for the university's faculty are outlined in policies which state that the university will "provide and sustain an environment conducive to sharing, extending, and critically examining knowledge and values and to furthering the search for wisdom"

(http://www.weber.edu/ppm/Policies/9-1_AcademicFreedom.html).

2.A.28 *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

WSU fosters an environment respecting independent thought in the pursuit and dissemination of knowledge. WSU recognizes the entire academic community—all faculty (tenured and non-tenured), administrative officers, and students—as being entitled to these rights. The section of the university's policy manual on [Academic Freedom, Rights, Responsibilities and Due Process](#) includes a formal statement on academic freedom that says: "Weber State University seeks to provide and sustain an environment conducive to sharing, extending, and critically examining knowledge and values and to furthering the search for wisdom." This statement is modeled upon the American Association of University Professors "Statement of Principles on Academic Freedom and Tenure" (1940

2.A.29 *Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

The University Policy Manual reinforces faculty responsibilities with respect to the use of the intellectual property. There are several sections of the Policies and Procedures Manual which reinforce faculty responsibilities with respect to intellectual property. These include [Section 4.16A](#) and [Section 9](#).

Oversight of Financial Resources

2.A.30 *The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers borrowings between funds.*

Policies and Procedures – Oversight and Management of Financial Resources

University Policy 5-1 "Business Affairs" outlines that the President is responsible for oversight and management of the financial resources of the University. The policy also outlines that the Vice

President for Administrative Services (chief financial officer) shall assist the President in the discharge of this responsibility. The Vice President for Administrative Services, through the organizational structure of the Division of Administrative Services, provides leadership for operational financial management. Financial management responsibilities are centralized when practical. In those instances where responsibilities have been delegated to other executive officers, central coordination exists. Within Administrative Services, financial responsibilities are coordinated through the Senior Associate Vice President for Financial Services.

Sound financial practices are further realized through an organizational plan that distributes line responsibilities to all areas on the campus. Each vice president or equivalent supervisor is empowered to authorize budgets, expenditures, and budget transfers within his or her respective area or division and is responsible to ensure adherence to institutional financial policies.

--Qualified Leadership: The university's financial management team possesses the required educational background, extensive professional experience, and comprehensive knowledge of operations. The financial management team has enjoyed stable staffing. The current Vice President for Administrative Services has extensive experience with the Utah System of Higher Education and the state legislative budgetary process. Current financial staff members are also highly qualified, many with master degrees and professional certifications in their field, and most with extensive WSU experience. For specific qualifications, please see vitas for finance department personnel (Appendix D)

--Financial Planning: WSU has well-established financial planning linked to its mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees, the Office of the Commissioner of Higher Education, and the Utah State Board of Regents. The university mission is the guiding principle throughout all levels of planning and budgeting.

While WSU enjoys adequate autonomy in establishing realistic objectives, it also recognizes its responsibility and accountability to the citizens of the State of Utah. This requires it to work effectively with the State of Utah Governor's Office and the Utah State Legislature with regard to financial planning and budgeting. Being a state-supported institution, it must be responsive to limitations of state resources and to statewide initiatives. Both state government and the state's economy heavily influence the WSU financial planning and budgeting processes.

--Board Approval and Monitoring of Operating and Capital Budgets: All significant financial issues (including approval of Education and General budget, capital budgets, bond issuances, updates on Athletic Department activities, Internal Audit reports, changes in applicable policies and procedures, updates regarding the state legislative process and mandated financial reports forwarded to the Utah System of Higher Education) are presented to the WSU Board of Trustees for review, input, and approval. The administration of the University observes a full-disclosure approach to the WSU Board of Trustees and will present financial related issues beyond that required by policy.

Monthly financial reports are reviewed with the business affairs committee (a standing committee of the Board of Trustees) and summarized to the full Board of Trustees with assistance from the Vice President for Administrative Services and the President. The reports provide a comprehensive

perspective of all accounts. The status of legislatively allocated E&G budget is presented as well as spending patterns for all other institutional accounts. On a monthly basis, an investment portfolio summary is provided with a more comprehensive presentation on a quarterly basis to the Board of Trustees for review and approval. On a quarterly basis, capital-related budgets and status of capital projects is presented to the Board of Trustees for review and approval.

--University Reserves: University [Policy 5-9](#) “Reserve Fund” outlines the need to establish a reserve fund at a level governed by sound financial management. Consistent with this policy and influenced by WSU’s conservative approach to financial management, the university has established reasonable financial reserves over the past 10 years. During this period, it has averaged \$6 million in operating carry forward in the E&G budget. The carry forward occurs throughout WSU, including the departmental and central administrative levels. From a cash management perspective, the \$6 million equates to approximately one month of working capital of total state-appropriated funding. Reserves have been established for academic facilities, student scholarships and student scholarly activities. Reserves from operations have also been established for auxiliary and service enterprises over the past ten years.

--Fundraising: (presented in Section 2.F.8)

--Cash Management and Investments: The WSU treasurer, in partnership with the University Investment Committee, is responsible for cash management and endowment investments. These areas are managed and governed by the Board of Regents policies and procedures (Policy R-541 “Management and Reporting of Institutional Investments), the Board of Trustees’ approved investment policy (Policy 5-14 “Investment of Public Funds) and the State of Utah Money Management Act. These investment policies provide general and specific provisions in the management of funds.

A significant percentage of earnings on cash management investments are allocated for institutional discretionary purposes. Earnings are also allocated on the residual balances of gifted funds. As reductions in state appropriations have been assessed, effective cash management has been a priority in serving as a safety net for financing urgent unfunded institutional needs. Institutional initiatives, priorities and emergencies are examples of projects financed with these discretionary interest earnings.

Given the complexities of a growing endowment fund, in 2005, the Investment Committee approved the use of investment options offered by a national investment firm dedicated to higher education (Commonfund). In 2007, the committee extended this relationship to include day-to-day management of the endowment fund. Preserving inter-generational value and stabilizing investment returns to finance endowment funded activities (including scholarships and academic departmental projects) were the primary objectives in implementing a more sophisticated approach to endowment investment management.

The Investment Committee has broad representation that includes:

Business affairs committee of the Board of Trustees representative

Foundation Board of Directors representative

Community members with investment management experience

President

Other key institutional officers

This very active committee meets at least three times a year and reviews current economic conditions and current strategies. Based upon this broad-based input, the committee formulates future strategies.

–Debt Management: WSU has been very conservative regarding issuance of long-term debt. Most debt funding of capital facilities (non-revenue generating facilities) is financed by the State of Utah. Because the financing is sponsored by the legislature, any debt service is the responsibility of the state. Over the past few years, the university has provided matching institutional funds (primarily generated with private gifts) on certain projects to help elevate the priority of projects and in effect reduce the obligation of the state.

WSU is responsible for debt service on any non-state supported activity. Bonding on the new (2010) student housing is an example of this, and it will require the bonds to be serviced with revenues of the bonding project. There are currently four series of bonds outstanding, (see required financial information, Debt Service Schedule). The source of funding for the debt service on the series 2005 is student fees. The source of funding for the debt service on the series 2001A, 2007, and 2010A is revenues generated from the new student housing.

Regent Policy R-588 “Delegation of Debt Policy to Board of Trustees” allows institutions to establish their own debt policies. Given the conservative culture of the institution regarding debt and our assessment that the issuance of debt is controlled adequately by the Board of Trustees and the Board of Regents (which must approve and authorize all major debt commitments per established Regent Policy R-590 “Issuance of Revenue Bonds for Facilities Construction or Equipment”), WSU has not deemed it necessary to establish its own policy at this time. It is also important to note that through the use of an independent Financial Advisor and Bond Counsel, the institution utilizes the suggested considerations set forth in the Regents policy when assessing the issuance of bonds (i.e., purposes for which debt may be issued, legal debt limitations, types of debt permitted to be issued, criteria for issuance of debt, credit objectives, authorized methods of sale, potential refunding of debt).

--Transfers/Borrowings Between Funds: Transfers between funds are made within established guidelines of the institution (Policy 5-9 “Reserve Fund”), State Board of Regents, and the State of Utah. In light of the challenging economic environment over the past four years, the institution has tried to preserve funding for institutional objectives (including academic facilities, student scholarships and student scholarly activities) through strategic transfers. All transfers are subject to review in the annual financial audit.

Inter-fund borrowing is generally avoided. There have been three exceptions in the last 10 years. A six year, \$600,000 loan was made to finance the Athletic Department Football Stadium electronic sign. This loan has subsequently been paid back early. A four year, \$384,000 loan was made to finance the Dee Events Center scoreboard. This loan is current and is expected to be paid off per the loan arrangements. An eight year, \$5,000,000 line of credit was extended to Facilities Management to

finance a comprehensive Energy Savings Investment plan. Utility savings are projected to pay off the loan within the eight year period. Appropriate approval for these inter-fund loans was obtained from President’s Council and the Board of Trustees.

2.B Personnel

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

WSU employs a sufficient number of qualified personnel to maintain its support and operations functions. The institution currently has 1047.33 full-time and part-time staff. It also has 637.33 full-time and part-time faculty. The ratio of staff to faculty is 1.64 and is compared below to WSU’s peer institutions.

Unit ID	Institution Name	Faculty	Staff	Staff to faculty ratio
156620	Eastern Kentucky University	1644.00	1829.33	1.11
157447	Northern Kentucky University	861.33	1012.33	1.18
211644	Clarion University of Pennsylvania	319.67	393.00	1.23
206695	Youngstown State University	647.00	804.00	1.24
169910	Ferris State University	675.33	881.67	1.31
160038	Northwestern State University of Louisiana	339.00	458.33	1.35
230737	Utah Valley University	853.00	1228.00	1.44
230782	Weber State University	637.33	1047.33	1.64
142115	Boise State University	770.00	1317.00	1.71
102553	University of Alaska Anchorage	628.00	1084.00	1.73
136172	University of North Florida	585.67	1175.67	2.01

Note: Part time faculty/staff are divided by three and added to the full time faculty/staff to calculate these numbers. [PPM 3-5, Personnel Employment](#); [PPM 3-1, Equal Opportunity and Nondiscrimination Employment](#); [PPM 3-2, Employee Definitions](#); [PPM 3-5a, Employment of Convicted Felons](#); [PPM 3-6, Employment of Relatives](#); [PPM 3-7, Medical Policy for Employment](#); [PPM 3-8, Probationary Period](#); [PPM 3-14, Employment of Non-Teaching Personnel](#); and [WSU Policy Manual Section 8, Faculty Appointment](#), are in place to govern the institution’s recruitment, hiring and advancement procedures to ensure that they provide an objective systematic approach for employing qualified employees. Criteria and qualifications for selection of personnel are included in these PPMs.

Each vacancy announcement contains a job description describing the duties, responsibilities and authority of the position.

For faculty positions, the duties are accurately determined by the hiring manager, typically a dean, and are consistent with academic program needs. The Dean conducts the final review for accuracy before

the position is posted. The qualifications are consistent with the policies and procedures relating to the Appointment, Review, Promotion and Tenure PPM.

For staff positions, the duties and qualifications advertised in the vacancy announcement come directly from a position description with Hiring Manager input for accuracy.

The use of the Applicant Rating System in the WSU Portal helps ensure neutral, legitimate criteria which drives hiring decisions.

2.B.2 Administrators and staff are evaluated regularly and with regard to performance of work duties and responsibilities

Per [PPM 3-62](#), it is the university's practice to evaluate all personnel regularly.

The evaluation of administrators includes (1) performance reviews of work duties and responsibilities, which are regular, low-profile reviews of incumbent administrators for essentially "formative" purposes and (2) reappointment reviews occurring near or at the end of a stated term and bearing directly on the question of continuation in office.

Staff personnel are evaluated at least annually. The current process being used for staff personnel is the online Performance Review and Enrichment Program (PREP). Using job descriptions as benchmarks, staff is evaluated on four Core Performance Factors: Job Knowledge; Quality; Self-Management; Customer Service; and Community and Teamwork. Supervisors may select one or more job-specific factors on which to evaluate performance of specific work duties and responsibilities as well. There can and should be variations in the factor(s) selected, based on differences in job responsibilities and work duties. Staff members receive an overview of the PREP during employee orientation.

Supervisors are provided a 6-hour training session which teaches them about the PREP process, the importance of using the job description for evaluating performance of work duties and responsibilities, and the value of regular, honest feedback.

2.C – Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Consistent with [Policy 4.1](#), all programs, wherever offered and however delivered, must conform to the minimum policy guidelines defined for associate's, baccalaureate and master's degrees. These include general education for all associate's and baccalaureate degrees. (See [Policy 4.2](#))

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

By policy, all courses must include expected learning outcomes as part of the syllabus, which must be available in written form for students. All program and degree learning outcomes are identified on the department websites.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education

All of the university's degree programs must meet credit hour limits established by the Board of Regents or receive approval from the Board of Regents to exceed these guidelines. Further, the university's professional programs must meet external agency standards. The university's degree designations are consistent with the program content.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

New degree programs are reviewed at departmental, college and university levels to ensure that they meet appropriate guidelines within the university and the discipline. After university review, new programs are reviewed the WSU Board of Trustees and approved by the Utah State Board of Regents. All programs are reviewed on a five year cycle to ensure that the depth, breadth, coherence and content are appropriate. These program reviews are reviewed by the WSU Board of Trustees and approved by the Utah State Board of Regents.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Each program's curriculum is developed by the program faculty and subsequently reviewed and approved by faculty at the college and university levels. Routine curriculum changes, such as modifications of courses and programs, are made consistent with policies and procedures established by the University Curriculum and General Education Committee and approved by the Faculty Senate and Board of Trustees.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The library, working with teaching faculty, provides approximately 150 instruction sessions each year for English 2010 and First Year Experience (FYE) classes as well as course-integrated, subject-specific sessions. Students in the English 2010 and FYE sessions complete an assignment demonstrating their ability to effectively use library databases and internet resources. An increasing

number of senior-level capstone courses also include an information literacy component and assessment.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

WSU departments award credit for experiential learning consistent with the university's policies and guidelines. Departments which award experiential credit must have written criteria to assure its academic equivalency. Prior to being awarded experiential credit, students must provide evidence of satisfactory learning. (See [Policy 4.1](#)) The university's institutional policies on experiential credit are in compliance with NWCCU Policies on Credit for Prior Experiential Learning.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

WSU has 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. The transfer policies and procedures ensure the academic quality, level and content of the transfer credit awarded. All final decisions with respect to transfer credit are determined by teaching faculty within the field.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

WSU offers several types of undergraduate degrees that include a [General Education program](#) with both core requirements (American Institutions, Composition, Computer and Information Literacy and Quantitative Literacy) and breadth requirements (Humanities and Creative Arts, Physical Sciences and Life Sciences, Diversity and Social Sciences). The General Education and other required courses are taught by appropriately qualified faculty, the majority of whom have doctorates.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

WSU has systematically assessed student learning outcomes throughout the Division of Academic Affairs since 1995. The processes used for these assessments and the methods of review and analysis have been regularly reviewed and updated to ensure that the analyses appropriately inform student learning and academic program design.

Prior to the 2004 Comprehensive Visit, WSU established a Faculty Senate Committee for General Education Assessment and Improvement. The committee's initial charge was "to create a clearly articulated, campus-wide collective conception of the qualities of a college educated person through a series of campus-wide conversations." The campus surveys and conversations led to the adoption in 2006 of the General Education Mission Statement which includes eight general student learning outcomes:

General education at Weber State University provides students with a foundation in the arts and sciences that transcends and complements their academic emphases. This exposure to diverse fields of study enables students to make intellectually honest, ethical decisions that reflect a knowledge of and respect for diverse people, ideas and cultures. Such breadth of education also cultivates skills critical to student success in academic, personal, professional and community endeavors both within and beyond the university. Students completing the general education program can:

Communicate, understand and interpret ideas and information using written, oral and visual media.

Think critically and creatively to construct well-reasoned arguments supported by documented research.

Use quantitative, mathematical relationships, operations and reasoning.

Demonstrate an understanding of the history, foundational principles, economics and politics of the United States.

Demonstrate proficiency in computer and information literacy.

Demonstrate an understanding of how the biological and physical sciences describe and explain the natural world.

Demonstrate an understanding of humans, their behavior and their interaction with and within their physical, social, local and global environments.

Demonstrate an understanding of diverse forms of aesthetic and intellectual expression.

Methods of Assessment and Data Points for Gathering Evidence:

Core and breadth area committees have been established and staffed with faculty representatives from relevant departments and a liaison from the General Education Improvement and Assessment Committee (GEIAC). Many area committees are meeting somewhat regularly to discuss assessment and findings.

Courses are scheduled on a 3-year rotation of assessment reporting. GEIAC works with the Office of Institutional Effectiveness to ensure that departments teaching general education courses both set and keep to their assessment schedules. General education courses must be renewed through Curriculum committee every seven years. Part of this renewal entails assessment data on area learning outcomes.

Common reporting tool developed that includes these items:

GE-level outcome

Course-specific outcome aligned to GE-level outcome

Identified assessment(s) for measuring student learning

Threshold for expected student performance

Actual student performance data

Analysis of findings

Action plan for changes to be put in place based upon performance and analysis

Integration of GE reporting with departmental annual assessment reporting

Development of tools and functionality to support GE assessment

Chi Tester question-level outcome alignment tool with reporting feature

General education learning outcomes are available in Canvas as learning outcomes from which faculty can design rubrics

Results of assessment:

Core areas: Data was gathered during the 12/13 academic year in 19 of 23 courses for a yield of 83%. The proportion of courses assessed in core areas ranged from 50-100%.

Breadth areas: Data was gathered during the 12/13 academic year in 32 of 115 courses for a yield of 28%. The proportion of courses assessed in breadth areas ranged from 7-47%.

Overall yield for assessment in the 12/13 academic year of 37%. This is on target to reach the goal of evaluating all general education courses during a 3-year cycle.

(See [General Education Assessment](#))

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

All associate and baccalaureate programs comply with WSU's general education requirements. Institutional certificates include related instruction with clearly identified content appropriate to support the certificate program goals. All related instruction courses are taught by qualified faculty.

Graduate Programs

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Graduate program curricular additions and changes are subject to the same faculty review and approval procedures as are undergraduate programs. The university's graduate programs are assessed by an evolving matrix of assessment methods reflected in each program's online assessment materials. Each master's program has developed entrance requirements and coursework that differentiate them from their undergraduate program counterparts (<http://www.weber.edu/graduateprograms/>). The graduate program curricula ensure that students achieve a greater depth of study and increased development of intellectual and creative capacities. In 2012-2013, graduate students accounted for 3.05 % of all WSU enrollments and 6.4% of all WSU degrees awarded.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

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

and approved by relevant faculty members. In designing the depth and breadth of their curricula, the graduate programs meet the guidelines of their respective accrediting bodies.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Faculty in each graduate program have formulated and approved policies for the acceptance of transfer credit that are in compliance with NWCCU Standard 2.C.14. In compliance with this Standard, none of the university's graduate programs grant credit for prior experiential learning or other learning experiences external to the student's formal graduate program. The admissions policies and procedures for all graduate programs are published in the printed and online versions of the university's catalog and in each program's brochures and web pages. These materials are publicly available to prospective applicants, admitted graduate students, and other interested persons.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Each graduate program has defined requirements and policies for graduation that have been formulated and approved by relevant faculty members to ensure that research, professional practice, scholarship and artistic creation are characterized by high levels of expertise and critical analysis.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

In keeping with the mission of Weber State University, Continuing Education (CE) extends lifelong learning opportunities beyond the traditional campus, using a variety of innovative, collaborative and flexible approaches to provide credit and non-credit offerings at times and in places close to where the university's students live and work (http://departments.weber.edu/ce/mission_new.asp). In addition, Continuing Education provides marketing support for prospective non-traditional students (<http://blog.finishatweber.com/>). Continuing Education meets the needs of the university's community through:

Evening and off-campus classes

Day and evening classes at the WSU Davis campus, West and Morgan Centers

Online, hybrid, and web-enhanced classes and online testing

Professional development programs for law enforcement, education, government entities, health care, business and industry

Conferences and community education offerings

Courses scheduled and/or funded through Continuing Education, are taught:

at several locations (WSU Ogden, WSU Davis, Kaysville Center, Morgan Center, West Center, other college campuses, local high schools, neighboring/other states and abroad);

at various times (day, evening, weekends);

with multiple delivery methods (face-to-face, online, independent study/correspondence, interactive audio/video) to different audiences (high school students, post-high school degree and non-degree seeking students).

In addition, [Continuing Education](#) provides leadership in the development and delivery of quality lifelong learning opportunities that respond to community needs through strategic partnerships employing resources of the university and partners in a fiscally prudent manner.

A portion of funding for continuing education and special activities comes from legislatively appropriated monies (tax funds and student tuition). These funds support courses and programs considered budget-related because they are the basis for the university's legislative allocations. In addition, continuing education and special learning activities operate with "self-support" funding that is generated when students pay for courses or programs not funded by state-appropriated monies.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Administratively, all continuing education and special learning activities are located within Academic Affairs, and the existing faculty in university departments are responsible for the curriculum. Continuing Education serves a facilitation role to the academic departments by assisting with faculty hiring/compensation and course scheduling for evening, off-campus, online and distance degree programs. All academic programs are established and approved by faculty, have a clearly defined purpose, and are consistent with the university's mission and purpose.

Each distance degree course/program complies with NWCCU Policy 2.6, Distance Delivery of Courses, Certificate and Degree Programs (refer to 2.G.6 of this report). In each instance:

These are existing degree programs at WSU.

Curriculum is designed and continuously reviewed by the faculty.

Courses are designed to promote optimal faculty/student interaction.

Training and support services are offered for faculty to develop and teach distance delivery and online courses.

Existing copyright policies are in place to clarify intellectual property ownership and fair use practices.

Student support services are provided for distance and online students, including admissions, registration, advising, and tutoring (See Standard 3).

Student access to extensive online library resources are provided (library.weber.edu -see Standard 5).

Current and appropriate technology to support all online course offerings is provided primarily with the use of online student fees.

Ongoing assessment processes are in place for distance education and online programs.

To provide additional clarification on the university's expectations for online and hybrid courses, faculty teaching online courses may elect to have their online courses reviewed by the [Best Practices Document](#). This document contains criteria that must be met as online/hybrid courses are developed and delivered, including use of a/an:

Common home page format

Complete syllabus

Course orientation module

Interactive learning community

Timely feedback to students

Appropriate electronic media

Course equivalence with face-to-face courses

Additionally, the College of Social and Behavioral Sciences has developed its own Online Teaching Best Practices Policy.

Any academic credit attached to courses scheduled by Continuing Education is awarded according to established Utah State Board of Regents and WSU policies and guidelines [WSU policies and guidelines](#). These guidelines are consistent with NWCCU standards. For face-to-face courses, a

minimum of 15 contact hours is required for one hour of credit. Credit may also be awarded as a result of successful performance on standardized exams (CLEP, AP), on special departmental examinations, and by petition.

The budget-related tuition and fees that are attached to Continuing Education-scheduled credit courses are consistent with Utah State Board Regents guidelines. Self-support course tuition and fees vary depending on the cost of delivering the courses or programs. Continuing Education follows established institutional guidelines for refunding tuition and fees for budget-related courses and programs.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

When credit is measured by outcomes alone or other nontraditional means, the demonstrated student learning is believed to be comparable in breadth, depth, and quality to the results of traditional instructional practice and according to generally accepted standards. (See http://www.weber.edu/ppm/Policies/4-21a_CreditPetition.html)

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The majority of Continuing Education non-credit activities are self-supported (versus budget-related) with records being maintained for each of these courses. A small number of non-credit programs are also offered through the university's Small Business Development Center [Small Business Development Center](#) which maintains appropriate records. Prior to offering a non-credit course or program, the respective academic department is contacted to approve the course and instructor.

Non-credit activities include professional development programs, [law enforcement academy](#), conferences, workshops, and travel programs. The focus of [professional development](#) programs is to help individuals improve their job performance or advance their careers through instruction in such content areas as customer service, human resource management, leadership and supervision, and manufacturing and quality. In addition, Professional Development provides employers customized training program to improve organizational productivity. Conferences and workshops [Conferences and workshops](#) are often connected with the university academic departments and include the Families Alive Conference, National Undergraduate Literature Conference, Western Conference of the Association for Asian Studies, and Storytelling Festival. The university's travel programs (as distinguished from the university's study abroad programs) are designed primarily to provide non-credit travel opportunities for community members. These programs may be associated with an academic department, the Alumni Relations Office, or an external vendor.

Standard 2.D - Student Support Services

2.D.1 *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

[Academic Support Centers and Programs \(ASCP\)](#) promote students' academic success and life-skills development by providing tutoring, testing, technology, and college-readiness initiatives. Through collaborations with university and community partners and the implementation of best practices, ASCP delivers effective learning support for all student population. ASCP includes outreach programs, tutoring, supplemental instruction, testing centers, and technology related services. [Items that create or enhance the learning environment for students are found in Appendix E.

Safety

2.D.2 *The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*

Law Enforcement Services:

The [WSU Police Department](#) employs Utah State Certified Law Enforcement Officers, 9 full-time and 35 part-time, who are all highly trained in securing the safety and security of students, faculty, staff, guests and property. The department is well equipped and maintains an aggressive training program, to include active shooter response. The department also operates an internal Dispatch Center (911 service). The center employs a full time dispatch manager and 5 part-time dispatchers.

Emergency Management and Planning:

The WSU Police Department directs a complex [Emergency Management and Planning Program](#). The program has been assigned a full-time position and operates a viable Emergency Operations Center (EOC) that is well equipped to deal with all hazards. The program regularly drills/exercises, to include its emergency notification system (CODE PURPLE), has appropriate follow-through activities and measures to assess/evaluate the programs capabilities. The program also provides a quarterly emergency preparedness newsletter.

Higher Education Opportunity Act/Clery Act:

The WSU Police Department considers accurate crime reporting and federal compliance an extremely high priority. Great strides are taken annually to ensure precise safety and security information is disseminated to the campus community in support of the Clery Act. A [compliance pamphlet](#) detailing all of this information is published on a yearly basis which outlines our crime prevention strategies, available classes, and reporting protocols. The police department also employs a highly publicized Campus Watch program. In addition to the strategies listed above, a crime prevention handbook outlining safety information is disseminated annually to incoming freshmen.

Trends/Measurements in Campus Safety:

In a spring 2009 survey which examined students' perceptions and experiences regarding campus safety, 96% of students reported feeling safe at WSU. In recent staff satisfaction surveys, campus safety has trended higher over the last three years, from an average of 4.1 in 2008 to 4.3 out of 5 in 2013. In a desire to continue to cultivate a safe and secure atmosphere, which supports the educational process, campus police will continue to measure progress through surveys.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

In accord with the Utah State Board of Regents and the University mission statement, WSU focuses on providing excellent educational experiences for students through offering associate's, bachelor's, and master's degrees. As WSU is an open-enrollment institution, all undergraduate students are admitted based on policies consistent with WSU's mission. Weber State University is a multi-campus institution, and [student services offered at the Ogden campus are also provided at WSU Davis.](#)

Enrollment statistics are tracked and monitored at the institutional level. In accordance with the mission statement, Student Affairs promotes student learning, well-being and success through comprehensive services and programs provided in an inclusive environment. Within Student Affairs, department goals and learning outcomes are focused on the mission statement of the institution and include serving the needs of a diverse student population by offering educational experiences, leadership opportunities, and academic support, which advances the social, intellectual, cultural, and civic development of students.

Placement and Assessment

WSU is an [open-enrollment institution](#) welcoming all students who have graduated from high school or earned a GED. To foster academic success, the university has a mandatory assessment and placement policy which requires incoming students to take the ACT, SAT, or placement exams to ensure proper course placement in mathematics, reading, and English classes and then continue making progress each subsequent semester.

Orientation

All new students are invited to attend new student orientation. Multiple one-day sessions are offered during the year, and students register for orientation online. In addition to taking a campus tour, getting to know other students, and being exposed to campus clubs and organizations, the primary focus of orientation is for students to learn about various campus services, meet with an academic advisor and register for classes. Students not able to attend the one-day sessions are accommodated as much as possible with one-on-one assistance. An on-line option for new student orientation began summer 2012 for those who cannot attend on-campus orientations. International student orientation is

coordinated by the International Student and Scholar Center. Graduate student orientation is coordinated by each graduate program.

Advisement

Advising for general studies students is provided by the Student Success Center, which is staffed with professional academic advisors. Each of the seven colleges at WSU has one, or more, trained academic advisors, who provide program advising to students with majors in their college. WSU faculty participate in curriculum planning and advising students within their respective majors/minors. Faculty are afforded opportunities for specific training in the university's on-line degree evaluation tool called CatTracks. Finally, faculty members and Career Services personnel provide students with information about various careers opportunities.

WSU Catalog

All students and prospective students have access to several years of on-line catalogs via the Internet. A new e-catalog was implemented in 2012 which makes the on-line catalog easier to navigate, easier to search, and provides a rich source of information via hyperlinks and media flashpoint. The e-catalog is also be available to students via mobile devices. All information contained within the catalog (e.g., tuition, refunds, withdrawing, admission requirements, tuition, fees) can also be found on the University's web site using the "WSU A-Z" index or search features. Degree requirements for certificates, associate's, bachelor's, and master's degrees are clearly explained in the [official catalog](#) and in University policy. Information regarding degree requirements, transfer credit, and graduation are provided to every student via CatTracks (the university's on-line degree evaluation tool).

2.D.4 *In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.*

WSU has an extensive [policy regarding program discontinuance](#) that ensures that students enrolled in a program have an opportunity to complete their program in a timely fashion.

2.D.5 *The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*

- a) *Institutional mission and core themes;*
- b) *Entrance requirements and procedures;*
- c) *Grading policy;*
- d) *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*

- e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- f) *Rules, regulations for conduct, rights, and responsibilities;*
- g) *Tuition, fees, and other program costs;*
- h) *Refund policies and procedures for students who withdraw from enrollment;*
- i) *Opportunities and requirements for financial aid; and*
- j) *Academic calendar.*

Either or both the WSU catalog and the WSU webpages include:

[Institutional mission and core themes;](#)

[Entrance requirements and procedures;](#)

[Grading policy;](#)

[Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;](#)

[Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;](#)

[Rules, regulations for conduct, rights, and responsibilities;](#)

[Tuition, fees, and other program costs;](#)

[Refund policies and procedures for students who withdraw from enrollment;](#)

[Opportunities and requirements for financial aid; and](#)

[Academic calendar.](#)

2.D.6 *Publications describing educational programs include accurate information on:*

National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;

Descriptions of unique requirements for employment and advancement in the occupation or profession.

Each WSU program that leads to licensure or which has unique requirements for employments is clearly described in appropriate programs' webpages. These links lead to examples on the website: [Nursing](#), [Emergency Care and Rescue](#), [Respiratory Therapy](#) .

2.D.7 *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

WSU has adopted and publishes policies for the retention, backup, confidentiality and release of student records. [Student Records Policy](#)

2.D.8 *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

The [Financial Aid and Scholarship Office](#) assists students in financing their education through a variety of federal, state, and institutional loans, as well as, grants, scholarships, tuition waivers, and work programs. Staff members work directly with students, parents, and secondary school personnel in explaining programs, answering questions, providing general assistance. Accountability for financial aid and scholarship funds is accomplished through regular internal, state, and federal audits. Financial aid in the form of grants, loans, and scholarships is communicated to students in admission packets, through published brochures, during orientation and on the WSU Financial Aid website. Every year, WSU provides more than \$68 million in Federal financial assistance and almost \$12 million in institutional scholarship funding to students. Currently, 63% of WSU's students receive some form of federal financial aid and 26% are benefitted from institutional scholarships and state-approved tuition waivers. Policies are in place to ensure fair treatment for all applicants of financial aid. Each form of student financial aid is separately monitored and annual reports are prepared to facilitate federal, state, and university review of all financial aid processes.

2.D.9 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

Institutional loan default rates and student loan programs are regularly monitored. The [default rate](#) for 2010 was 5.5 and for 2011 (the most recent report available) was 6.3. Student loan recipients are required to complete both [entrance and exit counseling](#) where a discussion is held regarding repayment obligations. Links to the Stafford, Perkins, and Mapping Your Future sites are available from the financial aid website so that students may complete both entrance and exit counseling. If the student does not complete the Mapping Your Future exit counseling, hard copy documents are mailed to the students.

The Loan Servicing Department conducts orientation, counseling, exit interviews, loan billing, repayment and collections relating to the Federal Perkins student loan program, short term institutional loans, Pell Grant over awards and tuition repayment.

2.D.10 *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising*

students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared.

Advisement

The university has both a centralized and decentralized academic advising process. Centralized advising is provided through the [Student Success Center](#) for students who do not have a declared major. Although advising is not mandatory for undeclared students who are in good academic standing, WSU's Center staff members have designed and implemented proactive advising programs which provide both group and individual student advising sessions in a variety of formats, including via the internet. [Decentralized advising](#) occurs when students declare their program of study (e.g., major, minor). At this point, they become the advising responsibility of the faculty and staff within academic departments, along with professional advisors.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Each of the co-curricular programs at the institution are directly aligned with the university core themes, specifically the objectives related to general and educational support services under the learning core theme. Programs and services regularly track the utilization of their services, students' satisfaction, and each department will assess student learning in their annual planning model.

The department of [Student Involvement and Leadership](#) (SIL) supports the mission of the University and Student Affairs by promoting the development of the whole student through co-curricular opportunities, leadership experiences, and community involvement in an inclusive environment. In order to fulfill this mission, programs and activities are offered at varying times and locations. Accommodations are provided to "meet students where they are." [WSUSA Student Senate](#) advocates for and addresses the needs of under-represented students by having numerous special constituency senate seats. The [Center for Diversity and Unity](#) focuses on providing programs and services for students to enhance cultural competence at WSU, and the [Center for Community Engaged Learning \(CCEL\)](#) serves to facilitate a civically engaged experience for Weber State University students. The CCEL annual report references accomplishments from 2012-13 including the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching.

The Department of Student Involvement and Leadership works to be proactive in its approach to guiding student organizations by providing education, training, and consultation. Information addressing policies and procedures for student organizations and other governing documents can be found on the [SIL website](#).

The Student Involvement and Leadership Office tracks student learning outcomes and goals on an annual basis through the 6-column model. In addition to the 6-column model, the Profile of Today's College Student included questions related to student activities on its recent administration. The summary can be found on the [Student Affairs Assessment and Research](#) site.

The primary purpose of the [Campus Recreation Department](#) is to provide wellness, sport, and recreation opportunities for University students with secondary support for faculty, staff, and

community members. This is accomplished through a variety of programs and services utilizing experiential opportunities that enhance lifelong learning, critical thinking skills, and the promotion of interpersonal relationships. The WSU Department of Campus Recreation offers opportunities in Club Sports, Intramural Sports, Fitness and Wellness, Aquatics, and Outdoor Programs. This includes 15 active Club Sports teams (e.g., Baseball, Billiards, Bowling, Cycling, Fencing), several of which are nationally ranked; Intramurals featuring both team league and tournament play; Aquatics including informal drop-in lap swim, swimming lessons, water fitness classes, lifeguard and water safety instructor training; Fitness and Wellness programming including: informal drop-in resistance and cardio training, group exercise classes, wellness education; and Outdoor Recreation including: equipment rental, clinics and trips, challenge education/course, and climbing wall.

Fitness and wellness and intramural programs conduct satisfaction surveys each semester to ensure that they are providing quality programming with which students were satisfied. Campus Recreation also administered the National Intramural and Recreational Sports Association (NIRSA) Campus Recreation Benchmark Survey in spring 2009 and again during the 2012-13 academic year. The Department of Campus Recreation conducts annual learning outcome and program goal oriented assessments through their 6-column model.

In recent years, Campus Recreation has also implemented a fee allocation system for club sports with significant student involvement. This system was designed to create equity based on effort and performance of the teams and the individuals on the teams. The Club Sports Council, which includes students, faculty, and staff, revised its constitution in fall 2008 and serves to allocate student activities waivers within club sports and other funds. More information on the point system as well as the club sports forms, handbook, and Club Sport Council Constitution can be found on [Campus Recreation site](#).

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

[Weber State University Campus Stores](#)

Campus Stores is a self-supporting, auxiliary enterprise, owned by Weber State University and operated by university employees. The mission of the bookstore is to efficiently provide students and the campus community with educational materials, WSU merchandise, campus supplies, and excellent service. The bookstore supports faculty, students, staff, and administration in creating an enjoyable and positive student-centered learning environment. The profitability of the bookstore has allowed for significant annual contributions to the University Community through its Reinvestment in Campus Initiative.

Campus Stores maintains a [website](#) and networking outlets, such as Facebook and Twitter, designed to allow students, faculty and staff to communicate directly with the department and provide input and suggestions. The WSU Bookstore also uses YouTube to advertise its campus wide services.

[WSU Housing and Residence Life](#)

WSU Housing and Residence Life consists of nine residence halls led by the housing director. Other staff members include two assistant directors, marketing director, three area coordinators, and 26 resident assistants. Resident assistants receive on-going training throughout the year in addition to the intensive training sessions at the beginning of each semester.

In addition to conducting health and safety inspections four times a year, Housing and Residence Life works closely with the police, fire, and safety offices around campus to provide the best service possible to residents. During the 2011-2012 academic year a new residence hall was opened, a second was opened during the 2012-13 academic year and a final opened in the fall of 2013.

Housing and Residence Life aims to maintain an environment that positively contributes to the learning and development of on-campus residents. This is accomplished through passive programming and other educational programs (e.g., sustainability, study skills, and alcohol workshops). Common area spaces and a computer lab are maintained to create an open study environment.

Living and learning communities are in place in two of the Housing and Residence Life building. For the past two years, the learning communities have included a Global Village and a Health Professions community. There are plans to include an Outdoor Adventure Living and Learning Community and a Cultural Arts Living and Learning Community.

Focus groups are conducted each fall. Every year a quality of life survey is administered through Educational Benchmarking Incorporated (EBI). One of the findings on this survey was that students' satisfaction with housing and with Weber State University had a strong correlation with whether or not they felt they had opportunities to improve their study skills within housing. As such, residence life has incorporated more workshops focusing on time management and study skill workshops.

Food Services

Weber State University offers an array of dining options on campus for residents and the campus community. On-campus residents living in traditional style residence halls are required to purchase a meal plan; however, all students living on campus (including those in University Village apartments) can purchase a meal plan. All services are supervised by professionally trained food service staff and meet recognized nutritional and mandated health and safety standards. Nutritional information, operating hours, contact information, and food service evaluations are available online in addition to many other features. While the primary food service provider is Sodexo, there are other options ranging from sandwiches, and vegetable and rice bowls, to a full range of vending options featuring snacks and beverages. In addition, the campus offers the "Off Campus Solutions" program, which allows students to utilize their student ID card for purchases at participating local restaurants.

The hours of operation in both the main dining facilities (Shepherd Union) and the convenience store in the residential complex are monitored student focus groups, an annual survey, and individual student feedback. In the past, product mix was expanded and weekend offerings also increased based on student feedback.

Athletics

2.D.13 *Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

Weber State University is a member of the NCAA and the Big Sky Conference. As such, Weber State University is required and committed to compliance with all rules, regulations and policies of the NCAA and Big Sky Conference. WSU sponsors 16 sports, 7 men's teams and 9 women's teams. The Athletics Director oversees departmental operations and reports directly to the Vice President of Administrative Services. (See the [departmental organizational chart](#).)

Additional oversight is provided by the WSU Athletics Board, which was created to ensure the department is operating within its mission and the mission of the University. The Chair of the Athletics Board reports to the Vice President of Administrative Services who reports directly to the President of the University. The Athletics Board meets semi-annually to review reports on departmental policy, budget, equity issues, and student-athlete well-being concerns, including student-athlete exit interviews and student-athlete well-being surveys.

Weber State began the NCAA 2nd cycle re-certification in 2007 and received certification status in April of 2009. Although the NCAA certification process has been terminated, Weber State continues annually to self-assess key areas related to student-athlete well-being, Title IX and gender equity on an annual basis through the Athletics Equity Committee (AEC).

Additionally, the department has undergone multiple external reviews. In the fall of 2007, the Big Sky Conference provided an external review of compliance operations. The WSU Internal Auditing department performs a required NCAA compliance audit and completes the audit in four stages, over a four-year period. The audit covers fourteen overall sections, which include areas such as certification of eligibility, playing and practice seasons, athletic interests, complimentary tickets, equipment and apparel, camps and clinics, student-athlete employment, extra benefits and coaching limits.

The mission of the Department of Intercollegiate Athletics is to support the greater mission of Weber State University in meeting the educational needs of Utah by stimulating and improving athletic programs for students designed to develop and promote skills that assure an excellent chance of success in athletics participation, college, and career. The Intercollegiate Department of Athletics 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 Department of Athletics works closely with the office of admissions to ensure that all incoming student-athletes are held to university admission requirements and procedures. The Department of Athletics has a written Student-Athlete Code of Conduct that addresses academic dishonesty, unexcused class absences, and poor academic performance. When an administrator of the Department of Athletics is notified that a student-athlete has violated a university policy the Director of Athletics

will work directly with the Dean of Students. Student-athletes are held to the same standard as other students in regards to degree completion requirements for graduation. Student-athletes utilize their advisor from the program of study for direction on the sequence in which they take their courses throughout their undergraduate career. Student-athletes also have access to an academic advisor within the Department of Athletics that monitors their degree progress and monitors their NCAA eligibility as it relates to academics.

The Compliance Office and the Director of Financial Aid monitor the awarding of financial aid to student-athletes. NCAA rules and regulations pertaining to the awarding of financial aid can be found in the NCAA Manual under Bylaw 15. A head coach initially has the authority to make a recommendation on the awarding, cancellation, or reduction of athletics grants-in-aid (GIA), but the final decision rest with the Director of Athletics and the Director of Financial Aid. An athletic GIA contract is neither valid nor binding without the signature of the Director of Financial Aid or his/her designee. The Compliance Office works closely with the Office of Financial Aid to monitor countable aid during the academic year. Representatives from the Office of Financial Aid and the Compliance Office review system reports to audit countable aid disbursements.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Identity verification of all students enrolled in credit-bearing classes is performed by the Admissions Office. Standard secure protocols for students submitting social security numbers, birth dates, high school transcripts, college transcripts, and test scores are in place for all applicants. After being admitted, students receive a unique “W #” that is then used by the student for all future interactions with the university. Authentication to online and testing systems is through a student’s wildcat username/password. Passwords must pass a minimum security standard and must be changed at least every 120 days. Students are educated about the importance of password security.

WSU protects student privacy by [enforcing FERPA regulations](#) and by providing training for college employees on a regular basis and individual offices/departments upon request. The university releases directory information only and provides students with the ability to “opt out” if they do not want their information released. Students are notified on an annual basis of their FERPA rights. Currently, there are no costs passed-on to students relating to identify verification.

2.E – Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

[Library Services](#)

Both the Stewart Library and the Information Commons area of WSU Davis provide students and faculty with the full-range of services expected of any academic library, including expert reference assistance and information literacy instruction.

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

A \$2.1 million renovation of the Stewart Library completed in October 2006 created a new entrance by enclosing an unsightly breezeway that had separated the north and south wings of the building. The new entrance, staircase, and atrium enhance the appearance of the library and, with the relocation of the Circulation Desk to the lower level and the consolidation of Circulation Services (Circulation, Media, Reserve, and Interlibrary Loans), access to these services is much improved.

The Stewart Library provides a broad range of information resources and services in support of WSU’s mission and goals. Library services are provided at both the Ogden and Davis campuses. Off-campus access to resources and services is available 24/7 through the library’s website:

<http://library.weber.edu>.

Collections include print, electronic, and audio-visual resources as well as access to an increasingly large number of electronic databases, books, and journals. A staff of 40.35 FTE plus approximately 15 FTE student assistants provides library services to the university community. Day, evening, and weekend hours are maintained to accommodate patron needs at both campuses. The Stewart Library is open 105 hours per week; the WSU Davis library is open 75 hours per week. Reduced hours are in effect throughout summer semester and during semester breaks. The library and its resources are open to the public. Borrowing privileges are available to members of the community through the purchase of a Community Borrower’s Card. Community members may also obtain an “Internet Guest Pass” that enables them to use library computers located throughout the building.

Mission and Goals:

The Stewart Library’s mission is to:

Advance the teaching, research, and community service mission of WSU through the development of on-site collections, access to off-site resources, personalized assistance in the use of library and information resources, and instruction on research strategies and tools, and

Assess the services provided and the relevancy and use of the collections and utilize assessment outcomes to continually improve the library’s resources and services.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Based on feedback obtained from focus groups, surveys, and interviews with WSU students and faculty, library resources and services are now adequate to support the university's curricular offerings. However, as the campus increases the number of graduate programs it offers and places a greater emphasis on faculty and undergraduate research, more specialized, research level materials will be needed, which will require additional funding.

Library Holdings

Policies and procedures for systematic development and management of information resources in all formats are available on the library's website. These policies and procedures are regularly reviewed and updated. To view the Collection Management Policy go to:

http://library.weber.edu/libadmin/lppm/collec_manag_policy.cfm

Electronic full-text is now the library's preferred method of providing journal articles, newspapers, and reference materials to library patrons. In 1997-98, the Utah legislature provided \$900,000 of ongoing funds to the Utah Academic Library Consortium (UALC) for subscriptions to electronic databases. This funding provides students and faculty within the Utah system with access to a continually increasing number of electronic full-text titles. Consortium funding of electronic resources has enabled the library to use funds previously spent on database subscriptions to acquire additional electronic and print resources and to make funds available to new faculty to secure core titles in their areas of interest.

As part of its ongoing transition to a more digital library, the library continues to increase its reliance on electronic full-text journals, supplemented by rapid document delivery for articles not available otherwise. It continues to monitor carefully the use of print subscriptions and, in consultation with academic departments, cancel titles that are not being used or are available electronically.

To ensure that the online and on-site resources added to the collection are relevant to curricular needs, a librarian is assigned to each college. Subject librarians are responsible for consulting regularly with faculty and students in their assigned subject areas to assess instructional and research needs and to collaborate with faculty in developing the collection. Assessment data and anecdotal information indicate that as a result of librarian/faculty collaboration, the collection is increasingly stronger, more focused and relevant to curricular and research needs.

Cooperative Arrangements

The library continues to have a number of cooperative arrangements with other libraries and networks including the Utah Academic Library Consortium (UALC), which now includes several Nevada academic libraries, the Online Computer Library Catalog (OCLC), and the AMIGOS Library Network. All of these arrangements enhance the library's resources and services.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The Library has developed an [information literacy program](#), which was nationally recognized by the Association of College and Research Libraries (ACRL), to provide students with the skills and knowledge needed to effectively identify, locate, evaluate, and use information for academic success and to support lifelong learning. In other words, the program enables students to become independent users of library and information resources. All WSU students are required to demonstrate computer and information literacy competency. The information literacy component of this requirement may be met by taking one of the library's for-credit courses or a competency exam. More information on the library's information literacy program is found at: <http://library.weber.edu/il/>.

In addition to its for-credit courses, the library provides approximately 150 instruction sessions each year for English 2010 and First Year Experience (FYE) classes as well as course-integrated, subject-specific sessions. Students in the English 2010 and FYE sessions complete an assignment demonstrating their ability to effectively use library databases and internet resources. An increasing number of senior-level capstone courses also include an information literacy component and assessment.

Along with their collection management and faculty liaison responsibilities, subject librarians provide course-integrated instruction to inform students and faculty of library resources available in their areas of interest, which is believed to be essential if those resources are to be used. Academic faculty and librarians collaborate on the information to be covered in these sessions and students demonstrate their ability to use the resources in their required research papers. The number of course-integrated sessions varies from year to year depending upon the courses taught. However, given the very positive response from faculty and the increase in the number of courses requiring students to write research papers, an annual growth rate of approximately 10% is expected for the next several years.

2.E.4 *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

The library is committed to assessing the quality of its resources and services and making improvements based on the information received from the library's assessment efforts.

The Noel-Levitz Student Satisfaction Inventory (SSI), which WSU administers periodically to approximately 1,000 students includes two statements relevant to the library: "Library staff are helpful and approachable," and "Library resources and services are adequate." Based on a Likert scale, trend data indicate students' satisfaction levels with library resources and services generally continue to increase. Results from interviews conducted in 2010/11 with students who were using the library continue to indicate strong satisfaction with library resources and services. Approximately 94% of the 135 students interviewed said they were satisfied with both the assistance they received and the resources available to them. Suggestions for improvement included extending hours during finals week, creating additional quiet study areas, adding more computers in the Resource Commons and upper level, extending check-out time for laptops, providing document delivery service for graduate students, and reducing or eliminating overdue fines. With the exception of reducing or eliminating overdue fines, all of these suggestions have been implemented.

Student evaluations are collected for all library courses, for the sessions provided for English 2010 and FYE classes, and for a representative number of subject-specific sessions. In 2011-12, 97% of students surveyed in English Composition and First Year Experience courses, and course-integrated sessions indicated satisfaction with the instruction provided by library faculty and staff.

Consistent with the student feedback, the results of the library's surveys and interviews with faculty, as well as statements included in departmental program reviews, indicate overall satisfaction with library resources to support their teaching, and with the knowledge, efficiency, and helpfulness of library staff. However, some faculty, primarily in the College of Science, have expressed concern over the impact budget cuts will have on the library's ability to continue to provide access to very expensive science databases and journals.

The library routinely uses students, faculty, and its Friends of the Library Advisory Board as focus groups to assess and help improve specific services. A recent example is usability testing of the library's website. Focus groups provided important input on what they didn't like about the old site and that information was used in developing the new site. Focus group testing of the new site resulted in additional improvements that made the site more intuitive, user friendly, and graphically pleasing.

2.F – Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Institutional Financial Stability

The Institution continues to be on a solid financial foundation. Evidence of financial stability includes:

Stability of E&G funding base

Emphasis on private fund raising (presented in 2.F.8)

Strategies for supplementing existing resources for academic programs

Maintenance of adequate institutional reserves/surplus for contingencies (presented in 2.A.30)

Conservative use of debt (presented in 2.A.30))

Effective treasury management (presented in 2.A.30)

Strategic transfers and minimal inter-fund borrowing (presented in 2.A.30)

Sufficient Cash Flow to Support Programs and Services: Over the long term, the university continues to benefit from a stable funding base provided by state tax monies and tuition collections appropriated

by the state legislature. Historically, the Utah legislature has allocated proportionately more tax funding for higher education than comparable states.

While there have experienced significant reductions in state tax dollars in the past, WSU's conservative financial management philosophy has allowed it to cope effectively. Maintaining adequate reserves, utilizing conservative budget allocations, reducing costs, shifting reliance on tuition collections, identifying alternate revenue sources, and focusing on fund-raising activities will allow the institution to maintain a stable funding base during this challenging economic period and into the future.

Strategies for Supplementing Existing Resources for Academic Programs: The following strategies were implemented to supplement existing resources for academic programs:

Increased tuition rates to offset budget cuts in state tax appropriations

Utilized a two-tier tuition schedule (first tier for general needs; second tier for program or initiative specific needs)

Initiated tuition differential to adequately support master's programs

Established course fees to augment specialized equipment, software, and labs

Redistributed student fees to finance internet-based course development and support technology infrastructure

Sufficient Reserves to Support Programs and Services: Through conservative financial management, the university has provided for reasonable financial reserves over the past 10 years. During this period, it has averaged \$6 million in operating carry forward in the E&G budget. The carry forward occurs throughout the University, including at the departmental and central administrative levels. From a cash management perspective, the \$6 million equates to approximately one month of working capital of total state-appropriated funding. Reserves have been established for academic facilities, student scholarships and student scholarly activities. Reserves from operations have also been established for auxiliary and service enterprises over the past ten years.

Financial Planning for Available Funds and Realistic Development of Future Resources: WSU has well-established financial planning linked to its mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees, the Office of the Commissioner of Higher Education, and the Utah State Board of Regents. The WSU mission is the guiding principle throughout all levels of planning and budgeting.

While WSU enjoys adequate autonomy in establishing realistic objectives, it also recognizes its responsibility and accountability to the citizens of the State of Utah. This requires that it work effectively with the State of Utah Governor's Office and the Utah State Legislature with regard to financial planning and budgeting. The Vice-President for University Advancement has the primary responsibility for establishing and maintaining relationships with state-elected officials. Significant involvement is also provided by the President, other executive officers of the University and Board of Trustee members in managing the legislative process. Being a state-supported institution, the

university must be responsive to limitations of state resources and to statewide initiatives. Both state government and our state's economy heavily influence the university's financial planning and budgeting processes.

Financial planning throughout all levels of the institution is emphasized and supported. The university also performs periodic ratio analysis with its peer institutions. One of these comparisons includes the comparison of the financial data (2007-08, 2008-09, 2009-10) provided in the "Integrated Postsecondary Education Data System (IPEDS) Report". Institutions across the nation provide this information to the National Center for Education Statistics (U.S. Department of Education, Office of Educational Research and Improvement). Key ratios were calculated and compared with peer institutions across the nation (Master's Colleges and Universities, Medium, Public 4-Year), see Appendix F. Salient points of this financial ratio analysis include:

Emphasis on academic instruction and academic support activities (63rd and 61st percentile, respectively)

Increasing reliance on tuition collections versus state appropriations. A challenging economic environment with resulting state budget cuts and record enrollment growth are also contributing factors (88th percentile)

The utilization of Federal ARRA Stimulus funds by the state to backfill for reduced state revenues (88th percentile)

Record enrollment growth and increased awards for student Pell Grants (73rd percentile)

A growing emphasis and priority on private gifts and grants (91st percentile)

Emphasis on building our endowment and endowment income (91st and 95th percentile)

Continued capital investment in facilities (academic, student support, institutional support) resulting in higher depreciation (68th percentile)

Conservative use of debt (19th percentile)

Appropriate Risk Management to ensure Short-Term Solvency: WSU has avoided the use of short-term debt over the years. Currently, there are only a small number of capital leases outstanding. Funding from the state of Utah is established to allow WSU to make regular draw-downs of appropriated tax funds. This, coupled with tuition collections and closely managed draw-downs of federal funding (e.g., Pell awards, Direct Student Loans, grants, contracts), provides adequate working capital for operations. As short-term needs are identified, debt financing is generally avoided.

As shared previously, from a cash management perspective, the institution has maintained an operating reserve that equates to approximately one month of working capital of total state-appropriated funding. Reserves have also been established for academic facilities, student scholarships and student scholarly activities. Reserves from operations have also been established for auxiliary and service enterprises over the past ten years.

Anticipate Long-Term Obligations (including payment of future liabilities): WSU has been very conservative regarding issuance of long-term debt. Most debt funding of capital facilities (non-revenue generating facilities) is financed by the state of Utah. Because the financing is sponsored by the legislature, any debt service is the responsibility of the state.

WSU is responsible for debt service on any non-state supported activity. Bonding on the new (2010) student housing is an example of this, and it required the bonds to be serviced with revenues of the bonding project. WSU currently has four series of bonds outstanding, (see required information, Appendix G). The source of funding for the debt service on the series 2005 is student fees. The source of funding for the debt service on the series 2001A, 2007, and 2010A is revenues generated from the new student housing.

From an independent financial evaluation perspective, the institution has always serviced its debt obligations fully and on schedule. Further, it is consistently above the 125% bond coverage requirement outlined in its bond covenants. The institution's overall financial condition, including the conservative use of debt as well as meeting all past debt requirements, is reflected in its recent Standard and Poor's AA Bond Rating.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Resource Planning and Development

WSU has well-established financial planning linked to its mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees, the Office of the Commissioner of Higher Education, and the Utah State Board of Regents. The university's mission is a guiding principle throughout all levels of planning and budgeting.

Realistic Budgeting: The university's budgeting process is decentralized. E&G budgets are developed at the departmental level and reconciled by divisional and centralized offices. Clear instructions and deadlines are conveyed to all areas of the institution. Budgets are centrally input into administrative software. This process is managed effectively and results in the budget for the upcoming fiscal year being finalized in June before the beginning of the new fiscal year. The budget plan is examined for consistency with the university mission and role throughout all steps of this process.

Determination of tuition rates is an annual process that is linked tightly to the overall budgeting process and is greatly influenced by what the legislature provides to the institution. Effective fiscal year 2001-02, the university initiated a new two-tier tuition-setting process. Estimates for the first-tier tuition are determined by the State Board of Regents and are budgeted by the legislature as part of the state's appropriation process. Taking into account the proposed first-tier tuition increase and the general assessment of the economic condition of the state, the legislature allocates state tax dollars as well. Separate from this process, the institution assesses the need for a second-tier tuition increase to be budgeted. A public hearing is held to explain the reasons for the increase and to obtain public comment (from students, faculty, staff and other interested parties). After evaluating the input, the second-tier tuition increase is finalized.

Enrollment Management: Long-term financial planning reflects the University Mission, Core Themes and Long-Term Planning. It is informed by enrollment analysis and projections performed at the University, the Office of the Commissioner for Higher Education, and the Governor’s Office of Planning and Budget. Given the characteristics and timing of projected enrollments, financial planning is strategically designed to accommodate projected trends. Both operational needs and capital requirements are examined.

Responsible Projections of Grants, Donations and Other Non-Tuition Revenue Sources: The institution has an established operating philosophy of utilizing “base” E&G funding to finance all programs and activities deemed critical and necessary to achieve the university mission. While past state budgetary deficits have challenged this operating philosophy, it continues to be a financial cultural characteristic of the institution. The institution primarily utilizes non-E&G resources (grants, donations, investment earnings) for one-time purposes rather than on-going expenditures. In those instances where the institution must finance mission critical activities with non-E&G funding, a realistic and conservative approach is followed.

2.F.3 *The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

Clear Definition and Adherence to Policies, Guidelines and Processes for Financial Planning and Budget Development

WSU has well-established financial planning linked to its mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees, the Office of the Commissioner of Higher Education, and the Utah State Board of Regents. The university’s mission is a guiding principle throughout all levels of planning and budgeting.

While WSU enjoys adequate autonomy in establishing realistic objectives, it also recognizes its responsibility and accountability to the citizens of the state of Utah. This requires that it work effectively with the state of Utah Governor’s Office and the Utah State Legislature with regard to financial planning and budgeting. Being a state-supported institution, the university must be responsive to limitations of state resources and to statewide initiatives. Both state government and the state’s economy heavily influence the WSU budgeting process.

Long-term financial planning reflects the University Mission, Core Themes and Long-Term Planning. It is informed by enrollment analysis and projections performed at WSU, the Office of the Commissioner for Higher Education, and the Governor’s Office of Planning and Budget. Given the characteristics and timing of projected enrollments, financial planning is strategically designed to accommodate projected trends. Both operational needs and capital requirements are examined.

2.F.4 *The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

Timely and Accurate Financial Information

Financial Accounting System: The institution utilizes the Ellucian Banner system for its administrative enterprise systems (including the Financial System, Human Resources System, and Student Information System). After a successful system conversion from July 2003 through September 2005, the Banner software is operating in a stable and effective environment. Financial information is provided to financial managers through the university's web portal in an on-demand manner. Appropriate internal controls are utilized to ensure that the financial information is accurate.

Adherence to Generally Accepted Accounting Principles: Independent auditor examinations have verified that our financial statements have been prepared based upon generally accepted accounting principles (see required financial information, Audited Financial Statements)

Evaluation of Institutional Internal Control Systems: The university's overall internal control systems have consistently been judged effective by the results of auditor examinations (see required financial information, Audit Reports). While existing systems have been developed to promote sound financial and management practices, the university responds to and implements all internal control recommendations. Over the past ten years, independent auditors' management reports provided a minimal number of recommendations. Appropriate internal controls are in place, well established, and subject to review, both internally and externally, for all types of expenditures.

Internal Control Systems -- Budgetary

Educational and General (E&G) Budget: The university's E&G budget is managed and monitored closely by Administrative Services. Adjustments to the budget are coordinated centrally with specific budgetary impact determined at the vice-presidential level. The two major components of the E&G budget are general operating expenses and compensation expenses.

Monitoring general operating expenses (e.g., current expense, travel, capital equipment) has generally been decentralized to the operating units. Units are expected to manage their operating budgets in a fiscally responsible manner with surpluses/deficits carrying forward.

With salaries and benefits at approximately 85% of the state-appropriated budget, budgetary control is extremely critical. Any deviations from the original budgeted amount must be approved by the departmental head, the dean/director, the human resources department, and the supervising vice president. Budgetary control of benefits is performed in the budget office. A standard benefit rate is charged on all contract salary payments. This standard rate is determined based upon the prior year's actual expenses and any projected increase for the year. Use of a standard rate stabilizes benefit costs at the department level

Non-E&G Budgets: There are similar and well-established budgetary control procedures established for non-E&G entities. Auxiliary enterprises, service enterprises, grants and contracts, gifts, and intercollegiate athletics are examples of subsidiary budgetary control.

Internal Control Systems -- General Expenditure Controls

[University policy 5-25 “University Procurement”](#) provides guidelines for processing of expenditures. General expenditure controls begin at the department level. The department head is responsible for verifying that funds are available and expenditures have an appropriate institutional purpose. All requisitions are approved electronically through an established supervisory queue. Departments are required to review their monthly reports of expenditures to verify the listed transactions.

All requisitions are examined by the purchasing department prior to processing to assure general policy compliance. The buyers evaluate the need to competitively bid requested items or combine similar orders to achieve quantity discounts. There are specific bid guidelines at different expenditures levels. All operational expenses with an estimated purchase price of \$20,000 or more (\$30,000 or more for construction services) are formally bid consistent with the university policy and the State of Utah Procurement Code.

Accounting Services inspects all requisitions for direct-check payment for federal and state law compliance, policy compliance, correct coding, sufficient budget balance availability, and adequate supporting documentation. All requests for direct payment by check must have two signatures.

The internal audit department provides an additional general control over expenditures. All departments are audited on a periodic basis to evaluate internal controls and expenditure compliance with established laws, regulations, and policies.

Internal Control Systems -- Specific Expenditure Controls

In addition to general expenditure controls, there are specific controls by type of expenditure and the fund source of expenditure. The expenditure categories that have additional specific controls include payments for personal services (e.g., payroll), grants and contracts, scholarships, federal student financial aid, and purchasing card transactions.

All payments for personal services must have at least two signatures including the department head and the dean/director. Contract salary payments are budgeted at the beginning of each year and monitored monthly by the operating unit, throughout the year by the supervising executive and reconciled each year by the Budget Office when the new budget cycle begins. Any deviations from the original budgeted amount must be approved by the departmental head, the dean/director, the human resources department, and the supervising vice president. Hourly employees are processed through the Human Resources Office. Once hired, hourly employees use the automated time and attendance system to record their work hours. For federal work study hourly employees, the Financial Aid Office establishes an award limit. Once this award limit is reached, the time and attendance system automatically recognizes the need to establish the employee as a regular hourly employee.

Requests for expenditures on grant and contract accounts must be signed by the principal investigator, the appropriate department head, and the accountant responsible for grant and contracts. The Office of Sponsored Projects also reviews and approves expenditures to ensure compliance with requirements of the grant/contract in compliance with the governing federal document, OMB A-21.

WSU follows the Utah State Board of Regents policies for scholarship awarding. The university has scholarship guidelines used by the campus to ensure scholarships are awarded in a fair and equitable

manner. Throughout the awarding period the Financial Aid and Scholarship Office monitors the scholarships for applicable requirements of the award (i.e., minimum grade point average and minimum credit hours). For the private and endowment scholarship, the award requirements are defined by the Development Office and also posted online for review by the supervising department, the Financial Aid and Scholarship Office, and the Development Office to ensure compliance with donor criteria.

The university Financial Aid and Scholarship Office manages the administration of federal student financial aid. Awards are made based upon a federal formula that is used to establish a student's need for financial assistance. Federal Loans and Pell grants are awarded in accordance with the federal regulations, using the federal Pell grant payment schedule provided by the U.S. Department of Education and factoring in the student's enrollment level and cost of attendance. For additional control the financial aid office authorizes payment, while the business office makes the payment to eligible students. In conjunction with our annual financial audit, the independent auditors review the financial aid program on an annual basis to ensure compliance with general and state guidelines.

Over ten years ago, the purchasing department implemented a purchasing-card (P-Card) system to more effectively and efficiently process small dollar purchases. The university P-Card system has automated expenditure controls (e.g., amount and type) with initial mandatory training for all P-Card holders, mandatory departmental supervisory review and approval, daily expenditure reviews and periodic examination by the Internal Audit Department. The current limit of P-Card purchases is \$1,500.

Internal Control Systems -- Cash Receipting/Revenue Controls

[University policy 5-3 “Receipt and Deposit of Funds”](#) provides guidelines for processing of cash receipts and revenues. The largest funding source is state-appropriated tax dollars. Once the appropriated amount is established, a “drawdown” schedule is developed with the state. This schedule attempts to align the institution's working capital needs, taking into account projected tuition and fee collections throughout the year. The state electronically transfers the funds into its investment account with the Utah State Treasurer's Office. Monies are transferred to its operating account to meet financial obligations. These procedures are well established and monitored closely by the university and the state.

Student tuition and fees are the second largest revenue source of the institution. The billing and collection of tuition and fees are managed centrally within the Bursar's Office. Once statements have been distributed, students have the option to pay on the internet, through the mail, or in person at the cashier's office. Students also have the option of registering for an institutional sponsored payment plan for tuition and fees, textbooks and on-campus housing. Outstanding balances are monitored closely and actively collected throughout the semester. All unpaid students at the end of a semester are restricted from registering for another semester until the outstanding balance is paid or formal payment arrangements are made.

Grants and contracts (including federal, state, and local) are the third largest revenue source. Because generally these are established on a cost reimbursement basis, this area is managed closely within

Accounting Services. Reimbursements are processed according to requirement of the grant or contract. Periodic billings (i.e., monthly or quarterly) are prepared and processed through the accounts receivable system. Federal financial aid, including Direct Student Loans and Pell, is the largest single component within grants and contracts. At the beginning and through the first few weeks of each semester, a daily evaluation is made to determine the authorized drawdown amount from the U.S. Department of Education. Accounting Services is knowledgeable of and sensitive to federal guidelines regarding drawdown procedures. These procedures are examined each year by independent financial auditors; no exceptions have been noted. Drawdowns are monitored in Accounting Services, the Financial Aid Office, and the U.S. Department of Education to ensure that only authorized amounts are processed.

Revenues generated in auxiliary enterprises are another major component of university revenues. Each auxiliary is responsible for preparing deposit reports that agree with supporting documentation. All revenues are required to be deposited within three working days of receipt. Once the deposit reports are prepared, they are deposited with the cashier's office where they are reconciled to the cash report. All auxiliaries are required to match their supporting documentation with the data that are entered into the accounting system.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Capital Development and Improvement

The state of Utah is heavily involved in the institutional capital budgeting processes via the Division of Facilities Construction and Management (DFCM). DFCM acts as the staff agency for the State Building Board, which is assigned by Utah State law the responsibility to approve all capital development and capital improvement projects over \$250,000 in total value. Capital development projects are those projects with a total cost over \$500,000 for new buildings or \$2.5 million dollars for repair, renovation, or infrastructure improvements and are line item approved by the State Legislature. Capital improvement projects have a total value between \$250,000 and \$2.5 million and are line item approved by the State Building Board against a set funding amount appropriated each year by the Legislature. When either a capital development or a capital improvement project is generated by the University, DFCM will assign a project manager to each project to work directly with institutional representatives to develop the project and oversee design and construction once funding is acquired. For a summary of capital investments, see required financial information, NWCCU Table 10.

Capital Development (projects over \$2.5 million)

The Utah State Legislature allocates funds for the construction of new physical facilities and major renovation of existing structures or infrastructure systems. As part of the approval process for capital development projects, the Legislature will address the cost of construction, operations and

maintenance costs for the life of the facility, as well as furnishings, fixtures and equipment to initially outfit the facility, and other soft costs related to design, inspection or construction.

Within the constraints of this state mandated process, university staff develops a list of projects with justifications and requests funding for these projects each year. The process the university uses to develop and submit its list of proposed projects is developed at the highest administrative levels of the university to assure critical mission requirements and objectives are addressed. A committee consisting of the President, Vice Presidents, appropriate Deans, and facilities management representatives convene as necessary, sometimes multiple times in a year, to discuss and determine what mission elements and core themes need attention regarding facility replacement, expansion, renovation or new construction. The facilities master plan (a 20-year plan updated every five years; most recently addressed in 2009) helps in identifying projects and long term facilities objectives. A capital development project list and necessary justification documents are then prepared and arranged in priority order, based on academic program and service needs, and submitted for evaluation through the established state process. Once the list has been finalized, it is presented to and approved by the President's Council and subsequently the Board of Trustees. The list is then submitted with supporting documentation for inclusion in the State Board of Regents request to the legislature.

Once WSU submits capital development priorities to the State Board of Regents, they are evaluated with all other higher education projects through a "Qualification and Prioritization Model." This model incorporates such factors as mission/role, current inventory of space, life safety issues, and extent of institutional matching funds in determining the relative priority of each project. Once this process is complete, a higher education capital development priority list is presented to the State Building Board, Governor and Legislature for further evaluation. Capital Development projects over \$2.5 million in value are line item approved by the Legislature.

Capital Improvement (projects less than \$2.5 million)

A similar process as is used to identify and prioritize capital development projects is used to identify, prioritize and justify capital improvement projects for the university. Facilities Management (FM) prepares a proposed capital improvements project listing each year based on system and infrastructure condition, repair history, age, expected service life, mission requirements, strategic objectives, and core themes that need to be addressed. This proposed capital improvement project listing is developed primarily around maintenance, repair, renovation and upgrade requirements of major facility systems and infrastructure. It is then presented to the Vice President of Administrative Services who amends and adds to the project list to reflect mission and core themes that may not have been apparent to the FM staff. A consolidated priority list is then developed and presented to President's Council and the University Board of Trustees for approval before it is submitted to DFCM and the State Building Board. Weber State University employs a rolling multi-year priority list since not all project requirements can be funded in one year. That list is reevaluated, amended, updated and reprioritized each year.

The same agencies described previously evaluate and fund projects costing less than \$2.5 million from a different part of the state budget which is restricted to use in altering, renewing, and improving existing facilities. DFCM works in cooperation with each university or college to identify and

evaluate those buildings needing attention in any given year. A consolidated state-wide project list is developed, prioritized and allocated funding by the State Building Board. Weber State University has historically received approximately \$2.5 to \$4.7 million per year for capital improvements through this process.

Privately Funded Projects

Institutions may solicit funds from donors to either augment state resources or totally fund any project, including new buildings. Authorization to construct a building using donated funds follows the same approval process described earlier for capital development projects.

Capital Debt

The university will on occasion utilize revenue bonds to finance facility improvements or new construction. These projects follow the same approval process as for other projects as denoted above, depending on the value of the project. All projects being financed with revenue bonds are carefully evaluated to ensure a solid funding stream exists to service the debt. Auxiliary facilities, such as residence halls and student fee funded facilities are examples of projects that fit this category. See section 2.F.1 above for debt review.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Financial Relationship between General Operations and Auxiliary Enterprises

[Board of Regent policy R550 “Auxiliary Enterprises Operation and Accountability”](#) provides general guidance regarding the operation of auxiliary enterprises. The policy outlines that auxiliary enterprises are operated as essential elements in support of the education, research and public service programs at the institutions. The policy also requires that these entities should be operated on an essentially self-supporting basis.

Use of General Operations Funds to Support Auxiliary Enterprises: Overall, auxiliary financial results have been positive over the past 10 years. While the bookstore is the stabilizing net income source, the operations in the union building, student housing, and athletics have achieved more stable financial results. Auxiliaries as a whole generated a net increase in fund balance totaling \$70,397, for fiscal year 2012-13. When possible, reserves from operations have been established for each auxiliary. These reserves have been set up to help stabilize revenue fluctuations and finance capital expenditures. Continued positive financial results are expected for the future. The institution manages these operations closely to ensure that auxiliaries do not jeopardize the general operations.

Use of Auxiliary Services to Support General Operations: As noted, auxiliary enterprise reserves have been established to help stabilize revenue fluctuations and finance capital expenditures. After establishing a reasonable level of reserves, the bookstore has implemented a “Reinvestment in the Campus Initiative”. This initiative has been extremely successful in supporting essential academic programs, student support activities and administrative projects.

The financial results of auxiliary enterprises, also provides investor financial security on University issued bonds. The designated auxiliary enterprises provide bond debt service coverage. This bond coverage has consistently exceeded the 125% coverage required by the bond covenants.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

External Financial Audit – Auditor Professional Qualifications and Timeframe

The Utah State Auditor’s Office conducts or contracts the university’s annual financial audit, which covers all aspects of operations, including the Weber State University Foundation and Weber State University Research Foundation. The audit is conducted in accordance with generally accepted auditing standards. With the timing of the fiscal year end of June 30, preliminary fieldwork is generally conducted during May with final fieldwork being completed in September. Preliminary financial statements are presented to the auditors in August. After receiving the formal audit opinion, final statements printed in November and provided to the administration and Board of Trustees in December.

In conjunction with its financial audit, the Utah State Auditor’s Office also conducts the Single Audit of federal financial assistance. This audit is conducted in accordance with the requirements of the U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profits Organizations. Given the size of the university’s federal financial aid, specific audit work is performed on these programs. The Utah State Auditor’s Office also annually conducts our NCAA athletics audit. All reports of these independent audits are available for review; see required financial information, Audited Financial Statements and Audit Reports.

Results of External Financial Audit – Findings and Management Letter Recommendations

WSU has received “unqualified audit opinions” from its independent financial auditors over the last 10 years. As part of the financial audit, a management letter is prepared outlining any recommendations. Over the last 10 years, there have been a minimal number of recommendations that can all be classified as minor in nature. The positive results of these audits provide a level of assurance to administration and governing boards that management and accounting controls are operating effectively.

Over the past 10 years, the Single Audit of federal financial assistance and the NCAA Athletics audits have identified a minimal number of recommendations that have been implemented in a timely manner.

Administrative consideration of Audit Recommendations: As matter of procedure, all institutional responses to audit recommendations are centrally coordinated in the Accounting Services Office. After coordination with the targeted institutional office and development of an appropriate institutional response, they are shared with the Vice-President for Administrative Services for final review. The

institutional responses are then submitted to the auditor for inclusion into the audit report. Procedures also include a presentation of all recommendations to President’s Council for review.

Governing Board consideration of Audit Recommendations: WSU adheres to the [Utah Board of Regents policy R565 on audit committees](#). This policy establishes a Board of Trustee audit review committee. The policy also outlines audit functions and audit responsibilities of the committee.

The institution’s policy 5-10c establishes the audit committee and outlines the reporting process. The audit committee consists of at least four and not more than six members, at least three of whom must be members of the Board of Trustees. They meet at least three times a year and perform the following functions:

Review significant external financial audits (Annual Financial Audit, Single Audit of Federal Financial Assistance, NCAA Athletics Audit). Ensure that all audit recommendations have been responded to appropriately and monitor any repeat recommendations.

Review and close all internal audits

Review all regent-required audits

Interact with external auditors

Approve annual audit schedule with the advice of the president

Assess the internal control environment

Assess the process for receiving anonymous complaints

Assess compliance with applicable laws

Review audit function organization

Concur in the appointment and replacement of audit director

Review and approve minutes

Report to the regents annually

Report to the Board of Trustees at least three times a year

Internal Audit Department: [University policy 5-10a “Internal Audit”](#) established an Internal Audit Department. The department is staffed with experienced and qualified auditors. Long-term and annual internal audit schedules are maintained and approved by the Board of Trustees. Financial examinations, internal control reviews, compliance audits, and procedural reviews comprise the majority of activities in the department. The internal audit department is considered an integral component of the financial and management control system. All internal audit report recommendations include departmental responses. A six-month compliance report is conducted to ensure that all recommendations have been implemented an acceptable manner.

The department reports directly to the president and has reporting responsibilities to the Board of Trustees Audit Committee, Board of Trustees, and the Utah State Board of Regents to ensure that appropriate levels of independence and objectivity exist.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Fund Raising and Development

The Office of University Development and Office of Advancement Services are internal departments of the university responsible for coordinating fundraising activities and for receiving and acknowledging all private gifts of cash, real property, securities, and in-kind items. Policies and procedures relating to the roles and responsibilities of University Development's and Advancement Services' are found in our Policies and Procedures Manual at the following web sites:

http://www.weber.edu/ppm/Policies/2-1_Gifts.html and http://www.weber.edu/ppm/Policies/2-2_Accept_Gifts.html.

Any organized development program to seek financial support from outside sources is closely coordinated with academic planning and reflects the mission and goals of the institution. All college/university fundraising activities are governed by institutional policies, comply with governmental requirements, and are conducted in a professional and ethical manner.

Gift Processing and Receipting

University Development and Advancement Services comply with Internal Revenue Service regulations in the receipting of gifts and follows guidelines established by the Council for Advancement and Support of Education (CASE), as outlined in the CASE reporting standards and management guidelines. For a summary of gifts received, see required financial information NWCCU Table 9.

Advancement Services records all gifts to WSU, including cash, in kind, real property and stock. Donations are accepted through the U.S. Mail, in person, through campus mail, and online. All gifts are opened by two people, as required by the internal auditor, and listed on a form. The gift processing staff enters each gift record in Banner. Banner produces a report that is verified by a third staff member in the development office. The report is verified against the donations form and checked for errors. After the verification of accuracy is complete, Advancement Services feeds the gifts to Accounting Services through a Banner process. The money donation form, Banner report, and a calculator tape of all checks are taken by the WSU police to the cashier's office.

Advancement Services produces individual donor receipts which are sent to the donor. Accounting Services receives copies of the donor receipts and verifies them against the original Banner report.

Employees are able to make gifts to WSU through payroll deduction. Using a delivered Banner process, deductions are processed for each employee by Payroll and forwarded to Accounting

Services. Advancement Services determines the correct designation and forwards that information to Accounting Services which then reconciles the two transmittals. Each employee who has made gifts through deduction receives one receipt in January of the next calendar year. That receipt lists each gift fund to which the employee gave through payroll deduction and the total amount designated to each fund. Employees who make other types of gifts through the year receive receipts through the regular process described in the preceding paragraph. Those receipts are sent at the time the gift is made.

The department of Athletics solicits gifts for student-athlete scholarships through the Wildcat Club. That department deposits gifts with a WSU cashier and sends a report to Advancement Services detailing the donor name, date of the gift, and amount. The gifts are entered in Banner and donor receipts are produced.

Fund-Raising Activities

University Development is organized on a constituency-based fund-raising model. Each of our seven colleges has a fund raiser liaison who works with the dean on academic priorities. Additionally, development directors support the Division of Student Affairs, Department of Intercollegiate Athletics, and the Stewart Library. One staff member is designated to oversee the annual fund program, which includes direct mail, phoning, and electronic solicitation components. Each year annual fund priorities are determined in consultation with the Vice President for University Advancement.

WSU is an institutional member of CASE, and all fund raisers are members under the institutional umbrella. (The CASE Statement of Ethics, which we abide by, can be found at http://www.case.org/samples_research_and_tools/ethics_resources_and_issues/case_statement_of_ethics.html).

Weber State University Foundation

The Weber State University Foundation is incorporated under the laws of the State of Utah and acts and operates exclusively for the university's benefit, as described in the provisions of Section 501(c)(3) of the Internal Revenue Code. The foundation has no employees and operates from the Office of University Development with the Vice President for University Advancement acting as executive director and as secretary by right of office. The Vice President of Administrative Services serves as foundation treasurer by right of office. The members of the Board of Directors are appointed by our president.

At the donor's direction, any gift may be accepted by the foundation. Foundation gifts are processed and receipted through the university system. All charitable gift annuities are accepted through the foundation.

The institution has a clearly defined relationship with any foundation bearing its name or which has as its major purpose the raising of funds for the institution.

Copies of the Weber State University Foundation Articles of Incorporation and By-Laws are available for review.

2.G – Physical and Technological Infrastructure

2.G.1 *Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.*

The university's mission and goals of providing high-quality instructional programs and public service are supported with physical facilities and equipment that are designed, maintained, and operated to provide a safe, clean, and comfortable environment conducive to higher learning. To that end the university maintains the following physical facilities:

WSU Ogden campus consists of 400 total acres with 59 major buildings totaling approximately 2.6 million square feet (see complete list at: <http://departments.weber.edu/facilities/campuskeys/campusinfo/fmbuildinginfo.asp>).

The campus is pedestrian oriented with academic buildings located in the interior of the campus and major vehicular traffic, parking, and service functions around the perimeter. As a result, relatively short walking distances separate the academic buildings, adding to the convenience of class scheduling. For an Ogden campus map, see (<http://weber.edu/weberstatemap/default.html>).

WSU Davis, approximately 10 miles south of WSU Ogden, consists of 100 acres with a single building (113,581sq. ft.). A second building of approximately 118,000 sq. ft. and a central plant of 3,000 sq. ft. were funded by the state legislature and recently completed.

Off-campus instructional centers. WSU owns or leases additional instructional facilities. The university recently sold the Training and Learning Center (TLC) in Layton and acquired a facility in Clearfield Utah called the Continuing Education Center (CEC) as a replacement. The university also leases the WSU West Center in Syracuse, approximately 14 miles southwest of WSU Ogden. In addition, continuing education courses are offered at the Weber State Downtown facility in Ogden opened this year.

Parking

Parking Services develops and maintains a safe and economical parking system that continuously adapts to the changing needs of the university's community. Although convenient parking at WSU Ogden has been a challenge, a free campus shuttle bus system allows students to park at the Dee Events Center, approximately one mile south of the campus. This service has allowed considerable growth in enrollment without introducing significant numbers of additional vehicles to the center of campus. The shuttle bus system delivers students to nearly the center of the Ogden campus academic area.

In cooperation with the Utah Transit Authority (UTA), WSU began an Ed Pass program in 2003. This enables students, faculty, and staff to ride transit authority busses and light rail at a subsidized cost of \$20 (waived for the 2014/15 academic year) by showing a WSU ID card. This also helps to ease the

parking and congestion problems on the Ogden campus. UTA also runs a regular route between WSU Ogden and WSU Davis.

Access

The university is committed to providing appropriate access to physical facilities for students, faculty, staff, and visitors. WSU Ogden has been designed with a peripheral road system and peripheral parking lots. In general, vehicle traffic is restricted from the central campus area, which is pedestrian oriented. WSU Davis is similarly master-planned to keep vehicle and pedestrian traffic separate with parking and vehicle traffic on the outside of the built area.

WSU Ogden is built on the side of a mountain. Adequate access for the physically challenged has been difficult but is a priority. The use of ramps, sloping sidewalks, and building elevators make central campus movement available to everyone. [Services for Students with Disabilities](#) has direct responsibility for assisting individuals with disabilities. This department works closely with the Facilities Management department to ensure all new and remodeled physical facilities projects meet all applicable codes and the needs of special constituencies.

Efforts are now underway to expand the scope of access for those with disabilities to include information and academic program upgrades to meet needs. This includes analysis and adjustments to how program content is delivered to those with disabilities such as those visually or aurally impaired.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Each campus building is annually inspected by a representative of the Environmental Health and Safety department and the university Fire Marshall to identify and correct occupational and fire safety concerns. Inspections are also conducted for each campus building to identify hazardous materials and assess storage and management practices. All campus buildings and utility tunnels have been surveyed for asbestos-containing materials and the results have been cataloged. Asbestos containing materials and other hazards are removed as resources allow. In addition, the Environmental Health and Safety office ensures the proper use, storage, and disposal of hazardous materials and assures compliance with state and federal regulations. Hazardous and toxic materials are stored in segregated and approved storage facilities before disposal by licensed contractors.

The university has shown steady improvement in campus safety and security as evidenced in student satisfaction survey data.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Master Planning

In early 2002, WSU undertook an extensive physical facilities planning effort that culminated in the publication of the WSU Recommended Master Plan in June 2002 for WSU Ogden. (See http://departments.weber.edu/facilities/docs/2004_final_master_plan.pdf.) The plan provides a

framework for planning and development of additional growth as academic and university programs grow and develop requirements for additional facilities and/or infrastructure. This plan, though somewhat dated, is still viable and has been supplemented with smaller supporting plans, such as the Master Transportation Plan prepared in 2006, the Climate Action Plan prepared in 2009, the Landscape Master Plan prepared in 2004 and the Central Quad Master Plan prepared in 2004.

A separate master plan has also been developed to guide the expected rapid growth of WSU Davis. The WSU Davis master plan was produced in 2001 with the assistance of HFS Architects. Like the WSU Ogden plan, it involved the most senior members of administration in the planning and concept development and remains viable. The new building authorized and funded by the legislature is being built consistent with the Davis campus master plan.

The two master plans complement each other in addressing the growth opportunities and limitations in the physical plant for the foreseeable future.

Physical Facilities Development and Improvement

Like all other state institutions of higher learning in Utah, the university identifies projects for facilities construction, renovation or improvement into two programs, capital development (over \$2.5 million) and capital improvement (under \$2.5 million) and submits them through the State Division of Facilities Construction and Management (DFCM). These projects are then validated with the DFCM facility condition assessment program that is conducted approximately every five years. Each deficiency is described and prioritized in terms of urgency of need, impact, and cost. This information is aggregated and evaluated for all campus facilities to establish an operations and maintenance capital investment program for the next five or more years.

Each year WSU follows the state mandated process to identify capital development and capital improvement projects. For capital development projects, the university submits proposals for those projects through the State Board of Regents, the State Building Board, and the state legislature for approval. For capital improvement projects, the university submits proposals for those projects through DFCM to the State Building Board for approval. The university's development and improvement projects compete with similar projects submitted by state agencies and other institutions of higher education each year.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Instructional and Support Facilities and Equipment

Classrooms, laboratory space, and support facilities on each of the campuses are designed based on assessments from user departments and state guidelines from the [Utah Division of Facilities Construction and Management \(DFCM\) Design Criteria](#). The University continues to focus energy and resources to renovate all classrooms to be “smart” classrooms with full multi-media presentation capability. Along with upgrading the current classrooms, plans for all future classrooms include provisions for a full suite of classroom technologies that facilitate enriched delivery of classroom

materials. The recently completed D2 building on the Davis Campus was designed with current and future technology as a focal point throughout the building. The university also has campus wide wireless internet connectivity for both the WSU Ogden and WSU Davis campuses. Several open access computer labs have also been established on each campus.

Maintenance and repair requests are managed through a computerized maintenance management system (CMMS). This system allows receipt of work requests either verbally or electronically. The work requirement is entered into the CMMS system and electronically transmitted to the appropriate shop for execution. When the craftspeople have completed work, information relating to costs, time, and status is automatically recorded in the CMMS and available for reporting and analysis. Since the inception of CMMS in 2002, the backlog of maintenance and repair items has been substantially reduced. The system enables shop managers to maintain better visibility of the work assigned and the current status of those requirements. The department also uses a computerized control system, the Johnson Control Metasys Building Automation system to control and monitor the HVAC systems.

Operation and maintenance at the WSU Davis campus is fully coordinated with the maintenance functions based at WSU Ogden. All WSU Davis work is logged into the same CMMS system, and a dedicated team of technicians performs maintenance with supplemental support from the main work force at WSU Ogden.

Working in cooperation with the DFCM, a comprehensive facilities condition analysis of all major WSU Ogden buildings and infrastructure is maintained. This serves as a valuable tool in formulating requests for capital improvement and capital development funding from the legislature (see Standard 7).

Equipment Control

Property Control, a department within the administrative services division, has the direct responsibility for inventory and audit of all institutional equipment. The university Policy and Procedures Manual clearly defines the scope and policy for accountability of assets. All items purchased or otherwise acquired are evaluated for life expectancy and acquisition value. When required by policy, equipment is tagged with an inventory number, placed on a master list, and audited on an annual basis.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The university's primary information technology support resource is the highly qualified professional staff of the IT Division in collaboration with the distributed Campus Technology Coordinators. Administrative overhead has been minimized to include the VP, IT Business Office staff, and a director for Academic Technologies, Training, and Planning. Currently the IT Division is comprised of 67 highly skilled Professional and Classified staff. In an effort to focus the Division on supporting Academic endeavors, the IT Division is structured into two departments to better support and streamline processes: Enterprise Business Computing and Academic Technologies, Training and

Planning. This structure allows the university to offer quality focused services to the university's Academic areas while maintaining the quality business system processes for the University.

A significant IT resource is the improved data network infrastructure including both a highly reliable fiber optic-based Gigabit network among all buildings and 100% wireless connectivity on both the Ogden and Davis campuses. The IT Division was given a \$1 million dollar base funding addition from Administration towards infrastructure replacement costs. In 2010 a 5-year plan to refresh the data network was initiated to replace older copper wiring to CAT6, to refresh the fiber optic backbone with new Single Mode fiber cables to support 10+GigE backbone speeds, and to increase the wireless density in response to the increase in wireless devices showing up on campus. Since the inception of this plan, the university has upgraded one building to new CAT6, expanded and upgraded the wireless networks of four buildings with two more slated to be completed in 2014, and fully upgraded our network to 10+GigE. The university has finalized plans to install new single mode fiber into all of the major buildings on campus in 2014.

As part of the IT Division's charter to provide reliable network service to the campus, a system-wide disaster recovery plan was implemented in June 2011. Since that time, the capability to recover from disaster related outages was tested through five different campus-wide disaster recovery exercises, the results of which indicate that the university will be able to recover critical services to full operation within only a few hours. In order to maintain this level of proficiency, the IT Division has established a regular schedule of Disaster Preparedness exercises where they fully test recovery capabilities on a semi-annual basis.

Utilization of IT Resources and Services

Central computing facilities for faculty, staff and students are closely monitored to ensure capacity planning meets expected bandwidth needs. Other centralized resources, including expensive software (e.g., Oracle database) and backend storage requirements are more than adequate to meet with expected demands. In addition, WSU continues to maintain an affiliate membership with the Internet2 Consortium, which provides virtually unlimited high performance computing and networking capabilities to science faculty and students as well as the myriad of offerings through NET+ (cloud) and InCommon (single sign-on and privacy protection).

Decentralized computing facilities have continued to grow over the past ten years. In 2009 WSU boasted over 200 multimedia equipped classrooms. This number has grown to include 90% of the university's 452 classrooms and class labs among all WSU campuses being equipped with technology ranging from a basic projector and computer connection to a technology enhanced multifunctional layout. Many are heavily scheduled with nearly 35% providing students a computer for in class instruction. The university is currently executing a five year plan that will upgrade the university's classroom standard to a hybrid analog/digital model, allowing for new digital technology enhancements to support learning.

General computing labs for students have decreased 15% since 2011 as the university has experienced less demand for open student computer labs and an increase in the number of personal laptops and mobile devices. The IT Division maintains 355 desktops and laptops in 9 locations with a mix of both

Apple and Windows computers. The Stewart Library provides another 84 computers in three ways: a reference area lab, Library Commons, and circulation desk with laptops for checkout. Weber's Virtual Lab is now available to all enrolled students and employees with access to over 35 software applications. Careful consideration has been made to ensure proper licensure of software made available through Weber's Virtual Lab.

Computing support is provided through a distributed combination of mechanisms. The Support Operations professional staff is comprised of eight individuals and a manager. However, they work cooperatively with dedicated technical support staff hired by the academic colleges to manage support in those areas. All seven colleges have dedicated technical support for their classrooms and/or faculty and staff. Technical workshops in a wide variety of software applications are provided regularly by Academic Technology Services staff and other professionals across campus. The IT Service Desk is staffed by trained undergraduate students with different training and experience. In addition to staffing the IT Service Desk, these "student techs" also help resolve computer problems for individual faculty and staff through visits to their office and/or IT Chat services. The response time on any particular problem rarely exceeds 24 hours and a majority of issues are resolved over the phone. Classroom problem resolution is handled by on-call professionals that are able to respond within minutes to resolve equipment or network issues to ensure minimal lost class time.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Professional technical support staff members in the WSU distributed technology environment provide instruction to faculty and instructors on how to use technology in the classrooms where they teach. Often, this instruction is accompanied by instruction on software packages and applications that faculty and students will learn during their course of instruction. Training Tracker is an online training program developed to offer, schedule and approve training for faculty and staff in a variety of areas. Technology Training is outlined here based on the needs of campus employees seeking advanced knowledge.

The WSU professional technical staff members, under the group name of Campus Technology Coordinators (CTC), communicate and work collaboratively to ensure the group works as a team. The CTC members meet monthly to discuss the latest technology issues, coordinate communications and new software product rollouts, and to identify and collaborate on common technology goals.

A faculty lab is available to all faculty and staff. Windows and Mac computers are available with a variety of software. Services are also available for faculty and staff to scan photos and slides, as well as prepare multimedia materials for their courses, publications, and department websites. The lab provides faculty and staff a place to work with immediate access to designers and support personnel. It also provides access to high-end software that instructors may not be able to have on their own computers. This increases efficiencies and opportunities for development.

When new systems or programs are released to the campus, training is developed and offered to ensure that each individual who is interested in learning the technology can attend training at a convenient

time. Just-In-Time training is offered through a variety of methods ranging from face-to-face to video based training to meet the needs of faculty and staff who are unable to attend a session, but who may have limited time to go through training in an online experience.

In 2009 Technology Services began offering educational training sessions to faculty, staff and students at the Wildcat Tech Expo, co-sponsored by Campus Stores. The purpose of the education sessions is to identify trends in technology and provide attendees with the opportunity to learn more about these fast growing trends. In 2011 the university offered 56 sessions with 594 attending the two-day event, an increase from the 2009 event attendance of 369 attendees, including community attendees. Academic Technologies, Training and Planning (ATTP) continue to evaluate educational sessions each year, aiming to improve the training. As a result of this focused effort, the 2013 event was the best ever attended with 1,100 attendees taking part in 31 classes. This event was also the first one where training was focused into tracks so that if an individual was interested in learning more about offerings and capabilities from product lines like Adobe, Microsoft, or Apple they could schedule their classes along one of those tracks. This allowed participants to focus their time at the Expo more efficiently and gain greater value from the day. Plans are in the works to expand this event to other campuses in the Salt Lake Valley to make it a more regional event.

ATTP collaborates with the Developmental math program, also known as TERM, and Chi Tester to provide and support technology equipment that is specifically designed to deliver computerized math courses using MyLabsPlus. eCollege is the learning management system that supports the software used for this developmental math program.

WSU Online Contributions

WSU Online offers training for faculty on the learning management system Canvas. This training includes face-to-face sessions, online tutorials, online videos and an online orientation. Training is also available for faculty and staff who use the online conferencing tool (formerly Wimba Live Classroom, currently transitioning to Adobe Connect) Camtasia, Chi Tester, clickers, Turnitin.com, and a variety of web 2.0 interactive instructional games. Custom training is also available for faculty or entire departments, by request.

Students are provided online tutorials and demo courses in Canvas, and are welcome to drop into the WSU Online support office for face-to-face, one-on-one support.

WSU Online provides technical support to faculty, staff, students and administrators in their use of online tools. This support is available in person, via phone, email, and a ticketing system within Canvas.

WSU Online supports a staff of developers who continue to develop Chi Tester. This system allows Weber State to offer secure testing and provide increased access to distance students. Proctor authorization approval is also supported by WSU Online.

WSU Online instructional design staff members provide course reviews for online and web-enhanced courses. Three professional development programs have also been provided by this group. They include the Master Online Teacher Certification Program (MOTC), Blended Learning Program (BLP)

and the Adjunct Academy. The MOTC focuses on advanced online teaching tools and pedagogy/best practices in online education. The BLP focuses on pedagogies, strategies and applications useful for various blended learning models. The adjunct academy focuses on instructional design, learning theory, pedagogy, and technology.

WSU Online partners with the Teaching and Learning Forum as well as the IT Service Desk to provide professional development opportunities and technical support, respectively. WSU Online provides administrative support for two learning management systems, Instructure Canvas and, for the support of math, the Pearson Learning System. Blackboard Vista served as the university's primary learning management system prior to 2011. When the discontinuation of support for Blackboard Vista was announced, an RFP process selected Instructure's Canvas as the replacement learning management system. Canvas has been in place since fall semester of 2011.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Assessment of Resources and Services

One of the university's most important assessment efforts are those that the university conducts as part of the ongoing IT Strategic planning process. In 2010 IT Division gathered student, faculty, staff and administrative groups to provide input into the university's five year IT Strategic Plan. These focused groups assisted the IT Division with establishing the most important initiatives where technology could play a key role in the base infrastructure and computing as well as the academic technology needs for the campus. The IT Division is currently in the process of updating its Strategic Plan to better align with the University's Core Themes and to extend its vision to the year 2017.

IT Portfolio sponsors and managers, and student government leaders collectively identify the projects and initiatives of most importance to the University. Needs identified by this group are vetted, prioritized, and managed through the appropriate Portfolio groups. Once the service or product is ready for delivery, ownership and support is passed to the appropriate technical personnel within IT or the appropriate college technical professionals.

Technical resource evaluations take place on a regular basis. For example, technical tests are applied periodically to ensure that firewall protection of the university's data network is functioning properly and the safeguards protecting access to sensitive data are in place. Other technical evaluations are used to determine the security of the university's computers from viruses, Trojans, and other vulnerabilities that can compromise secure systems. During peak processing times (e.g., the highest demand dates during registration for any given semester), usage levels and response times are monitored continuously to ensure user access.

Adjustments in system parameters are made as needed to ensure user needs are being met. For example, the IT Division converted the university's data systems supporting Banner to RedHat Linux. This conversion served to reduce the University's dependence on increasingly expensive systems (Sun

Systems) and improved response times for running reports during critical business hours, allowing for better availability and expanded system capacity.

An Information Technology Needs Assessment committee was formed in 2011 to work with faculty and identify what types of innovative technology and support are in demand and would support the academic mission. Faculty completed a survey and attended focus group sessions to help the IT Division determine where the most critical resources need to be and how to provide improved support for teaching and learning in the classroom. This continues to be an ongoing and iterative process.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

In general, schools, colleges, divisions, and programs are responsible for acquiring information technology resources for their individual units, with assistance provided by central IT. Therefore, the university's IT plan focuses primarily on university-wide IT services and issues. IT collaborates closely with CTC members on specialized areas and with common goals and support in mind.

For example, the five-year IT Division Strategic Plan includes evaluating mobile initiatives and how teaching and learning can be enhanced when mobile technology is integrated academically in the classroom. The supporting infrastructure needs in the classroom has been ramped up significantly to accommodate the increased demand for a growing wireless network.

The continued focus on implementing Information Technology Infrastructure Library (ITIL) best practices across the IT Division has helped it to speak one common language of IT service management. IT staff strives to assure high levels and quality of service while constantly working to improve the technical base and accountability management. It has exhibited success in maintaining healthy systems and discontinuing obsolete technologies and services in an effort to more closely match the changing needs of the campus community.

From a formal organization and planning perspective, the IT Division works closely with the faculty Teaching, Learning and Assessment (TLA) Committee and the Academic Resources and Computing Committee (ARCC) on academic issues and innovative projects, the Campus Technology Coordinators (CTC) for campus wide computing support and strategic technology plans and the Information Technology Advisory Committee (ITAC) on prioritizing university computing projects and resources. The IT Division is an integral and important part of the Emergency Operations Committee (EOC) providing key technology communication and support during emergency situations. The VP of Information Technology chairs the IT Council, which meets monthly. It includes representatives from ARCC, WSU Online, and the IT Division directors and managers. The VP of IT is a member of the President's Council and serves as liaison between the various groups.

CHAPTER THREE - STANDARD 3. PLANNING

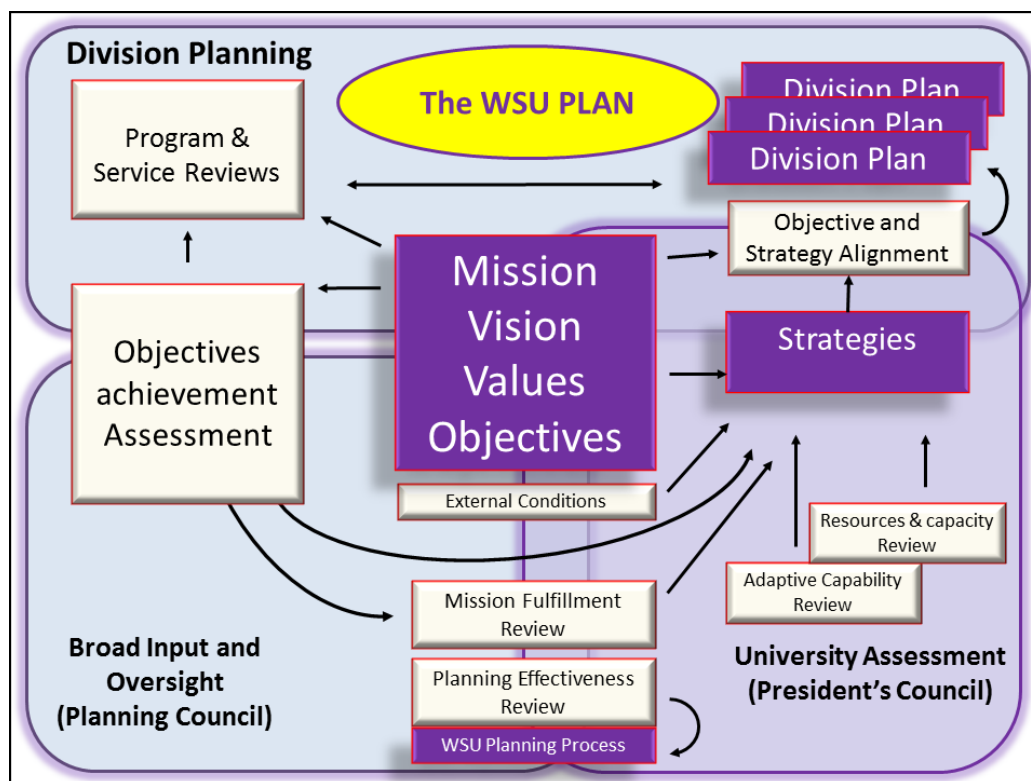
The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution’s operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution’s ability to accomplish its core theme objectives and to fulfill its mission.

3.A– INSTITUTIONAL PLANNING

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

WEBER STATE COMPREHENSIVE PLANNING PROCESS

The Comprehensive Planning Process (CPP) provides the framework for institutional planning at Weber State. It is derived from the processes employed prior to 2012, but was adapted in 2012 to comply with the NWCCU 2011 accreditation standards.



THE PLANNING PROCESS

The Weber State [University Plan](#) reflects a process that examines all aspects of the university on a continuous five-year cycle, with approximately 20% of programs and services reviewed by the divisions each year. Division Vice Presidents oversee these program and service reviews, which are forward-looking, opportunity-oriented, and take place in the context of clear university and division objectives, meaningful assessment of intended outcomes, outside reference information, and ideally including the perspective of outside reviewers.

The program and service reviews are the foundation of Weber State planning and often result in plans for change initiatives intended to strengthen or improve. Importantly, program and service reviews consider the relationship of the function to university and division objectives and strategies.

IMPLEMENTING THE PLANNING PROCESS.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Weber State planning is composed of coordinated planning documents, processes, time cycles, and responsible bodies. The central guiding documents are [mission, values, vision](#), and clearly defined university objectives with associated achievement measures. Achievement of university objectives is [assessed](#) on an ongoing basis and is combined annually with external conditions affecting the university to update university strategies.

The Weber State [mission](#) is a statement of the purpose of the university and expresses the authority and expectations set by the Board of Regents. The **Mission Core Themes** model defines mission-related objectives and achievement indicators and serves as the reference for anyone who wants to know about how the university interprets its mission and how success is being measured. The NWCCU accreditation process provides cyclical peer review and outside perspective using this self-defined model of objectives and achievement relative to mission.

The Weber State [Vision and Core Values](#) define what kind of institution the university aspires to be relative to other universities. The university's vision extends from its traditions and institutional authority and is a proclamation of how it intends to achieve distinction among peer universities. The core values set a standard for personal and interpersonal behaviors that shape the culture of Weber State.

Each Division Vice President maintains a [Division Plan](#), which include priority objectives and initiatives intended to improve the university.

WEBER STATE UNIVERSITY'S CURRENT VISION, VALUES, MISSION AND CORE THEMES

The university's mission was revised and the core themes and objectives were defined in 2011, which stimulated a look-back at "Looking Forward," the vision for Weber State University in 2030 (Weber State 2030), the university's vision statement written in 2008. The process resulted in a vision statement for the university, adopted by the University Planning Council in January 2012, which summarizes and complements, rather than replaces, Weber State 2030.

Looking forward: Planning Strategically for Weber State University in 2030 Weber 2030 Vision Statement

Weber State University is an exceptional comprehensive university providing associate, bachelor, and master’s degrees to meet the needs of the region. WSU graduates are broadly educated, capable and prepared for meaningful careers, graduate and professional schools, and civic engagement.

The hallmark of the university is excellent teaching with extraordinary interactions between faculty and students. WSU has an inclusive campus environment that meets the needs of a growing, diverse student body of more than 26,000.

WSU is a multi-campus university that delivers courses, programs and extracurricular learning experiences at convenient locations and times and uses leading-edge technology.

WSU welcomes traditional and nontraditional students and fosters an engaging and supportive campus culture enhanced by student-centered educational services.

WSU is distinguished by outstanding academic programs that recruit motivated students to work with faculty to create and share knowledge.

Substantial external funds support a vibrant level of scholarly pursuits that engage faculty, staff, students and community partners, including traditional research, applied and community-based research, and artistic endeavors.

WEBER 2030 DIRECTIONS (ASPIRATIONS)

Based on an assessment of higher education trends in Utah, the Planning Council recommends the following action steps to ensure that Weber State University will reflect the attributes we strive for in 2030.

Teaching Excellence

- Hiring, developing and evaluating faculty will continue to reflect WSU’s Focus on teaching excellence.
- Faculty recognition and rewards for excellence in teaching will be expanded.
- WSU will continue to develop programs for undergraduate research and service learning as well as other activities that foster meaningful student engagement.

Research

- WSU will develop research centers that create opportunities to integrate scholarship and learning for faculty and students. The centers will attract faculty that are interested in exploring new knowledge through research and engaging students in discovery. These centers will be a driving force in attracting external funding.
- WSU faculty and students will continue to play a leadership role in traditional, applied and community- based research.
- WSU will be the leader of cultural and artistic endeavors in northern Utah.
- WSU will actively foster research related to pedagogy and improving student learning.
- WSU’s importance as an economic engine for the regional economy will increase.

Campus and Student Culture

- WSU will continue to develop its campuses in both Ogden and Layton with additional buildings, programs and student services to serve the growing student population.
- WSU will expand offerings in student-convenient “satellite” locations.
- WSU will continue to expand high-quality online programs and courses and remain on the cutting edge by using new technologies to enhance learning experiences.
- WSU will expand access to scholarship programs for all students and focus services and programs to meet their needs.
- WSU will enhance out-of-class student learning experiences through the development of leadership skills, ethical decision-making, and civic responsibility.
- The WSU campuses in Ogden and Layton will become significant destination nodes for the Wasatch Front mass transit system.
- WSU will offer courses at locations and times convenient for students.
- WSU will hire, develop and evaluate staff who foster a student-centered campus culture.
- WSU will engage alumni in the life of the university.
- WSU will expand efforts to foster a more sustainable campus through educational outreach, facility upgrades, recycling initiatives, and the encouragement of alternative modes of transportation.

Inclusion

- WSU will meet the needs of the diverse learners in the communities it serves.
- WSU will foster a campus culture in which everyone feels respected and valued.
- WSU will use its open-access community college role to become a leader in changing attitudes regarding access to and the value derived from higher education.

Student Success

- WSU will enhance academic, student development and support services to retain students through graduation.
- WSU will help students achieve their educational goals in a timely manner.
- WSU Faculty and staff will collaborate on the goal of student success.
- WSU Alumni will occupy leadership roles in business, education and government.

2012 WEBER STATE UNIVERSITY VISION

Tradition: For more than five decades, Weber State University has successfully pursued a dual mission by offering a wide-range of baccalaureate and graduate programs while meeting regional community college needs.

The vision is for Weber State University to be the national model for a dual-mission university that integrates learning, scholarship and community.

VISION CORE VALUES

In December, 2011, the University Planning Council expressed the Vision Core Values the Faculty and Staff of Weber State University like to think they live by, and certainly aspire to live by.

Learning through personalized experiences and shared inquiry

Engagement in community

Access and opportunity for all

Respect for people and ideas

Nurturing the potential within every individual

UNIVERSITY VISION STRATEGIES

The vision and values describe what the university aspires to be. The vision extends from its traditions and institutional authority and is a proclamation of how WSU intends to achieve greatness among universities. The core values set a standard for personal and interpersonal behaviors that shape the culture of Weber State.

The strategies for pursuing the vision describe the necessary conditions required to reach the Vision and mostly serve as internal reminders to guide the planning process at the university level. These university strategies are crafted to direct planning efforts toward achieving the vision, responding to the results of assessment, capitalizing on strengths, and shoring up weaknesses. Importantly, they consider current environmental factors such as funding, capacity to change, competition, and market forces.

The University President's Council identified six primary strategies for achieving the aspirations of Weber 2013 and the 2012 Vision, which were endorsed by the University Planning Council, January 2012.

WSU will...

Welcome traditional and nontraditional students and foster an engaging and supportive campus culture which promotes retention, graduation and next step success.

Build outstanding programs that recruit motivated students and foster a vibrant level of scholarly activity.

Expand offerings through development of multiple campuses and innovative uses of technology.

Diversify and increase external funding for the university through shared responsibility at university, college and program levels.

Recruit and retain talented faculty and staff who embrace the mission and vision of the university.

Promote the dual-mission aspect of the WSU brand.

3.A.3

The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The data collection and resource allocation contemplated by the university planning process is reflected in the process graphic that began this chapter. The guiding documents that are considered as part of this review are [mission, values, vision](#), and the clearly defined university objectives with associated achievement measures. Achievement of university objectives is [assessed](#) on an ongoing basis and is combined annually with assessments of external conditions affecting the university to update university strategies.

DIVISION PLANNING

Each division collects data annually and analyzes the results of that data collection to modify resource allocation and strategic directions within the division for the next year. Division vice presidents oversee the division planning processes in their areas of responsibility, maintaining alignment with university objectives and strategies. They update their division plans annually, combining information from the program and service reviews with current conditions, university objectives and strategies, and available funds. Division plans are the most dynamic components of the WSU PLAN, defining division priorities, strategies for achieving them, and large-scope change and investment initiatives. Division plans are vetted and coordinated by President’s Council as necessary. Each division plan focuses on these questions:

- How does assessment drive Program or Service and/or Division planning?
- How does assessment and planning affect resource allocation?
- How do Division Strategies relate to university objectives and strategies?
- What are the Division’s highest priority objectives?
- What is the Division’s strategy for achieving each of the highest priority objectives?
- Through what activities (initiatives) will each of the strategies be implemented?
- For each of the highest priority objectives, what outcome measure(s) will define success?

The results of the division planning and assessment and the academic and service program reviews are reported to the President’s Council. The President’s Council considers the needs identified in the plans and assessments, the capacity of the institution, the mission, values, vision and strategic initiatives of the university and makes decisions about programmatic modifications and resource allocations for the next year and for future years. The outcomes of the programmatic changes and resource allocations are reported to the affected areas. When programmatic modifications and resource allocations involve policy issues or when they impact the university’s strategic initiatives, the modifications and resource allocations are discussed with the campus community, Trustees and Regents, as appropriate.

3.A.5 The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The Administrative Services and Information Technologies Divisions have specific planning responsibilities for emergency preparedness and contingency planning for the financial, physical, and technological infrastructure of the university. These contingency plans form a part of their division plans. (See: [Administrative Services Plan](#) [Information Technology Division Plan](#)).

Within the Academic Affairs Division, the emergency and contingency planning starts at the faculty and course level. Each faculty member is asked to address a contingency plan for their courses within their class syllabus. Administrative and computer support for increased online course and service delivery that might be occasioned with an emergency or a longer contingency that might restrict access to campus for an extended time (such as in the event of an earthquake or a pandemic illness), is coordinated through planning committees that involve broad sectors of the campus community.

3.B CORE THEME PLANNING

WEBER STATE UNIVERSITY MISSION

Weber State University (WSU) is a comprehensive public university authorized to operate and confer degrees under Utah Code section 53B-6-101 et seq and its mission and roles are governed by Utah State Board of Regents [policy 312](#). The university’s mission was approved by the Weber State University Board of Trustees (January, 2011) and the Utah State Board of Regents (May, 2011).

Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

INTERPRETATION OF MISSION - THE MISSION CORE THEMES

The Core Themes Model defines mission related objectives and achievement indicators and therefore describes how WSU interprets its mission and how success is being measured.

MISSION CORE THEMES

In accordance with NWCCU accreditation Standard One, the [University Planning Council](#) developed a clear definition of the purpose and goals of the university as expressed in its mission (April, 2011). The Core Themes of the Weber State University Mission, and the associated objectives, were adopted by the Weber State University Board of Trustees (by delegation from the Utah Board of Regents, June, 2011). The University mission Core Themes and objectives, along with performance assessment methods, were filed with NWCCU in September, 2011.

With the purpose of continuously improving the university in pursuit of the mission, the University Planning Council interpreted the mission as having three fundamental themes and ten operating objectives crafted to enable [assessment of achievement](#).

The [ACCESS theme](#) directs the university to provide access to academic programs in liberal arts, sciences, technical and professional fields, resulting in the following three objectives:

- ...offer responsive associate, baccalaureate and master's degrees in liberal arts, sciences, technical and professional fields
- ...students progress in their programs of study
- ...provide access to higher educational opportunity

The [LEARNING theme](#) directs WSU to provide an engaging teaching and learning environment that encourages learning and leads to students' success, resulting in the following objectives:

- ...students experience an engaging learning environment founded on extensive personal contact among faculty, staff and students in and out of the classroom
- ...students receive effective educational support
- ...students learn to succeed as educated persons and professionals
- ...students and faculty learn, explore and create in an environment that sustains free inquiry and free expression

The [COMMUNITY theme](#) directs WSU to support and improve the local community through educational, economic and public service partnerships and cultural and athletic events, resulting in the following objectives:

- ...contribute to pre-K through 12 education in the region
- ...contribute to the richness of the regional culture
- ...contribute to the economic development of the region

CORE THEME PLANNING OBJECTIVES

3.A The institution's comprehensive planning process is broad based and offers opportunities for input by appropriate constituencies.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Weber State University is inclusive and integrative in its planning and assessment processes, involving representative groups in both core theme and broader institutional planning to afford broad-based participation and appropriate input. The process includes administration, faculty, staff and students in the University Planning Council, which regularly reviews the core themes and their contributing components within the context of the broader university planning process. The results of the Planning Council's reviews are vetted through the Faculty Senate, the Staff Advisory Committee, the Student Senate, and in open campus meetings.

THE UNIVERSITY PRESIDENT'S PLANNING RESPONSIBILITY

The university president is responsible for the overall planning process, including core theme planning. All planning processes are reviewed for effectiveness by the University Planning Council and President's Council on a seven year cycle along with annual assessments of mission fulfillment, adaptive ability, and capacity.

PRESIDENT'S COUNCIL PLANNING AND ASSESSMENT RESPONSIBILITIES

The President's Council is the central authority directing, coordinating and executing the university planning process, including core theme planning. The President's Council is responsible for regularly monitoring the internal and external environments to determine how and to what degree changing circumstances may impact the mission and ability to fulfill the mission, as reflected in the university core themes.

1. President's Council determines the long-term vision for the university. The WSU planning process charges President's Council with maintaining broad and long-term vision for the university, an idealized, compelling extension of the WSU mission and core theme concepts into the future. After developing the vision, the President's Council:
 - a. presents the vision to University Planning Council for input and discussion
 - b. presents the vision to the University Trustees for input and discussion.
2. President's Council determines broad strategies for achieving the vision.
3. President's Council implements a [system to assess university performance](#), consistent with NWCCU [standard 4](#). President's Council conducts an assessment of mission fulfillment that involves reviewing and analyzing the results of the assessments associated with the core themes. [[NWCCU standard 1.A.2](#)]
4. As part of the annual review of planning, the President's Council develops strategies for achieving the long-term vision of the university including assessment results and conditions affecting the university to set and update university strategies for achieving the vision and to guide near-term timing and budget allocation.
5. The President's Council presents strategies to University Planning Council for input and

- presents the vision to the University Trustees for input and discussion.
6. President's Council executes the Comprehensive Planning Process and maintains the WSU PLAN, consistent with [NWCCU standard 5.A.1](#) and [standard 3](#).
 7. Specifically, the President's Council: prepares the WSU PLAN and presents it to University Planning Council for input and discussion, presents the WSU PLAN to the University Trustees for input and discussion and publishes and disseminates the WSU PLAN.
 8. Coincident with the NWCCU accreditation cycle, President's Council reviews the effectiveness of the Comprehensive Planning Process and implements improvements as necessary in accord with NWCCU [standard 5.B.2](#), [standard 3.0](#), and standard 4.A.6.
 9. President's Council coordinates division planning, ensuring that division plans contribute to accomplishment of the core theme objectives and reflect university strategies, consistent with [NWCCU standard 3.B.1](#).

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

Intended outcomes have been defined for all mission core theme programs and services and, through outcomes assessment, five-year reviews identify strengths and weaknesses relative to achieving them. These program and service reviews are the foundation of Weber State planning and often result in change initiatives intended to strengthen or improve.

Program and service reviews are centered on goals or intended outcomes and are informed by (a) meaningful outcomes assessment, (b) analysis of demand trends and capacity, (c) relationship to mission core theme and supporting objectives, (d) relationship to division priorities, (e) assessment of the adequacy of equipment and technology, and (f) identification of physical plant access or safety issues (if any). Developing ideas for improving outcomes or contributions to division priorities and university objectives are specific goals of the program and service planning processes. Importantly, the faculty has a primary role in the review of academic programs and services.

Appropriate and sustainable metrics are collected for each of the indicators associated with the Core Themes. These metrics were briefly identified in the discussion of Standard One and will be fully reviewed in the discussion of Core Theme Planning and Assessment in the report on Standard Four.

FACULTY INVOLVEMENT IN IDENTIFICATION, COLLECTION AND ANALYSIS OF LEARNING DATA

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

In addition to the data gathered and utilized specifically for Core Theme Planning, the university's planning model involves ongoing periodic reviews at the institutional, college, program and course level that gather additional data on educational outcomes, institutional effectiveness in responding to business needs and efficiency and effectiveness in resource allocation.

At an institutional level, summative assessment of educational outcomes occurs through faculty review of general education data by the Faculty Committee on General Education, analysis of graduation school

acceptance and employment patterns, regular input from national and local employer advisory boards, input from local business, political and governmental leaders in regularly scheduled meetings, regional accreditation and through institutional affiliation with national organizations such as the Carnegie Foundation for the Advancement of Teaching, American Association of Colleges and Universities, the Council on Undergraduate Research, and Campus Compact.

College level review occurs through specialized accreditation, analysis of graduate admissions and employment patterns, analysis of general education and major-related educational outcomes data, and analysis of program reviews.

Reviews of each program, which include outside evaluators, occur at least every five years. Many programs are also accredited by specialized accreditation associations. Each program submits an annual assessment to the university that reflects the ways that they ensure that their students are achieving general education and major-related learning outcomes. Most programs have a summative student experience that allows them to assess their graduating students' levels of attainment of educational goals. Many programs work closely with advisory boards to ensure that their instruction coincides with employers' needs. Those programs that frequently place graduates into graduate schools regularly review the admissions patterns of their graduates. Finally, many programs have nationally standardized tests or licensure exams that allow the faculty to assess their students learning against a national or regional standard.

Course level review involves formative and summative evaluation of each course and instructor on a regular basis. This includes evaluation of student attainment of learning outcomes through standardized and locally developed tests and evaluations of student portfolios.

In addition, data is gathered with respect to strategic priorities that have been identified for the university that may not be directly collected by other means. As an illustration of “closing the loop” on the planning process, Appendix ‘B’ details some of the accomplishments reported by WSU departments, units and divisions toward the achievement of past institutional strategic initiatives.

SUMMARY

Weber's planning is broadly based, with Weber 2030, the 2012 Vision Statement and current strategies providing the vision and focus for the institution's academic, student life, financial oversight, fundraising and operational initiatives. Planning processes and activities across the institution are participatory and collaborative providing opportunity for various stakeholders to gather information and to provide input in establishing institutional priorities and allocating resources.

CHAPTER FOUR: 3.B CORE THEME PLANNING, 4.A ASSESSMENT AND 4.B ASSESSMENT AND IMPROVEMENT

ELIGIBILITY REQUIREMENTS

Eligibility Requirement 22: Student Achievement: *The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.*

WSU's general education and program-specific learning goals are clearly identified and published in the University's online academic catalogs, and each academic program's web page lists the learning goals for the program. Individual course syllabi list the learning outcomes for each course. Assessment of learning goals takes place at the course, program and institutional levels. In addition, all of the co-curricular and student development programs also assess the impact of their activities and programming related to university-wide and program-specific learning goals.

Eligibility Requirement 23: Institutional Effectiveness: *The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure viability and sustainability.*

Through its Office of Institutional Effectiveness, Academic Planning, and Evaluation, Weber coordinates annual assessment reports from each academic department. These reports include assessment of general education and discipline-specific learning data. The data reflected in the annual report includes a review of every course in the department at least every three years.

Comprehensive academic program reviews and service reviews are conducted on a five-year rotating cycle. The annual reviews and the comprehensive programs reviews are published on the Office of Institutional Effectiveness, Academic Planning, and Evaluation [website](#). In addition, in accordance with university policy, each college also provides an annual report which highlights successes and challenges within the college in the previous year.

3.B CORE THEME PLANNING, 4.A ASSESSMENT AND 4.B ASSESSMENT AND IMPROVEMENT

The remainder of this chapter will follow the Northwest Commission on Colleges and Universities' Guidelines for Preparation for Year Seven Self-Evaluation Reports. Specifically, the remainder of this chapter will "address Standards 3.B Core Theme Planning, 4.A Assessment, and 4.B Improvement as they relate to each respective Core Theme."

The section immediately following will present a macro-level overview of institutional planning and assessment efforts relevant for Standards 3.B, 4.A and 4.B. This will be followed by a micro-level discussion of Standards 3.B, 4.A.6, and 4.B as they relate to WSU's three Core Theme of Assess, Learning and Community as well as the objectives associated with the Core Themes.

3.B.3 *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is*

informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Planning for the Core Themes is informed by specific outcomes that have been defined for all Core Themes. Five-year reviews assess outcomes and identify strengths and weaknesses relative to achieving the outcomes. These program reviews are the foundation of Weber State University planning and often result in change initiatives intended to strengthen or improve.

Program reviews are centered on goals or intended outcomes and are informed by (a) meaningful outcomes assessment, (b) analysis of demand trends and capacity, (c) relationship to Core Themes and supporting objectives, (d) relationship to division priorities, (e) assessment of the adequacy of equipment and technology, and (f) identification of physical plant access or safety issues (if any). Developing ideas for improving outcomes or contributions to division priorities and university objectives are specific goals of the program and service planning processes.

Within Academic Affairs, comprehensive reviews of all academic programs are completed every 5 years. As part of this review process, program data and assessments are collected and analyzed by the faculty within the program. The results of the program review are communicated to responsible administrators, program constituents, the Board of Trustees and the Board of Regents.

In addition to comprehensive program reviews, each academic program submits an annual assessment report to the Office of Institutional Effectiveness, Academic Planning, and Evaluation. Each academic dean submits an annual report to the Provost. Finally, the Provost and Vice President for Academic Affairs prepares an annual report that is submitted to the President, and Provost, in conjunction with the deans, prepares a division plan that is updated annually.

In other divisions, each vice president is responsible for overseeing the review of programs. Vice presidents prepare reports annually that are submitted to the President, and each vice president prepares a division plan that is updated annually.

Appropriate and sustainable metrics are collected for each of the indicators associated with the Core Themes. These metrics were briefly identified in the discussion of Standard One and will be fully reviewed in the discussion of Core Theme Planning and Assessment.

STANDARD FOUR – EFFECTIVENESS AND IMPROVEMENT

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

4.A ASSESSMENT

4.A.1 *The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.*

The systematic collection and analysis of data is the primary responsibility of the Office of Institutional Research and the Office of Institutional Effectiveness, Academic Planning, and Evaluation. The Office of Institutional Research collects and maintains the data required for Core Theme Planning, as well as the

data required by the Utah System of Higher Education and U.S. Department of Education's Institute of Education Sciences National Center for Education Statistics.

The Office of Institutional Effectiveness, Academic Planning, and Evaluation uses the data collected by the Office of Institutional Research. Importantly, the Office of Institutional Effectiveness, Academic Planning, and Evaluation coordinates annual assessment reports from each academic department. These reports include assessment of general education and discipline-specific learning data. The data reflected in the report includes reviews of all courses in the department at least every five years.

4.A.2 *The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.*

Weber State University's President, Provost, Vice Presidents, Deans and other administrators, faculty, and staff rely on the data to make informed decisions that guide Weber State University. In addition to regular, ongoing use of the data. As part of this review process, program data and assessments are collected and analyzed by the faculty within the program. The results of the program review are communicated to responsible administrators, program constituents, the Board of Trustees and the Board of Regents. The program review process results in specific recommendations regarding what the program should do to enhance academic and learning activities.

4.A.3 *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

At the program level, each program submits an annual assessment to the university that reflects the ways that they ensure their students are achieving general education and major-related learning outcomes. Most programs have a summative student experience that allows them to assess their graduating students' levels of attainment of educational goals. Many programs work closely with advisory boards to ensure that their instruction coincides with employers' needs. Those programs that frequently place graduates into graduate schools regularly review the admissions patterns of their graduates. Many programs also have nationally standardized tests or licensure exams that allow the faculty to assess their students learning against a national or regional standard. Regular reviews of program level learning outcomes occur through the fifth year program review conducted by the Executive Committee of the Faculty Senate.

At an institutional level, summative assessment of educational outcomes occurs through annual faculty review of general education data by the Faculty Committee on General Education, fifth year reviews of learning outcomes for each general education course by the Faculty Senate Curriculum Committee, analysis of graduation school acceptance and employment patterns, regular input from national and local employer advisory boards, input from local business, political and governmental leaders in regularly scheduled meetings, regional accreditation and through institutional affiliation with national organizations such as the Carnegie Foundation for the Advancement of Teaching, American Association of Colleges and Universities, the Council on Undergraduate Research, and Campus Compact.

4.A.4 *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

4.A.5 *The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.*

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

The President, Provost, Vice Presidents and Deans are ultimately responsible for institution-wide alignment of programs and services with the Core Themes. They use the indicators described later in this chapter to assess whether objectives are being met and what institution-wide corrective action is needed, if any.

The President, Provost and Vice Presidents articulate strategic goals and initiatives and communicate them to the University. The Provost meets regularly with deans and vice provosts to review the plans for colleges and departments. The President meets regularly with vice presidents to review division plans.

The assessments contained in this chapter are based on the work of a team of administrators and staff who reviewed the Core Themes and indicators and collected the appropriate data. The Provost's Office provided the final review of these data and identified areas for ongoing improvement. The core theme assessments and the accompanying recommendations will inform the ongoing data collection efforts as well as the improvement and creation of various programs and services.

4.B IMPROVEMENT

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

As detailed in the previous section, the processes of planning, ensuring mission alignment and collecting and analyzing data are integrated at WSU. Below, Standards 4.B.1 and 4.B.2 will be discussed separately for each Core Theme. In addition, for purposes of further clarity and detail, Standards 3.B, 4.A.6 will be discussed for each Core Theme. The previous discussion of Standards 4.A.1 through 4.A.5 should be sufficient and not require further amplification.

CORE THEME I. ACCESS

3.B PLANNING AND MISSION ALIGNMENT

3.B.1 *Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

The planning and alignment of services and programs to support the Access Core Theme reflect WSU's commitment to provide meaningful access for prospective students to educational programs that respond to student and market needs. WSU serves communities with significant socio-economic and cultural

differences. WSU's Mission Statement identifies the institution as the "educational, cultural and economic leader for the region."

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

WSU has carefully planned to ensure that the communities it serves have access to the university. Results of that planning include decisions to remain an "open admission" institution, to embrace two year, four year and selected graduate education to meet community needs, to communicate its educational mission to the community, to work closely to articulate the programs of local community colleges, to collaborate with local public educators to ensure that local high school graduates are prepared for collegiate instruction, and to provide appropriate student support services for students to ensure student learning and persistence to graduation. These decisions are consistent with the university's vision and mission that focus on educational leadership for the service region. The programs and services that support access, including community research and engagement, educational outreach, recruiting and collaborative technical programs are regularly reviewed by Departments, Deans, the University Planning Council, the President's Council, Trustees and Regents to ensure alignment and support of the Access Core Theme's objectives.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

As reflected in the following data, the planning and analysis of the Access Core Theme is informed through the collection and careful review of data. Recognizing that attempting to monitor too many programs, indicators, and metrics could be overwhelming, the Access Core Theme objectives, indicators and metrics were chosen to measure the success of representative programs that support access. The achievement thresholds for these outcomes are being continually reviewed and modified by the University Planning Committee and the President's Council to ensure that they reflect an appropriate balance of aspiration and practicality.

Based upon an analysis of enrollments patterns, area demographics and regional employee needs, Weber has identified the following objectives, indicators and metrics that inform its annual review of its recruitment, public communication, financial aid and other educational and student support programs:

CORE THEME I: ACCESS

OBJECTIVES, INDICATORS OF ACHIEVEMENT, RATIONALE, METRICS AND ACCEPTABLE THRESHOLDS

ACCESS Objective A. DEGREES Weber State offers responsive associate's, bachelor's and master's degrees in liberal arts, sciences, technical and professional fields.

DEGREES Indicator 1 Programs and degrees are responsive to student needs.

Rationale for DEGREES Indicator 1

Responsiveness to student needs is assessed by measuring enrollment trends against regional populations. The underlying assumption is that enrollments reflect the responsiveness to education needs of students and local business and industry and the value students perceive in a WSU degree.

DEGREES Indicator 1 Metrics

Weber has selected three metrics to inform Degree Indicator 1: a) WSU's three-year moving average of overall yield for Primary High Schools will exceed 60%. b) WSU's enrollment will increase at a rate that will equal or exceed 30,000 students in 2030. c) Reflecting WSU's dual mission of serving as a regional University and meeting the community college needs of the region, WSU distribution of degrees will reflect a balance of associate's, bachelor's, and master's degrees.

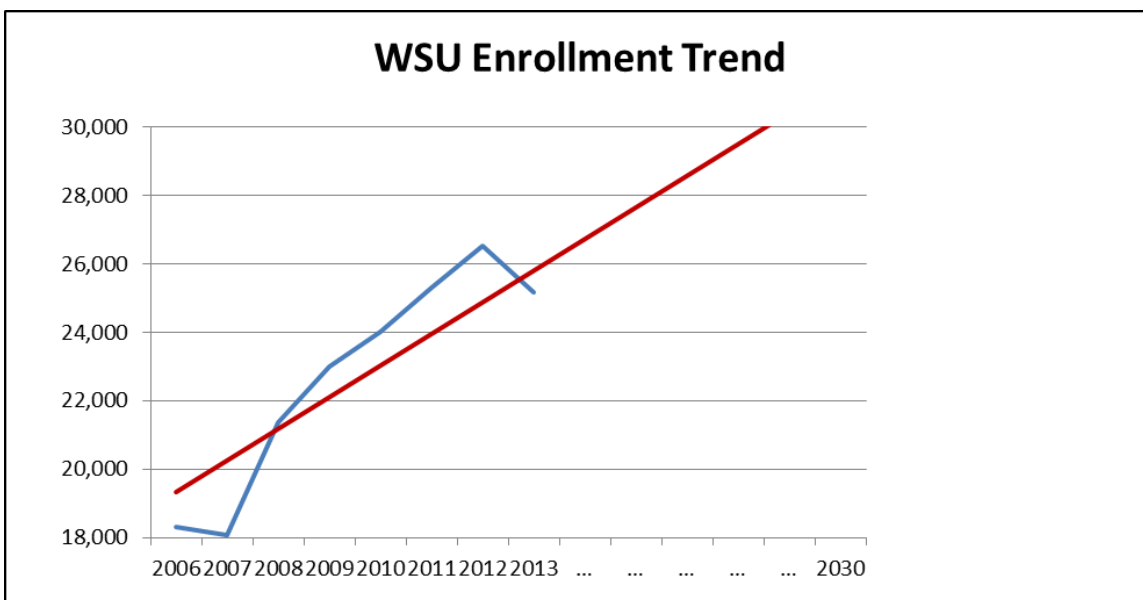
Yield for Primary High Schools

Primary HS Market Distribution for New Freshman Residents w/HS Grad Year 2013			
Rank by % of Realized Yield			
School	Adm	Enr	Yield
NUAMES	58	55	94.8%
Roy	114	83	72.8%
Northridge	175	119	68.0%
Ogden	140	95	67.9%
Bonneville	131	88	67.2%
Syracuse	178	117	65.7%
Ben Lomond	74	46	62.2%
Weber	197	116	58.9%
Fremont	139	81	58.3%
Layton	128	73	57.0%
Clearfield	118	59	50.0%
Davis	216	105	48.6%
Morgan	66	30	45.5%
Viewmont	126	46	36.5%
Bountiful	68	24	35.3%
Box Elder	68	22	32.4%
Woods Cross	50	13	26.0%
2013 Total	2046	1172	57.3%
2012 Total	2027	1303	64.3%
2011 Total	1817	1241	68.3%

Acceptable Threshold for "Yield for Primary High Schools": WSU's overall yield from primary feeder high schools will exceed 65 percent.

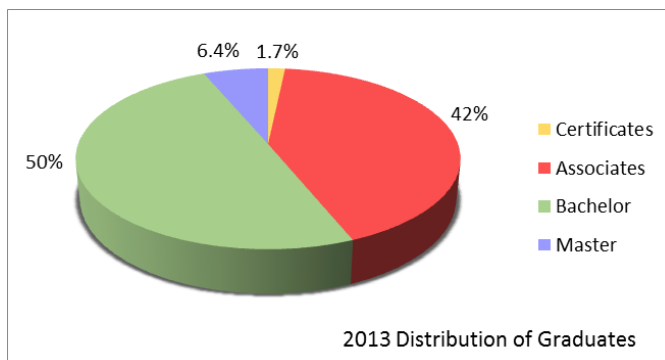
Enrollments

WSU Fall Enrollment								
2005	2006	2007	2008	2009	2010	2011	2012	2013
18,124	18,303	18,081	21,366	23,001	24,026	25,301	26,534	25,157



Acceptable Threshold for “Enrollments”: WSU’s enrollment will increase at a rate that is projected to equal or exceed 30,000 students in 2030.

Distribution of Graduates



Acceptable Threshold for “Distribution of Graduates”: Reflecting WSU’s dual mission of serving as a regional university and meeting the community college needs of the region, WSU’s distribution of degrees will reflect a balance of associate, bachelors and masters degrees.

ACCESS Objective B. ACHIEVEMENT Students progress in their programs of study.

ACHIEVEMENT Indicator 1 Students earn degrees.

Rationale for ACHIEVEMENT Indicator 1

The retention and graduation rates, which are normed against the rates at peer institutions, provide evidence that allows WSU to evaluate whether it is more or less successful than peer institutions in retaining students through graduation. (Note: WSU regularly compares itself to a list of peer institutions from across the nation. This list of national peer institutions is approved by the Utah State Board of Regents. In some instances, WSU also compares itself to a set of “in-state peers.” These are institutions within the Utah System of Higher Education that have roles and missions similar to those of WSU. Finally, WSU regularly administers national surveys and assessment instruments (e.g., National Survey of Student Engagement, Collegiate Learning Assessment, Higher Education Research Institute.) These surveys provide comparisons against sets of comparable institutions that are not identical to either WSU national peer institutions or in-state peers.

ACHIEVEMENT Indicator 1 Metrics

Weber has selected three metrics to inform Achievement Degree Indicator 1: 1) Retention, which is a direct measure of students’ persistence toward graduation. 2) Graduation, which directly reflects the students’ attainment of their educational goals. 3) Degrees awarded which, in a dual mission institution, is an important secondary indicator of students’ success in attaining their desired degree of education.

Retention

Comparison of WSU 2012 (full-time) Retention Rate to Those of National Peer Institutions

Institution	2012 Admit Rate	2012 1-year retention rate	change from previous year	Institution	2012 Admit Rate	2012 1-year retention rate	change from previous year
University of North Florida	52%	83%	2%	Youngstown State University	100%	69%	4%
Weber State University	100%	74%	3%	Eastern Kentucky University	66%	68%	2%
Clarion Univ of Pennsylvania	47%	71%	1%	NW State University of Louisiana	85%	68%	-1%
University of Alaska Anchorage	100%	71%	1%	Northern Kentucky University	64%	67%	1%
Boise State University	85%	71%	2%	Utah Valley University	100%	61%	-1%
Ferris State University	71%	70%	-1%				

Acceptable Threshold for “Retention”: WSU’s first year retention rate will place it in the upper half of national peer institutions.

Graduation Rates

Comparison of WSU Graduation Rate to Those of National Peer Institutions (2003 Cohort)

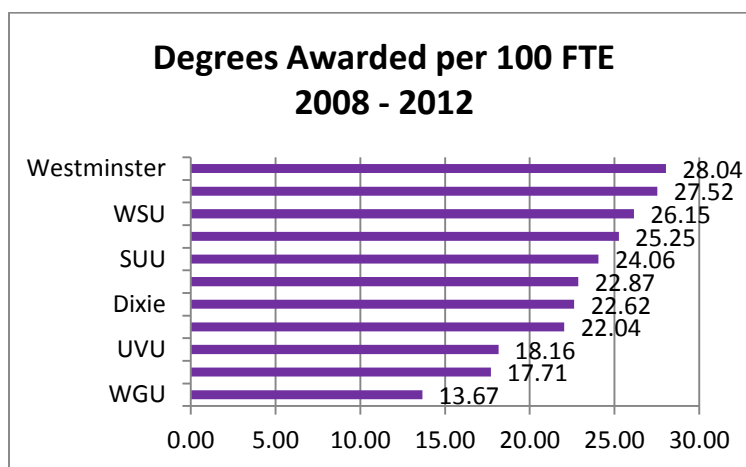
WSU’s graduation rate is 43% (ranked 4th out of 11 institutions)

(The 2005 cohort is the most recent which provides publically available, six-year graduation rates.)

Institution	Admit Rate	6-year graduation rate	change from previous year	Institution	Admit Rate	6-year graduation rate	change from previous year
University of North Florida	64%	50%	3%	Northern Kentucky University	69%	37%	3%
Clarion University of Pennsylvania	68%	49%	n/c	Youngstown State University	100%	35%	-2%
Ferris State University	55%	45%	-3%	Boise State University	87%	29%	1%
Weber State University	100%	43%	2%	University of Alaska Anchorage	72%	25%	n/c
Eastern Kentucky University	72%	38%	1%	Utah Valley University	100%	25%	10%
NW State University of Louisiana	81%	37%	2%				

Acceptable Threshold for “Graduation Rates”: WSU’s six-year graduation rate will place it in the upper half of peer institutions.

Degrees Awarded: WSU’s position among State of Utah peers



Acceptable Threshold for “Degrees awarded”: WSU’s awarded degrees per 100 FTE students will place it in the upper half of in-state peer institutions.

ACHIEVEMENT Indicator 2 Graduates have “next step” success.

Rationale for ACHIEVEMENT Indicator 2

Next-step success reflects the value added by a WSU degree. The measurements include placement and how graduates self-report about the completion of their educational goals. Most students consider beginning a career or getting into a program to further their education as primary outcomes from their years at the university. Graduate placement rates are an indicator of next-step success.

DEGREES Indicator 2 Metrics

The university has selected one metric to inform Achievement Degrees Indicator 2: 1) Success in Employment and in Graduate School Placement. The goal for most students is to utilize their education to obtain employment or to secure admission to graduate education.

Success in Employment and in Graduate School Placement

Results from 2014 WSU Graduation Survey

Associate's Degree Respondents at a Glance (status at the time of survey)								
College	Total Respondents (n)	Avg Age	CONTINUING EDUCATION ¹			EMPLOYMENT ¹		Avg. Annual Salary (Full-Time Only)
			Planning to Start Bachelor's Degree	Full-time Employment Sought ²	Employed Full-time ³	Employment is Related to Major (Full-Time Only)		
College of Applied Science	30	27.2	67%	69%	79%	84%	\$ 41,767	
College of Arts and Humanities	0	N/A	N/A	N/A	N/A	N/A	N/A	
College of Education	0	N/A	N/A	N/A	N/A	N/A	N/A	
College of Health Professions	298	28.9	68%	70%	71%	82%	\$ 36,748	
College of Science	6	30	17%	60%	100%	0%	\$ 53,000	
College of Social and Behavioral Sciences	5	25.4	60%	100%	50%	50%	\$ 32,000	
General Studies	387	24.1	72%	44%	28%	51%	\$ 32,533	
School of Business and Economics	3	31	67%	100%	100%	0%	\$ 50,000	
Overall	729	27.1	70%	59%	50%	72%	\$ 35,785	

¹ Total respondent counts may be less than those given for the college as a whole
² Calculated as follows: respondents seeking full-time employment divided by respondents seeking employment, both currently unemployed and employed
³ Excludes respondents who indicated they are not seeking full-time employment, both currently unemployed and employed

Bachelor's Degree Respondents at a Glance (status at the time of survey)									
College	Total Respondents (n)	Avg Age	CONTINUING EDUCATION ¹			EMPLOYMENT ¹		Avg. Annual Salary (Full-Time Only)	
			Planning to Continue Education	Continuing Education Applied	Acceptance Rate	Full-time Employment Sought ²	Employed Full-time ³		Employment is Related to Major (Full-Time Only)
College of Applied Science	185	29.6	12%	32%	43%	97%	89%	80%	\$ 48,751
College of Arts and Humanities	150	27.4	23%	35%	42%	88%	68%	40%	\$ 34,952
College of Education	184	26.4	30%	49%	44%	83%	69%	38%	\$ 34,477
College of Health Professions	287	30.1	21%	33%	45%	78%	73%	84%	\$ 45,628
College of Science	89	27.4	48%	60%	85%	89%	66%	48%	\$ 36,472
College of Social and Behavioral Sciences	260	27.7	39%	42%	44%	90%	67%	43%	\$ 32,831
Bachelor of Integrated Studies	27	28.0	41%	36%	75%	94%	71%	76%	\$ 39,385
School of Business and Economics	195	26.8	29%	28%	50%	95%	77%	66%	\$ 39,477
Overall	1377	28.1	28%	40%	52%	88%	73%	62%	\$ 40,817

¹ Total respondent counts may be less than those given for the college as a whole
² Calculated as follows: respondents seeking full-time employment divided by respondents seeking employment, both currently unemployed and employed
³ Excludes respondents who indicated they are not seeking full-time employment, both currently unemployed and employed

Master's Degree Respondents at a Glance (status at the time of survey)									
College	Total Respondents (n)	Avg Age	CONTINUING EDUCATION ¹			EMPLOYMENT ¹			
			Planning to Continue Education	Continuing Education Applied	Acceptance Rate	Full-time Employment Sought ²	Employed Full-time ³	Employment is Related to Major (Full-Time Only)	Avg. Annual Salary (Full-Time Only)
College of Applied Science	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College of Arts and Humanities	27	31.9	11%	33%	100%	73%	78%	67%	\$ 45,833
College of Education	26	33.6	8%	100%	50%	70%	67%	64%	\$ 38,534
College of Health Professions	33	35.1	3%	0%	N/A	85%	84%	77%	\$ 57,952
College of Science	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College of Social and Behavioral Sciences	5	28.3	0%	N/A	N/A	100%	60%	100%	\$ 50,750
School of Business and Economics	63	32.1	6%	25%	100%	97%	87%	93%	\$ 57,247
Overall	154	33.2	6%	40%	75%	86%	81%	82%	\$ 54,103

¹ Total respondent counts may be less than those given for the college as a whole due

² Calculated as follows: respondents seeking full-time employment divided by respondents seeking employment, both currently unemployed and employed

³ Excludes respondents who indicated they are not seeking full-time employment, both currently unemployed and employed

Acceptable Threshold for “Success in Employment and in Graduate School Placement”: For associate’s degree graduates, more than 80 percent of WSU students will either continue their education or be employed within 3 months of graduation. For bachelor’s degree graduates, more than 80 percent of WSU students will either be accepted to graduate school or employed within 3 months of graduation. For master’s degree graduates, 90 percent will either be accepted to graduate school or employed within three months of graduation.

ACCESS Objective C. OPPORTUNITY Weber State provides access to higher educational opportunity

OPPORTUNITY Indicator 1 Student enrollments reflect support for non-traditional students.

Rationale for OPPORTUNITY Indicator 1

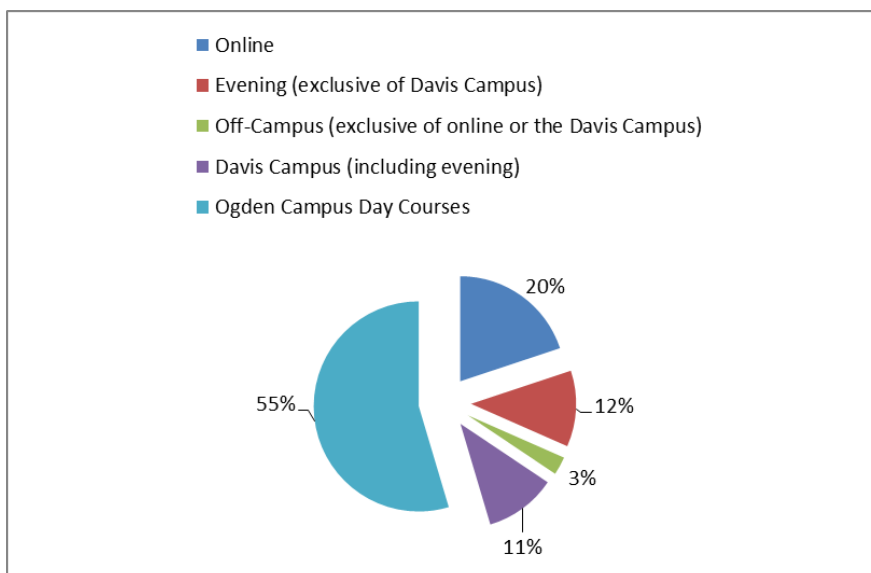
This indicator monitors efforts to make programs and courses available to people within the region who are homebound, older, working fulltime or otherwise not traditional university students. WSU’s research has established that an important consideration for such students is that courses and programs are offered at times, places and prices that are convenient for them. The measures associated with this indicator include analysis of student demographics and costs as well as enrollments in programs and courses offered at non-traditional places and times and through distance delivery modes.

Opportunity Indicator 1 Metrics

Weber has selected two metrics to inform Opportunity Indicator 1: 1) Enrollments by Location, Time Offered and Method of Delivery. Weber’s research has indicated that a higher percentage of non-traditional students enroll in satellite campuses, at times different than the times instruction is generally delivered and online. Rates of participation in these locations, times and modes of delivery suggest increased access for these students. 2) Cost to students. Since cost has proven to be a significant barrier for non-traditional students, measuring the costs provides an indication of an important hurdle.

Enrollments by Location, Time Offered and Method of Delivery (i.e., online)

Total full-time equivalent enrollment for the campus was 13,244 students in fall 2013. The percentages below are based upon this total enrollment.



Acceptable Threshold for “Enrollments by Location, Time Offered and Method of Delivery”: More than one-third of WSU’s FTE enrollment will be in online, evening and off-campus sections.

Cost to Students

Institution	Resident UG Tuition & Fees	Difference from WSU	Institution	Resident UG Tuition & Fees	Difference from WSU
Weber State University	\$4,991	\$0	Eastern Kentucky University	\$7,536	\$2,545
Utah Valley University	\$5,086	\$95	Youngstown University	\$7,899	\$2,908
Boise State University	\$6,292	\$1,301	University of Northern Kentucky	\$8,088	\$3,097
NW State Univ of Louisiana	\$6,318	\$1,327	Clarion Univ of Pennsylvania	\$9,454	\$4,463
University of Northern Florida	\$6,353	\$1,362	Ferris State University	\$10,382	\$5,391
University of Alaska Anchorage	\$6,720	\$1,729	Average of peer institutions	\$7,193	\$2,202

Acceptable Threshold for “Cost to Students”: WSUs’ tuition will be below the mean of peer institutions

OPPORTUNITY Indicator 2 Student enrollments reflect diversity and inclusion.

Rationale for OPPORTUNITY Indicator 2

This indicator monitors efforts to make programs and courses available to people of the region who are historically under-represented in higher education.

OPPORTUNITY Indicator 2 Metrics

The university has selected two metrics for OPPORTUNITY Indicator 2: 1) Enrollment by Ethnicity. Weber’s catchment area has always had greater ethnic and racial diversity than the rest of the state of Utah. Recently, a large influx of Latino/Hispano has increased the percentage of ethnic/racial minorities in the local population. Participation rates of these minority groups represent important data in assessing Weber’s success in providing educational opportunity to the community. 2) Enrollments of Low Income

Students. The demographic changes in the ethnic/racial makeup of the community have increased the percentage of the local population that fall into the low income categories. A measure of the participation of this group is important in assessing how effectively Weber is impacting the educational achievement of the community.

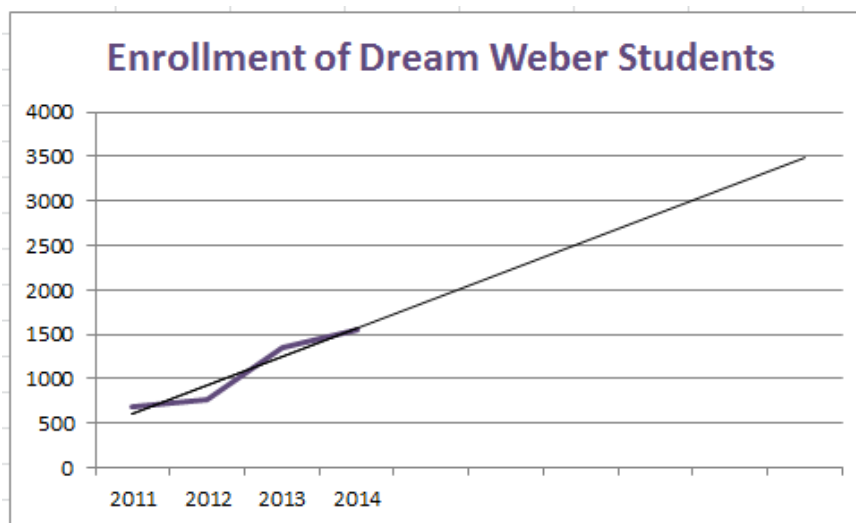
Enrollments by Ethnicity

Enrollment and Ethnicity - Including Concurrent Enrollments				
Year	Total Enrollment	# claiming 1 or more ethnicities	% Total enrollment increase	% Minority enrollment increase
Fall 2011	25,301	3399		
Fall 2012	26,534	3893	4.87%	14.53%
Fall 2013	25,157	3809	-5.20%	-0.02%

Enrollment and Ethnicity - Not Including Concurrent Enrollments				
Year	Total Enrollment	# claiming 1 or more ethnicities	% Total enrollment increase	% Minority Enrollment increase
Fall 2011	20,008	2879		
Fall 2012	20,478	3365	2.34%	16.88%
Fall 2013	19,140	3256	-6.50%	-0.03%

Acceptable Threshold for “Enrollments by Ethnicity”: WSU’s enrollment of minority students will increase proportionally to overall enrollment.

Enrollments of Low Income Students



Acceptable Threshold for “Enrollments of Low Income Students”: The number of Dream Weber students enrolled will trend towards 3000 by 2020.

4.B – IMPROVEMENT

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

4.B.2 *The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

CORE THEME I: ACCESS

RESULTS

Responsive Degrees

Weber's three-year moving average of yield from primary feeder schools exceeds the 60% threshold.

Weber's enrollment is increasing at a rate that will exceed 30,000 in 2030.

Weber's pattern of degrees awarded reflects an appropriate balance of associate's, bachelor's and master's degrees.

Achievement

Weber's retention is in the upper half of peer institutions.

Weber's six year graduation rate places in the upper half of peer institutions.

Weber's degrees awarded per 100 FTE students places it in the upper half of in-state peer institutions.

More than 75% of Weber's graduates have employment or continue in school as measured three months after graduation.

Opportunity

More than one third of Weber's enrollments are in online, evening or off-campus sections.

Weber's tuition cost is below the mean for peer institutions.

Weber's enrollment of minority students is increasing proportionally to overall enrollment.

The number of Dream Weber students enrolled continues to increase.

ANALYSIS

Weber is meeting or exceeding 100% of the thresholds with respect to Core Theme I: Access. These metrics generally are measured against peer institutions and require Weber to be in the upper half of the list of institutions in each area.

However, Weber will continue to strive for more aspirational performance. In response to data that have been collected, Weber has committed to an extraordinary level of financial aid for underserved students. The Dream Weber Program, which provides scholarship assistance to students who come from families with incomes below \$40,000/year, is a direct response to the analysis of this data. In addition, Weber has sponsored a community center for the local Latino/Hispano population that involves students in services such as tutoring for school-aged children and English as a Second language instruction.

The additional master's degree programs added in recent years and the enhanced program offerings in engineering are also responses to analysis of community needs and enrollment data. WSU also continues to push sections of classes into locations, times and delivery systems that are increasingly responsive to student need. Weber has continued to expand its Davis Campus to provide for an increasing population of students for whom the easy parking and convenient scheduling offers increased opportunity to attend school.

Weber is focusing this next year on developing “flipped” or other forms of mixed delivery classes to respond to the needs of students for whom frequent travel to campus interposes challenges. Hybrid courses, in which students spend half the traditional time in the classroom and half of their academic time online, continue to be popular. Two graduate programs, MBA and MHA, teach all their courses in the hybrid format; ideal for busy professionals.

The analysis of the retention and graduation data has resulted in internal reviews of courses and other program requirements that impede student graduation. The changes in the Developmental Mathematics program and the increased review of student learning in general education courses are responses to the analysis of this data.

The analysis of the next step success data has resulted in a revision of the way that the next step success is evaluated. Data collected at graduation has proven to be incomplete, so the process now measures all graduates at least twice to ensure the accuracy of the data.

CORE THEME II: LEARNING

3.B.1 *Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

From WSU's Mission Statement:

“...the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. [and]Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region”

3.B.2 *Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

WSU has carefully planned to ensure that student learning remains central to the activities of the institution. Weber has focused explicitly on providing support for undergraduate research. For example, in the last four years, Weber hosted both the National Conference on Undergraduate Research and Council on Undergraduate Research national conferences.

Weber has earned the Community Engaged Classification from the Carnegie Foundation for the Advancement of Teaching for its community-based research (including providing research and analysis that informs all of the local United Way services), internships and service learning (Weber's students provide over one hundred thousand hours of community service, including hundreds of internships, each year).

In an effort to provide an open environment for intellectual inquiry, Weber has been one of a handful of campuses in the country that has support the American Democracy Project, which includes public debates, structured analysis of pressing social issues and student polling to assess and inform students about their peers' perceptions of current political and social issues.

The university has also focused resources on new ways of assisting faculty to assess student learning through computer-based tracking, portfolios, capstone projects and other formative and summative assessment strategies. The programs and services that support learning, including the faculty within the departments of the academic schools and colleges, faculty-led community research and engagement and faculty led undergraduate research are regularly reviewed by departments, deans, the University Planning Council, the President's Council, Trustees and Regents to ensure alignment and support of the Learning Core Theme's objectives.

3.B.3 *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

LEARNING CORE THEME

OBJECTIVES, INDICATORS OF ACHIEVEMENT, RATIONALE, METRICS AND ACCEPTABLE THRESHOLDS

LEARNING Objective A. ENGAGEMENT: Students experience an engaging learning environment founded on extensive personal contact among faculty, staff and students in and out of the classroom.

ENGAGEMENT Indicator 1 Students participate in learning experiences such as undergraduate research, service learning, and other forms of experience-based learning.

Rationale for ENGAGEMENT Indicator 1

Student learning is at the heart of Weber State's mission. Students' participation in faculty-led enriched learning experiences such as undergraduate research, service learning and other forms of experience-

based learning has been established nationally and institutionally as a means of enhancing undergraduate learning.

ENGAGEMENT Indicator 1 Metrics

The university has selected one metric to inform ENGAGEMENT Indicator 1: Rates of Student Participation in Engaged Learning Experiences. National studies have confirmed the importance of engaged learning experiences such as honors classes, undergraduate research, capstone projects, internships, service learning, international travel and leadership in student clubs and organizations. The university has focused on allowing every student to have access to such enhanced learning during their undergraduate experience.

Rates of Student Participation in Engaged Learning Experiences

Based upon 2013 National Survey of Student Engagement results, 67.1 percent of WSU senior participated in at least one of five identified engaged learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research or Study Abroad. Of these engaged learning experiences, Service Learning was the most popular with WSU students.

	Done		Plan to Do		Done or Plan to Do	
	N	%	N	%	N	%
Internship	436	39.5	266	24.1	702	63.5
Capstone	353	31.9	307	27.8	660	59.7
Learning Community	227	20.5	66	6.0	293	26.5
UG Research	198	17.9	153	13.8	351	31.8
Leadership	182	16.5	66	6.0	248	22.4
Study Abroad	60	5.4	71	6.4	131	11.9
Total Student Responses	1105		1105		1105	

	Done		Plan to Do		Done or Plan to Do	
	N	%	N	%	N	%
At Least 1 Engaged Learning Activity	623	67.1	480	51.7	843	90.7
1 Activity	209	22.5	217	23.4	166	17.9
2 Activities	189	20.3	156	16.8	241	25.9
3 Activities	121	13.0	73	7.9	199	21.4
4 Activities	62	6.7	20	2.2	142	15.3
5 Activities	32	3.4	7	0.8	60	6.5
6 Activities	10	1.1	7	0.8	35	3.8
Total Student Responses	929*		929*		929*	

**Missing values were excluded in this analysis*

Acceptable Threshold for “Rates of Student Participation in Engaged Learning Experiences”: More than two-thirds of WSU seniors will have one of five identified engaged learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research or Study Abroad.

ENGAGEMENT Indicator 2 Students experience extensive contact with faculty, staff and other students.

Rationale for ENGAGEMENT Indicator 2

WSU’s mission includes an expectation that there will be “extensive contact among faculty, students and staff in and out of the classroom.” Students’ perceptions of these contacts provide direct evidence, and relative class size and faculty/student ratios provide secondary evidence that the institution is meeting this expectation.

ENGAGEMENT Indicator 2 Metrics

The university has selected two metrics to inform ENGAGEMENT Indicator 2: 1) Student Perceptions of Contact with Faculty. Since the majority of Weber students do not have experience at other colleges or universities, their perceptions of faculty interaction are their reality. In order for Weber’s students to be fully engaged at the university it is important for them to perceive their instructors as accessible. 2) Class Size. Although class size is an indirect measure of engagement, smaller class sizes increase the time per student available to faculty for engaged learning experiences. Smaller class sizes may not ensure engaged learning, but a larger class size is likely to reduce the opportunity for such learning.

Student Perceptions of Contact with Faculty

Based upon 2013 National Survey of Student Engagement results, WSU students rated their relationship with faculty member equal to that of NSSE peer institutions and the entire NSSE sample.

Senior Students' Quality of Relationship with Faculty Members			
7 Point Scale			
WSU Mean 5.3	NSSE Peer Mean 5.3	Carnegie Class Mean 5.4	NSSE Mean 5.3

Acceptable Threshold for "Student Perceptions of Contact with Faculty": WSU's mean performance will be at or above average.

Average Class Size

Average Class Size Fall/Spring FY 13		
Level	Section Count	Enrolled Average
Remedial	322	18.47
1000-Level	2343	29.99
2000-Level	1663	19.23
3000-Level	1382	18.8
4000-Level	1443	10.54
5000-Level	85	18.2
6000-Level	280	12.41

The average for all sections is 20.5 students.

Acceptable Threshold for "Average Class Size": WSU's average class size for all classes will be 22 or fewer students per section.

LEARNING Objective B. SUPPORT: Students receive effective educational support.

SUPPORT Indicator 1 Students utilize and are satisfied with academic support services.

Rationale for SUPPORT Indicator 1

Student utilization and satisfaction with services are indicators of the quality of academic support. In some cases, such as tutoring, learning outcomes are indicators of the efficacy of academic support services.

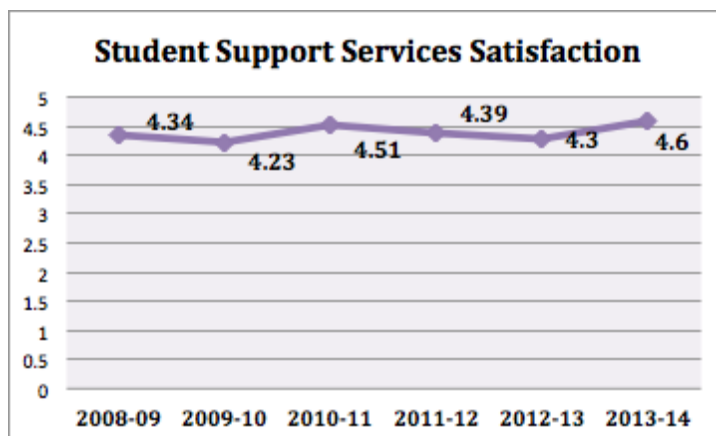
SUPPORT Indicator 1 Metrics

The university has chosen two metrics for SUPPORT Indicator 1: 1) Student Satisfaction with Student Support Services. While generally Weber has avoided using satisfaction data, in this instance, it represents as direct a measure as can be obtained. This metric is important, in part, because Weber has a higher than average number of first generation college students, for whom the negotiation of the processes of registration and assessment are foreign and potentially discouraging. 2) Academic Support Services

Adequately Meet the Needs of Students. This measure is most useful as a basis for continual improvement.

Student Satisfaction with Student Support Services

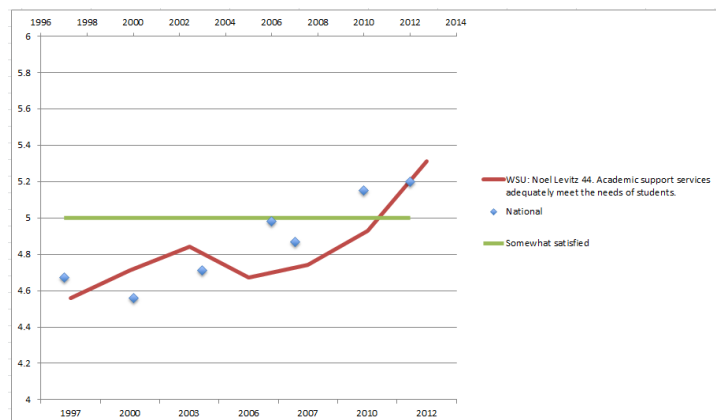
The following satisfaction data is captured through surveys of WSU student support services. The Likert scale is 5 for strongly agree, 4 for agree, and 3 for neutral.



Acceptable Threshold for “Student Satisfaction with Student Support Services”: Student ratings on satisfaction with support services will average above “satisfied” on university surveys.

Academic Support Services Adequately Meet the Needs of Students

The following data is from the Noel-Levitz survey of student satisfaction, which includes the question: "Academic support services adequately meet the needs of students."



Acceptable Threshold for “Academic Support Services Adequately Meet the Needs of Students”: Student ratings on satisfaction with academic support services will trend towards the national Noel-Levitz average.

LEARNING Objective C. SUCCESS: Students learn to succeed as educated persons and professionals.

SUCCESS Indicator 1 Students achieve General Education learning goals.

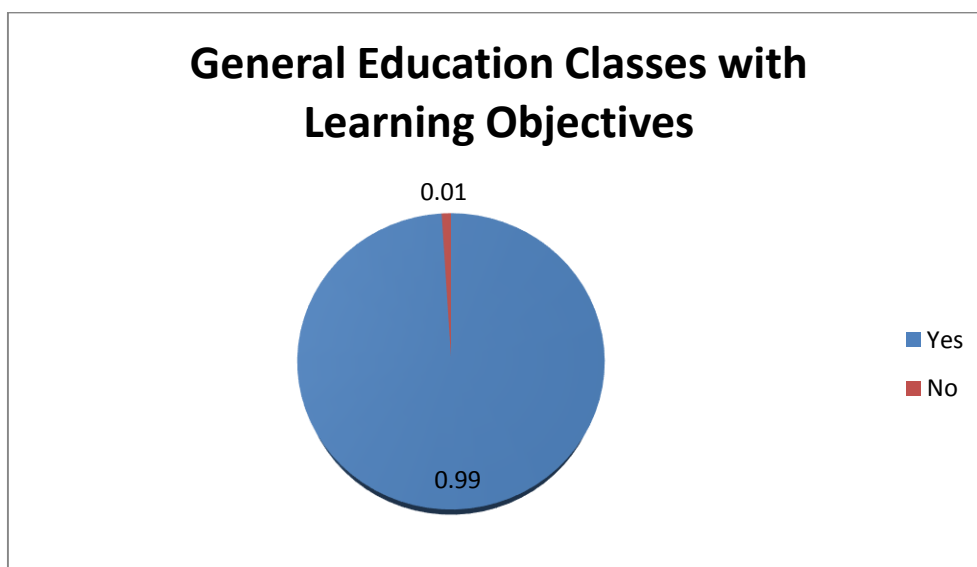
Rationale for SUCCESS Indicator 1

WSU’s General Education program has established core learning objectives that reflect the background and skills students will need to succeed as students. Student performance on standardized exams and local assessments structured to assess attainment of those learning objectives reflects the effectiveness of the General Education program. Each academic department that offers general education classes is required to define and publish learning outcomes and to file an annual report reflecting student learning in general education classes. All general education courses must be assessed at least every three years. (See 2014 Report of the Faculty Senate General Education Improvement and Assessment Committee) In addition, all general education courses are reviewed by the Faculty Senate Curriculum Committee each five years.

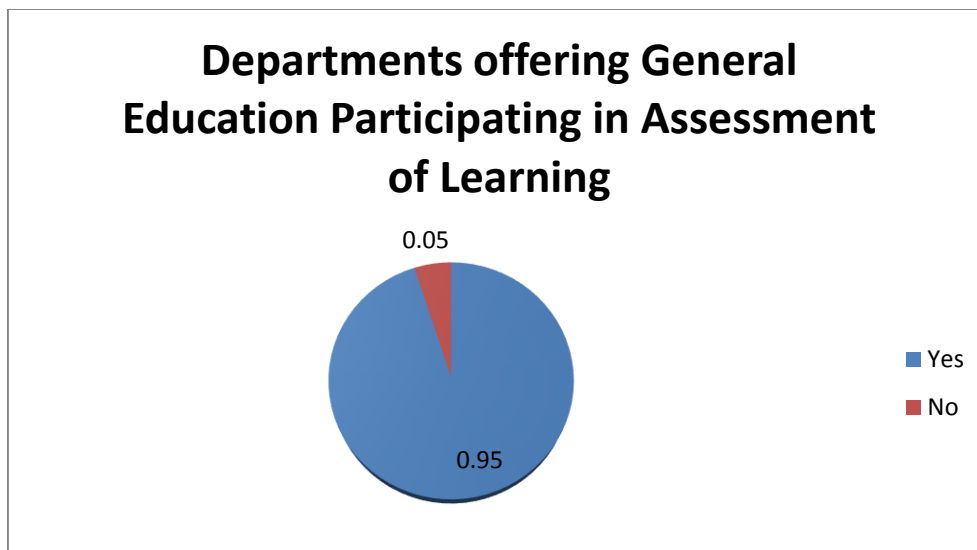
SUCCESS Indicator 1 Metrics

Metrics for SUCCESS Indicator 1: 1) Both the General Education program and individual general education courses will define and publish learning outcomes. 2) General Education assessment will occur on a regular basis.

General Education Classes with Learning Objectives



Departments Offering General Education that Participate in Assessment of Student Learning



SUCCESS Indicator 2. Students achieve the learning goals of Major programs.

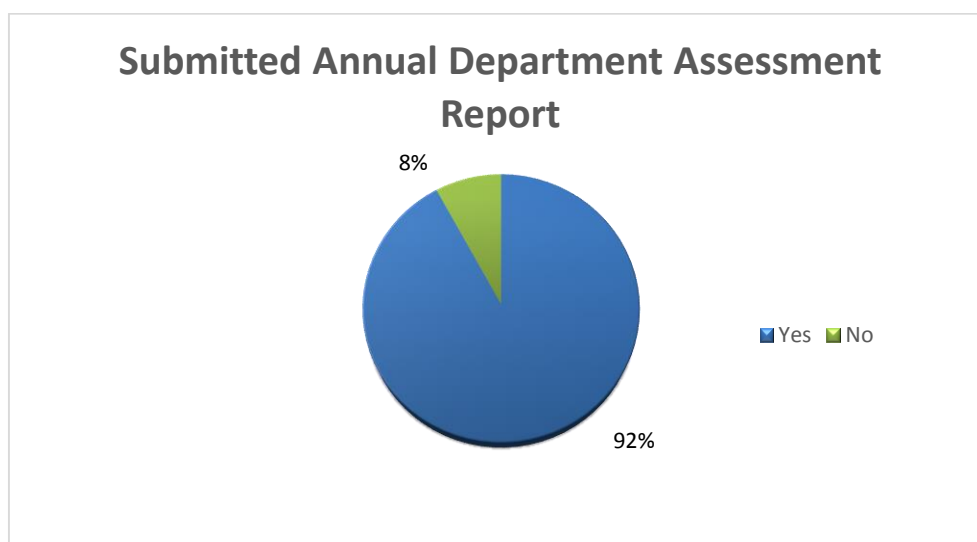
Rationale for SUCCESS Indicator 2

Each WSU Major has established learning objectives to prepare students to succeed within that discipline. Achievement of these objectives, as measured by performance on standardized exams and local assessments, measures the effectiveness of the Major programs in facilitating student learning.

SUCCESS Indicator 2 Metric

At least 90% of the academic departments prepare an annual assessment report that reflects their students' achievement of the learning objectives within the discipline.

Percentage of Departments Submitting an Annual Assessment Report



LEARNING Objective D. INQUIRY: Students and faculty learn, explore and create in an environment that sustains free inquiry and free expression

INQUIRY Indicator 1 Faculty engage in creative and scholarly activity.

Rationale for INQUIRY Indicator 1

Rates of faculty and student creative and scholarly activity, which are normed against the rates at regional and national peer institutions, provide evidence of students’ access to research-based learning. WSU assumes that the most meaningful way for students to experience an environment of knowledge creation, free inquiry and free expression is for faculty and students to actively engage in research and creative activity, evidenced by publications, presentations, exhibitions, performances, and pursuit of sponsors.

INQUIRY Indicator 1 Metrics

Weber has selected two metrics to inform INQUIRY Indicator 1: 1) Faculty Creative and Scholarly Activity. Faculty creative activity promotes an environment of exploration that can improve students’ learning and research activity. 2) Growth of Sponsored Projects. Although Weber is not primarily a research institution, sponsored project activity provides the economic resource base to facilitate faculty and student research.

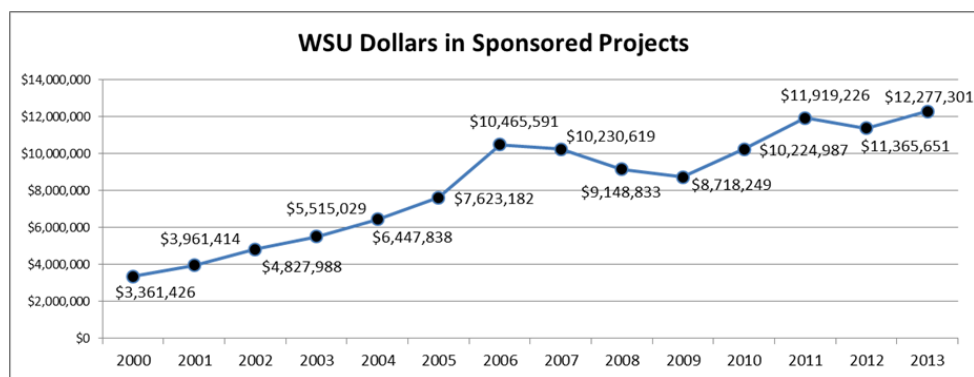
Faculty Creative and Scholarly Activity

Percent of Faculty Engaging in Research, Scholarship and Creative Activity Based upon 2011 Higher Education Research Institute Survey (HERI) (% represents those reporting engagement in the following activities)		
Published 5 or More Peer-Reviewed Articles	WSU 39.6%	HERI Peer 39.4%
Published 1 or More Books or Monographs	WSU 38.9%	HERI Peer 29.8%
Exhibition or Performance	WSU 16.8%	HERI Peer 17.2%
Patent or Computer Software	WSU 11.7%	HERI Peer 9.2%

(The HERI report presents the data as the percentage of faculty reporting; they are not population means. This is true for most of the HERI tables used in the report.)

Acceptable Threshold for “Faculty Creative and Scholarly Activity”: WSU’s performance will be above average for HERI peer institutions.

Sponsored Projects



Acceptable Threshold for “Sponsored Projects”: Rate of growth in sponsored projects funding will be on pace to reach \$20 million in 2030.

INQUIRY Indicator 2 Faculty perceive that WSU fosters knowledge creation, free inquiry and free expression for faculty and students.

Rationale for INQUIRY Indicator 2

Faculty perceptions about the educational environment directly impact behavior. Consequently, perception data best measure the way that members of the campus community will respond to its educational environment.

INQUIRY Indicator 2 Metric

The university has selected one metric to inform INQUIRY Indicator 2: Faculty Perceptions of Learning Environment. Like the earlier student perception data, this data is important because it measures attitudes that will have consequences for the learning climate of the campus.

Faculty Perceptions of Learning Environment

Percent of Faculty Responding Based upon 2011 Higher Education Research Institute Survey (HERI) (% represents those reporting activity as Essential or Very Important goals for undergraduate education)		
There is Respect for Diverse Values and Beliefs	WSU 92.6%	HERI Peer 90.2%
Essential to Teach Students Tolerance and Respect for Different Beliefs	WSU 89.7%	HERI Peer 83.4%

Acceptable Threshold for “Faculty Perceptions of Learning Environment”: WSU’s mean performance will be above average for HERI peer institutions.

4.B – IMPROVEMENT

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

CORE THEME II: LEARNING

RESULTS

1. Engaged Learning
 - a. More than two thirds of all Weber seniors engage in at least one of five engaged learning experiences.
 - b. Weber students' perceptions of faculty contact exceed the means for NSSE peer schools.
 - c. Weber's average class size is below 22.
2. Support
 - a. Weber students' satisfaction with student support averages above "satisfied."
 - b. Weber students' perceptions of the assistance that they receive with non-academic responsibilities are comparable with the NSSE average.
 - c. Weber students' perceptions of the adequacy of academic support services trend with the national average.
3. Success
 - a. Over 95% of general education classes have published learning goals and assess student learning.
 - b. Over 90% of major classes assess and report levels of student learning.
4. Inquiry
 - a. Weber's faculty participates in scholarly activity at or above the average of its HERI peers.
 - b. Weber's growth in sponsored projects is on pace to reach \$20 million by 2030.
 - c. Weber's faculty perceives that the learning environment fosters free expression and learning at rates that exceed the HERI average.

ANALYSIS

Based upon the data, WSU is meeting or exceeding almost all of the thresholds within Core Theme 2: Learning. The university aspires to have more refined systems of assessment and stronger metrics indicating a supportive environment for learning.

An analysis of the data has resulted in significant institutional investments in undergraduate research, including sponsoring the state and the two national conferences in the last four years, and in internship, including the establishment of new programs in the School of Business and the College of Social Sciences to promote internships and similar engaged learning opportunities. Student service learning opportunities in recent years have included building a women's center in a remote community in Northern Africa, opportunities for Health Professions and Computer Science students to assist hospitals in Africa and Thailand and an opportunity for 30 students to assist remote villagers in Peru with securing potable water and other basic needs.

An analysis of the class size and student perceptions of faculty data suggests that the university's low average class size and positive perceptions of faculty contact may create an environment that could further foster student engaged learning. There are current discussions focusing on how to increase the incentive for faculty to sponsor undergraduate research and how to engage a larger percentage of the faculty in service learning and community-based research. With respect to the latter, WSU has assumed an important role with respect to community-based research by establishing a center, located in the community, that is engaging in community research for local non-profits.

An analysis of the data relating to students' perceptions of student-related services suggests that Weber's averages for students' perceptions of quality and adequacy of student services are improving. This is a

direct result of using the data as a basis for improved customer service and improved processes for computerized advisement and class registration.

As a result of analysis of the data on faculty research and creative activity, WSU has invested additional resources in Sponsored Projects which has yielded increased funding. WSU is also exploring ways to free additional faculty time for basic and applied research.

In response to the analysis of the data dealing with the free expression, WSU has sponsored speakers and forums that have encouraged the discussion of controversial issues in respectful ways and the Honors Program has added classes that address differences in beliefs and encourage student inquiry in an environment of respect and inquiry.

An analysis of the departmental reports and the report of the Faculty Senate General Education Committee suggests that WSU is consistently assessing its General Education program and that departments are making meaningful responses to the general education and discipline-specific data they are collecting. (See Appendix B) For complete annual reports on general education assessment see: <http://www.weber.edu/academicaffairs/gened.html>. Comprehensive assessment data for each department is also available on the WSU website: http://weber.edu/oie/department_results.html.

The climate of assessment and improvement that has been encouraged by requiring annual assessment reports has also led to many departmental improvements. Some are excerpted in Appendix A. Many more are available on the WSU website: http://www.weber.edu/portfolio/academic_assessment.html.

CORE THEME III: COMMUNITY

3.B.1 *Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.*

From the WSU's Planning Council's explanation of the importance of community to the university:

"Public service and community-based learning" represent both pedagogical emphases and community commitments. For "the university [to] serve[s] as an educational, cultural and economic leader for the region," WSU must be an active participant in "regional learning endeavors and the social and economic life of the community."

Given the community dimensions of the Access and Learning Core Themes, Weber's investment of resources into an explicit effort to enhance the community through its educational, cultural and economic development is seen as consonant with the larger understanding of the university and its role in the region. To that end, Weber has developed specific educational programs to support local K-12 education; it offers cultural programming that provides a wide range of exciting and enriching cultural opportunities, and it offers targeted economic development programs and services designed to support and stimulate the local economic prosperity and long-term viability.

3.B.2 *Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

3.B.3 *Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.*

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

COMMUNITY OBJECTIVES, INDICATORS OF ACHIEVEMENT, AND RATIONALE

COMMUNITY Objective A. EDUCATION: Weber State contributes to pre-K through 12 education in the region.

EDUCATION Indicator 1 Local educators enroll in advanced degree and continuing education programs.

Rationale for EDUCATION Indicator 1

Among the ways that WSU contributes to pre-K through 12 education is by partnering with the public education community and by providing quality continuing education to teachers and administrators.

EDUCATION Indicator 1 Metric

Weber has selected one metric to inform Education Indicator 1: Participation Rates in Teacher Education Contract Programs. One of the most significant ways that Weber impacts the pre-college population of the community is through providing in-service and continuing education for teachers in the local school districts

WSU Continuing Education Teacher Contract Program

WSU Continuing Education Teacher Contract Program						
Year	2007/8	2008/9	2009/10	2010/11	2011/12	2012/13
Enrollment*	1368	1279	1436	1834	1859	2636
Student Credit Hours	3554	3422	3798	4516	4721	5493
Five year moving avg				3907.4	4002.2	4390

*enrollment reflects duplicated headcount (a student may take more than 1 course)

Acceptable Threshold for “Local Educator Enrollments in Advanced Degree and Continuing Education Programs”: The five-year moving average of enrollment in teacher contract programs will show a positive trend.

EDUCATION Indicator 2 WSU promotes preparation for higher education.

Rationale for EDUCATION Indicator 2

WSU also contributes to pre-K through 12 education by assisting in the preparation of pre-college students. Current programs and measures focus on the preparation of targeted populations that have been traditionally underrepresented in higher education. The measures include the number of students who participate in preparation programs and the number of participants who later enroll in a college or university.

EDUCATION Indicator 2 Metrics

Weber has selected three metrics to inform Education Indicator 2: 1) High School Students Enrolled in WSU’s Courses on a Concurrent Basis. One of the most important ways that high school students prepare for the college experience is by enrolling in concurrent education programs which allow them to take classes for college credit while in high school. This participation allows for some exploration of interests prior to college and can reduce the number of semesters required to complete a college degree. 2) Target

Populations Enrolled in WSU Pre-College Outreach Programs. The federally funded TRIO outreach programs allow Weber to have a significant impact on students who are at risk. The programs encourage high school completion and further education. 3) WSU Pre-College Outreach Participants Enrolling at Weber State University. An important measure of the success of the outreach programs is the number of students who decide to attend college.

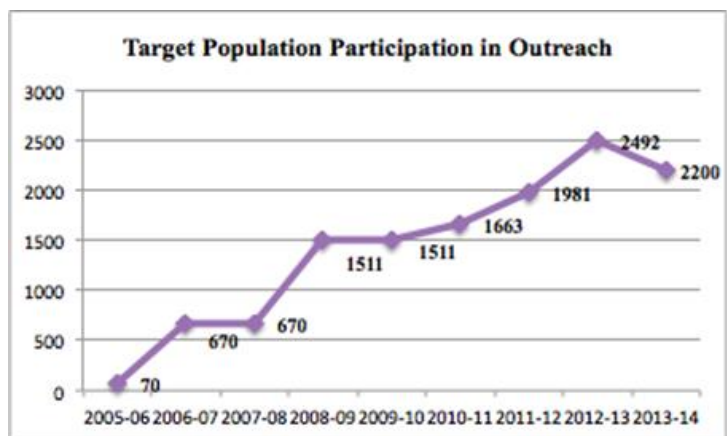
High School Students Enrolled in WSU’s Courses on a Concurrent Basis

WSU Continuing Education Concurrent Enrollment Program						
Year	2008	2009	2010	2011	2012	2013
Enrollment*	9,791	10,380	11,139	11,377	13,119	13,697
Student Credit Hours	24,994	29,515	30,793	32,193	36,890	39,476
Five year moving avg				28,344	30,877	33,773

* enrollment reflects duplicated headcount (a student may take more than 1 course)

Acceptable Threshold for High School Students Enrolled in WSU’s Courses on a Concurrent Basis.: The five-year moving average of concurrent enrollment will show a positive trend.

Target Populations Enrolled in WSU Pre-College Outreach Programs



The graph represents the growth in pre-college outreach programs over time beginning with Upward Bound in 2005. Educational Talent Search was added in 2006-07; GEAR UP was added in 2008-09; and the Student-to-Student outreach program began intentional outreach to select groups of students in 2010-11.

Acceptable Threshold for “Target Populations Enrolled in WSU Pre-College Outreach Programs”: The five-year moving average of participants in pre-college outreach programs will show a positive trend.

WSU Pre-College Outreach Participants Enrolling at Weber State University

Year of Outreach Participation	Number of Outreach Participants	Enrolled at WSU first fall after high school	Enrolled at WSU first fall or some other point after high school graduation
2008-2009*	366	168 (46%)	200 (55%)
2009-2010*	349	144 (41%)	173 (50%)
2010-2011**	374	162 (43%)	192 (51%)
2011-2012***	414	165 (40%)	184 (44%)
2012-2013***	441	153 (35%)	

* programs included ETS, UB, STS
 ** programs included ETS, UB, HCOP, STS
 *** programs included ETS, UB, HCOP, STS, GU

The chart indicates the number of high school (H.S.) seniors enrolled in targeted pre-college outreach programs who enroll at WSU immediately following high school or during a subsequent semester. Programs include Talent Search (TS), Upward Bound (UB), Multicultural Youth Conference (MYC), and Student to Student Outreach Program (STS).

Acceptable Threshold for "WSU Pre-College Outreach Participants Enrolling at Weber State University": The percent of targeted outreach students who enroll at WSU at some point after high school graduation will exceed 45%.

COMMUNITY Objective B. CULTURE: WSU contributes to the richness of the regional culture.

COMMUNITY Indicator 1 The community participates in a diverse offering of WSU events.

Rationale for COMMUNITY Indicator 1

An important way WSU contributes to the richness of the regional culture is by providing a wide variety of events to which the public is invited. Attendance at educational, cultural, entertainment and sporting events reflects WSU's contribution to the regional culture.

Community Indicator 1 Metric

WSU has selected one metric for COMMUNITY Indicator 1: 1) Number of Participants in Exhibits, Lectures, Performances and Sporting Events. The most direct opportunity to impact the culture of the local community is through the participation of community members in campus activities.

Number of Participants in Exhibits, Lectures, Performances and Sporting Events

Fiscal Year 2013		
	Attendance	Ticket Sales
Athletic	176,830	\$492,165
Cultural	104,659	\$1,011,689

Acceptable Threshold for "Number of Participants in Exhibits, Lectures, Performances and Sporting Events": Attendance at WSU cultural and athletic events will exceed 100,000 and reach 150,000 by 2030.

COMMUNITY Indicator 2 WSU facilitates community development through public service.

Rationale for Indicator COMMUNITY Indicator 2

An important way Weber State contributes to the richness of the regional culture is through participation of faculty, staff and students in public purpose and non-profit organizations. The measure of the impact of service by faculty, staff and students is elusive. The institution is exploring ways to assess the direct impacts of these behaviors, but the best current measure is hours served

COMMUNITY Indicator 2 Metrics

Weber has selected two metrics for COMMUNITY Indicator 2: 1) The Number of Hours of Student Service to Community Organizations 2) Faculty Support for Community Partnerships

The Number of Hours of Student Service to Community Organizations

2012-13 Student Service Experiences Total Service Total number of students = CBL + Community Service + AmeriCorps Total # of hours = CBL + Community Service + AmeriCorps		
WSU Students Engaged in Service	7,905 Students	31.6% of WSU student population
Service Hours Contributed by WSU Students		147,921 Hours
Annual estimated dollar equivalent for service		\$2,690,682.99*

http://www.independentsector.org/volunteer_time

Acceptable Threshold for “The Number of Hours of Service to Community Organizations”: More than a quarter of all WSU students will contribute to community service.

Faculty Support for Community Partnerships

Percent of Faculty Responding Based upon 2011 Higher Education Research Institute Survey (HERI) (% represents those reporting activity is Highest or High Priority at institution)		
Create and Sustain Partnership with Communities	WSU 73.3%	HERI Peer 49.4%

Acceptable Threshold for “Faculty Support for Community Partnerships”: WSU’s mean performance will be above average for HERI peer institutions.

COMMUNITY Objective C. ECONOMY: Weber State contributes to the economic development of the region.

ECONOMY Indicator 1 WSU facilitates economic development in the region through professional development and technical support.

Rationale for ECONOMY Indicator 1

In addition to the large direct economic impact of a major university in the community, WSU is uniquely positioned to support local economic growth through focused research and technical support. The

numbers of sponsored projects and the funding associated with those projects infuse funding and knowledge into the local economy.

ECONOMY Indicator 1 Metrics

Weber has selected two metrics for ECONOMY Indicator 1: 1) Professional Continuing Education Offerings and Participation; 2) The Number of Small Businesses Assisted.

Professional Continuing Education Offerings and Participation

CE NON CREDIT 2008-2013						
	2008	2009	2010	2011	2012	2013
Courses	237	247	166	144	122	139
Participants	2938	3526	3465	2311	2393	2338
% Inst. Hdcnt	13.63%	16.50%	10.72%	9.76%	9.50%	8.80%
Five Year Avg.					12.02%	11.06%

Acceptable Threshold for “Professional Continuing Education Offerings and Participation”: The five year moving average of headcount participation in non-credit offerings will approximately equal 10 percent of institutional headcount.

The Number of Small Businesses Assisted

Small Business Development Center						
	2008	2009	2010	2011	2012	2013
Client Count	247	271	300	274	299	241
Hours/Client	7.58	5.18	3.69	4.06	3.36	2.58
Five Year Avg.				265.8	278.2	277.0

Acceptable Threshold for “The Number of Small Businesses Assisted”: The five-year moving average of businesses assisted will show a positive trend.

4.B – IMPROVEMENT

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

CORE THEME III: COMMUNITY

RESULTS:

1. Education
 - a. An increasing number of educators are involved in Weber graduate or continuing education programs.
 - b. Weber has experienced a continuing increase in the number of students from target populations who are enrolled in pre-college programs.

- c. More than 45% of seniors who participated in Weber pre-college programs enrolled at Weber.
2. Culture
 - a. The number of participants in Weber exhibits, lectures, performances and sporting events exceeds 100,000, and it is on track to reach 150,000 by 2030.
3. Service
 - a. More than one third of all Weber students participate in service each year.
 - b. The number of Weber faculty participating in community partnerships exceeds the HERI average.
4. Economy
 - a. The number of community participants of Weber noncredit offerings exceeds 10% of the total institutional headcount.
 - b. The number of small businesses assisted shows an increasing five year trend.

ANALYSIS

Based upon the data, the university is meeting or exceeding 100% of the thresholds within Core Theme III: Community. The university aspires to have more educational opportunities available to assist local pre-college students and their teachers. The university also seeks to increase at an even more rapid pace the community participation in campus cultural events. The university is focusing additional resources in the near-term on developing additional support systems for local entrepreneurs whose inventions and/or businesses would have an immediate positive impact on the local economy.

In response to the data that reflected local educators' rates of participation in WSU-sponsored continuing education, the university is emphasizing broader participation in its advanced degree and continuing education programs for local teachers.

The data relating to community involvement in concurrent education and other pre-college programs reflect significant rates of growth, suggesting that the university has effectively responded to the analysis of the gathered data from previous years.

The increases in the rates of participation of the community in WSU on-campus athletic and cultural events suggest that the ways that the campus is inviting the community to campus have been successful.

The data relating to community service suggest that the WSU community members make substantial personal contributions to the local community, reflecting the general acceptance of community service as a campus ethic.

Although the five year moving averages relating to businesses assisted show positive trends, both sets of data suggest that a renewed effort is necessary in these areas of community service.

CHAPTER FIVE: STANDARD 5 MISSION FULFILLMENT, ADAPTATION, SUSTAINABILITY

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishments of its core theme objectives, the institution develops and publishes evidence-based judgments regarding fulfillment of its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates a capability to adapt as necessary its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Eligibility Requirement 24: Scale and Sustainability - The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

As part of the self-evaluation process, the university has considered its operational scale in terms of enrollments, human and financial resources, and institutional infrastructure and has determined, based upon the fiscal and management data, that the resources are sufficient to fulfill its mission and achieve its Core Themes. While some funding variations have occurred that would occasion some program changes or revisions, our analysis suggests that the institution's capacity to fulfill its mission and accomplish its Core Themes can be sustained within the scope of any foreseeable variance in funding or enrollment. The university has always taken an exceedingly conservative approach to resource planning. That approach is evident in all major elements of planning including campus master planning, budgeting, strategic planning and operational management.

STANDARD 5.A. MISSION FULFILLMENT

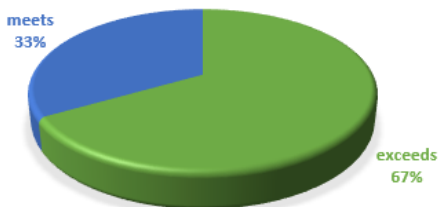
5.A.1 - *The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.* **5.A.2** - *Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.*

The data collection process is ongoing at Weber for each of the indicators associated with the Core Themes. The process, which includes regular Program Reviews and systematic review of all teaching and learning, involves administrators, faculty, staff and students in the collection and assessment of data. The data and analysis of data culminates in an annual review by the Planning Council, President's Council and the Board of Trustees. The data, analysis and review are all published on the Institutional Effectiveness and Assessment website and are referred to regularly as the rationale for decisions on the allocation of resources at the university are implemented.

In considering the data patterns up through the 2013-14 school year, WSU has reached the following conclusions with respect to mission fulfillment:

As discussed in Chapter Four, and as depicted in the graphs below, the university is meeting or exceeding all thresholds at the "objective" level. Therefore the university is meeting its "general threshold for mission fulfillment" by "substantially meet[ing] expectations" or "exceed[ing] expectations" for the institutional objectives at a level of 90% or above." (A detailed description of the attainment by core theme is available in Appendix C) This meets the institution's definition of mission fulfillment.

ACCESS OBJECTIVES



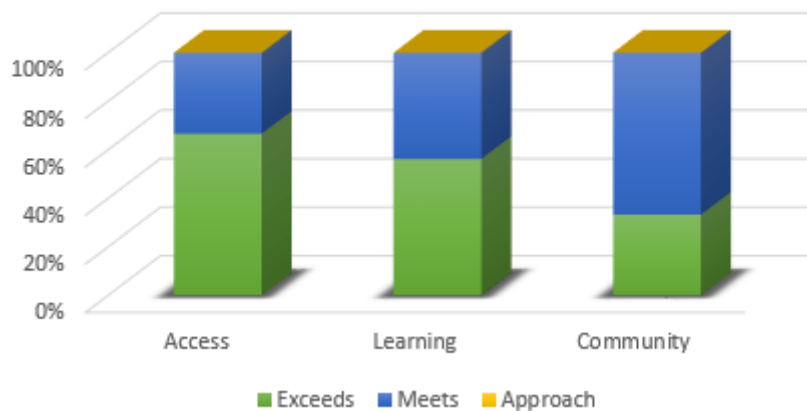
LEARNING OBJECTIVES



COMMUNITY OBJECTIVES

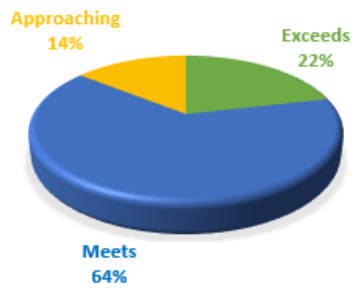


**Core Theme Objectives
Overall Achievement**

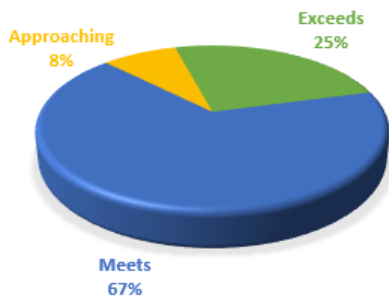


A few thresholds at an “indicator” level are not being fully met. These remain as challenges for WSU. As discussed in the standard 4.B section of Chapter Four, the university is continually learning from the assessment data and improving its success in all areas where thresholds are not being met at an ‘indicator’ level. In addition, there are a number of areas where the university’s performance meets the threshold, but the information garnered from the assessments suggests improvements. In the spirit of continuous improvement, WSU will seek to improve in those areas as well.

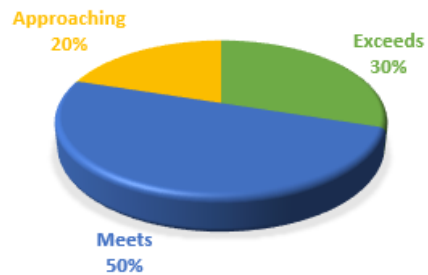
ACCESS METRICS



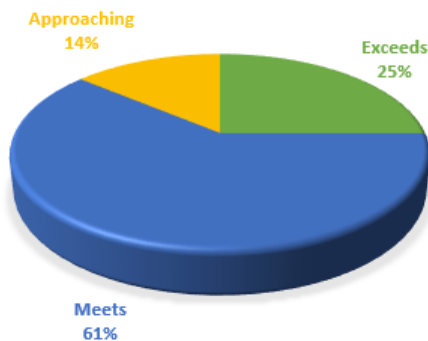
LEARNING METRICS



COMMUNITY METRICS



ALL METRICS



STANDARD 5.B ADAPTATION AND SUSTAINABILITY

5.B.1 *Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

Each division plan is organized around the three mission core themes and within each plan there are priorities with associated activities and measures that will lead to the accomplishment of those priorities and, in turn, the further fulfillment of the institutional mission. As explained in Chapter One, each division plan and the university plan are reviewed at least annually to ensure continued consonance with the resources, capacities and priorities of the institution.

Copies of the division plans are available at: [Division Plans](#). Examples of priorities within the plans that reflect adaptation based upon an analysis of the data include:

1. The Academic Affairs plan reflects increased emphasis on
 - a. supporting economically challenged students,
 - b. reducing the time to degree completion,
 - c. recruiting and maintaining strong replacement faculty,
 - d. increasing student involvement in engaged learning opportunities, and
 - e. increasing the support for the most significant local employment clusters.
2. The Administrative Services Plan reflects commitments to:
 - a. improve academic space,
 - b. increase energy savings,
 - c. increase financial reserves,
 - d. increase employee support through training ,
 - e. increase employee compensation and
 - f. participate in athletic programs that attract the community to campus.
3. The Information Technology plan focuses on:
 - a. learning support through
 - i. improving classroom and
 - ii. mobile technologies including
 - a) wireless and
 - b) wired access, and
 - b. providing quick-access to information needed by students, faculty, and staff to resolve IT-related issues.
4. The Student Affairs Plan includes a focus on:
 - a. improved access through enhanced outreach and
 - b. improved learning by expanding internships and residential living/learning programs.
5. The University Advancement Plan seeks to:
 - a. increase the university's visibility and
 - b. increase the university's support base to further the objectives identified in the plans of the other divisions.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Achievement of university objectives is assessed on an ongoing basis and is combined annually with external conditions affecting the university to update university strategies. At least annually the University Planning Council reviews the results of the assessment of the Core Themes that were discussed in Chapter Four, and, as necessary, makes appropriate modifications of the metrics and or recommends modification of the programs that are being measured.

The Weber State University PLAN is a dynamic document, reflecting a process that examines all aspects of the university on a continuous five-year cycle...about 20% of programs and services are reviewed by the divisions each year. Division Vice Presidents oversee these program and service reviews, which are forward-looking, opportunity-oriented, and take place in the context of clear university and division objectives, meaningful assessment of intended outcomes, outside reference information, and ideally including the perspective of outside reviewers.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

The program and service reviews are the foundation of Weber State planning and often result in plans for changes initiatives intended to strengthen or improve programs. Importantly, program and service reviews consider the relationship of the program function to university, division and community needs, objectives and strategies.

Annual division planning is at the heart of Weber's planning process. The division plans both guide and respond to the program and service reviews. Program planning takes into account the changes within academic discipline, community employment patterns, and changes within industries that affect how support functions occur at the university. For example, the Computer Science program adjusts its curriculum to the industry trends; while the university's IT division alters its support systems to respond to industry best practices. The considerations involved in both the Computer Science and IT Division are reflected in the divisions plans which are then reviewed at least annually by the Presidents' Council to align the resources and broader community needs with the new programmatic needs.

The University President is responsible for the overall planning process, which is reviewed for effectiveness by the University Planning Council and President's Council on a seven year cycle along with assessments of mission fulfillment, adaptive ability, and capacity.

CONCLUSION

It has been very meaningful for Weber State University to have the opportunity to reassess its visions, goals and accomplishments as part of the self-study process. While the university is not complacent, it is increasingly confident that the directions it has chosen are sound and supportable. The university is becoming increasingly effective in attracting the students who most need and can benefit from its educational programs. WSU is strengthening its engaged learning programs and it is becoming more effective at using learning data to refine its educational approach. The university's aspirations are lofty, but it is confident that the road it is on and the mechanisms that it is employing will help it attain its long-term mission as a teaching institution that is deeply engaged in and supportive of its local community.

APPENDIX A: EXAMPLES OF RESPONSES TO ANNUAL ASSESSMENTS OF LEARNING WITHIN THE DISCIPLINES

College of Science

Botany

- In a Botany general education course, student outcomes recently declined. This may be in part to a new testing protocol – the selection of embedded questions developed by a Gen Ed life science committee. The department will develop their own, botany-specific assessment questions to use going forward.

Developmental Math

- The department follows students who successfully complete developmental math courses to determine their success in subsequent math classes. These studies inform curriculum.

Geosciences

- The faculty have been challenged by the assessment of the ‘integration of science’, general education outcome. It is difficult to write exam questions appropriate for a 1000-level course. This will be given special attention by the faculty when they meet in the fall to share and develop ideas to overcome this challenge.
- The faculty teaching Geo 1060 and 1110 will increase the opportunities for students to work with geoscience data, related to real-world applications, in class in order to strengthen the students’ problem solving skills.

Mathematics

- For the few learning outcomes where (successful) completion rates are low, the faculty are discussing potential solutions as well as considering alternate teaching methods.
- The department is planning various outreach efforts to in-service teachers such as workshops, concurrent enrollment courses, and increased mentoring of adjunct faculty.

Microbiology

- The department, along with other life science offerings, is investigating standardized biology assessment exams.
- Outcomes are being reviewed with the context of reviewing the Microbiology curriculum.

Physics

- One of the main goals of the program faculty is to develop a more organized, planned approach to assess general education.
- The majority of outcomes assessed are being met at or above the threshold. For those not being met, the relevant concepts are given more time in subsequent classes.

Zoology

- The department faculty intends to assess one or two general education courses each spring and fall semester, using a combination of questions from two sources: 1) those developed by the College of Science Curriculum Committee and 2) those developed by Zoology faculty.

College of Social Science

Geography

- While students successfully met established thresholds, faculty did identify support courses to be taken by students to better support mastery of learning outcomes:
- Students taking Geog 1000 for Gen Ed credit are encouraged to take a statistics course to better support the outcome ‘Problem Solving and Data Analysis’.
- Students taking Geog 1300 for Gen Ed are encouraged to take a technical writing class to better support the outcome ‘written, oral, or graphic communication’.

Political Science

- The department has implemented a pre-test/post-test protocol for measuring outcome achievement of the department’s American Institutions course.
- Sociology
- Actions identified (in various courses): develop more direct measures to evidence problem solving skills, develop more specific measures for assessing ‘students’ appreciation of other cultures.’

Telitha E. Lindquist College of Arts and Humanities

English

- The composition program is embarking on a top-to-bottom curriculum reform. Efforts will be made to provide a more consistent student experience which will also simplify the assessment process.

APPENDIX B: SAMPLE REPORT OF 'ACTIONS TAKEN' IN RESPONSE TO ANNUAL ASSESSMENTS OF GENERAL EDUCATION

College of Science

Botany

- In a Botany general education course, student outcomes recently declined. This may be in part to a new testing protocol – the selection of embedded questions developed by a Gen Ed life science committee. The department will develop their own, botany-specific assessment questions to use going forward.

Developmental Math

- The department follows students who successfully complete developmental math courses to determine their success in subsequent math classes. These studies inform curriculum.

Geosciences

- The faculty have been challenged by the assessment of the 'integration of science', general education outcome. It is difficult to write exam questions appropriate for a 1000-level course. This will be given special attention by the faculty when they meet in the fall to share and develop ideas to overcome this challenge.
- The faculty teaching Geo 1060 and 1110 will increase the opportunities for students to work with geoscience data, related to real-world applications, in class in order to strengthen the students' problem solving skills.

Mathematics

- For the few learning outcomes where (successful) completion rates are low, the faculty are discussing potential solutions as well as considering alternate teaching methods.
- The department is planning various outreach efforts to in-service teachers such as workshops, concurrent enrollment courses, and increased mentoring of adjunct faculty.

Microbiology

- The department, along with other life science offerings, is investigating standardized biology assessment exams.
- Outcomes are being reviewed with the context of reviewing the Microbiology curriculum.

Physics

- One of the main goals of the program faculty is to develop a more organized, planned approach to assess general education.
- The majority of outcomes assessed are being met at or above the threshold. For those not being met, the relevant concepts are given more time in subsequent classes.

Zoology

- The department faculty intends to assess one or two general education courses each spring and fall semester, using a combination of questions from two sources: 1) those developed by the College of Science Curriculum Committee and 2) those developed by Zoology faculty.

College of Social Science

Geography

- While students successfully met established thresholds, faculty did identify support courses to be taken by students to better support mastery of learning outcomes:
- Students taking Geography 1000 for Gen Ed credit are encouraged to take a statistics course to better support the outcome 'Problem Solving and Data Analysis'.

APPENDIX C: DETAILED DATA ON MISSION FULFILLMENT

ACCESS Objective A. Degrees: Weber State offers responsive associate's, bachelor's and master's degrees in liberal arts, sciences, technical and professional fields

Institutional Indicators of Achievement

DEGREES Indicator 1: Programs and degrees are responsive to student needs. Rationale for DEGREES Indicator 1: Responsiveness to student needs is assessed by measuring enrollment trends against regional populations. The underlying assumption is that enrollments reflect the value students perceive in a WSU degree.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
I.A. Degrees: Weber State offers responsive associate, bachelor's and master's degrees in liberal arts, sciences, technical and professional fields	1. Programs and degrees are responsive to student needs.	a. WSU's three-year moving average of overall yield from primary feeder high schools will exceed 60%.	Meets: 63%
		b. WSU's enrollment will increase at a rate that will equal or exceed 30,000 students in 2030.	Exceeds: Current trends indicate achievement prior to 2030.
		c. Reflecting WSU's dual mission of serving as a regional University and meeting the community college needs of the region, WSU distribution of degrees will reflect a balance of associate, bachelor's and master's degrees.	Meets: 2013 Grads: 42% associate's 50% bachelor's 6.4% master's 1.7% certificate
		d. Mean community perception scores of WSU quality will maintain or increase.	Meets: 2009 – 3.57 2013 – 3.62 (5 point scale)

ACCESS Objective B. Achievement: Students progress in their programs of study.

Institutional Indicators of Achievement

ACHIEVEMENT Indicator 1: Students earn degrees.

Rationale for ACHIEVEMENT Indicator 1: The retention and graduation rates, which are normed against the rates at peer institutions, provide evidence that allows WSU to evaluate whether it is more or less successful than peer institutions in retaining students through to graduation.

ACHIEVEMENT Indicator 2: Graduates have “next step” success.

Rationale for ACHIEVEMENT Indicator 2: Next-step success reflects the value added by a WSU degree. The measurements include placement and how graduates self-report about the completion of their educational goals. Most students consider beginning a career or getting into a program to further their

education as a primary outcome they desire from their years at WSU. Graduate placement rates are an indicator of next-step success.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
I.B. Achievement: Students will progress in their programs of study.	1. Students earn degrees.	a. WSU's first year retention rate will place it in the upper half of peer institutions.	Meets: WSU ranks 2 nd of eleven.
		b. WSU's six-year graduation rate will place it in the upper half of peer institutions.	Meets: WSU ranks 4 th of eleven.
		c. WSU's awarded degrees per 100 FTE students will place it in the upper half of in-state peer institutions.	Meets: WSU ranks 3 rd of twelve state institutions.
	Graduates have "next step" success.	a. For associate degree graduates, 80% of students will either continue their education or be employed within 6 months of graduation.	Approaching: *61%: FT employ *69%: plan to continue educ. **Measurement change
		b. For bachelor degree graduates: 80% of WSU grads will either continue on to graduate school, or be employed within 6 months of graduation.	Meets: *58%: acceptance *72%: employed full-time **Measurement change
		c. For master degree graduates: 90% of post-grad acceptance in grad programs; 80% of those seeking employ will work in their major field.	Approaching: 75% post-grad acceptance 82%: employ in major **Measurement change

* *Counts are not mutually exclusive.*

** *This metric has been recalibrated for the 2012/13 year and the reduced outcomes are a reflection of that recalibration. The metric has been refined and will be reflected in this and future metric updates.*

ACCESS Objective C. Opportunity: Weber State provides access to higher educational opportunity.

Institutional Indicators of Achievement

OPPORTUNITY Indicator 1: Student enrollments reflect support for non-traditional students.

Rationale for OPPORTUNITY Indicator 1: This indicator monitors efforts to make programs and courses available to people within the region who are homebound, older, working fulltime or otherwise not traditional university students. WSU’s research has established that an important consideration for such students is that courses and programs are offered at times, places and prices that are convenient for them. The measures associated with this indicator include analysis of student demographics and costs as well as enrollments in programs and courses offered at non-traditional places and times and through distance delivery modes.

OPPORTUNITY Indicator 2: Student enrollments reflect diversity and inclusion.

Rationale for OPPORTUNITY Indicator 2: This indicator monitors efforts to make programs and courses available to people of the region who are historically under-represented in higher education.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
I.C. Opportunity: Weber State provides access to higher educational opportunity.	1. Student enrollments reflect support for non-traditional students.	a. More than one-third of WSU’s FTE enrollment will consist of online, evening and off-campus enrollments.	Meets: 42.6% of course offerings.
		b. WSUs’ tuition will be below the mean of peer institutions.	Exceeds: Lowest of eleven peer institutions.
	2. Student enrollments reflect diversity and inclusion.	a. WSU's enrollment of minority students will increase at least proportionally to overall enrollment.	Exceeds: Fall 2012 Enroll. Incr.: 4.9% Minor. Incr.: 14.5%
		b. The number of Dream Weber students enrolled will increase over time.	Meets: Trending towards 3000 students by 2020.

Mission Core Theme 2 – Learning

Learning Description and Mission Alignment

WSU is first and foremost an institution of higher education that provides and supports “excellent learning experiences for students” in an environment that values “freedom of expression” and engaged learning through “extensive personal contact among faculty, staff and students in and out of the classroom” and “research, artistic expression, public service and community-based learning.”

LEARNING Objective A. Engagement: Students experience an engaging learning environment founded on extensive personal contact among faculty, staff and students in and out of the classroom.

Engagement Indicator 1: Students participate in learning experiences.

Rationale for ENGAGEMENT Indicator 1: Students participate in learning experiences such as undergraduate research, service learning, and other forms of experience-based learning. Rationale for Indicator: Student learning is at the heart of Weber State's mission. Students’ participation in enriched learning experiences such as undergraduate research, service learning and other forms of experience-based learning has been established nationally and institutionally as a means of enhancing undergraduate learning.

Engagement Indicator 2: Students experience extensive contact with faculty, staff, and other students.

Rationale for ENGAGEMENT Indicator 2: WSU’s mission includes an expectation that there will be “extensive contact among faculty, students and staff in and out of the classroom.” Students’ perceptions of these contacts provide direct evidence, and relative class size and faculty/student ratios provide secondary evidence that the institution is meeting this expectation.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
II.A. Engagement: Students experience an engaging learning environment founded on extensive personal contact among faculty, staff and students in and out of the classroom.	1. Students participate in learning experiences such as undergraduate research, service learning, and other forms of experience-based learning.	a. More than two-thirds of WSU seniors will have one of five identified engaged learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research or Study Abroad.	Exceeds: Based upon 2013 NSSE results, 67.1% participated in at least one experience.
	2. Students experience extensive contact with faculty, staff and other students.	b. Senior student mean performance on the quality of relationship with faculty members will be above the national NSSE average.	Meets: WSU: 5.3 Others: 5.3
		c. WSU's average class size for all classes will be held below 22 students per section.	Meets: Average for all sections: 20.6

LEARNING Objective B. SUPPORT: Students receive effective educational support.

SUPPORT Indicator 1: Students utilize and are satisfied with academic support services.

Rationale for SUPPORT Indicator 1: Student utilization and satisfaction with services are indicators of the quality of support. In some cases, such as tutoring, learning outcomes are indicators of the efficacy of academic support services.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
II.B. Support: Students receive effective educational support.	1. Students are satisfied with student support services.	a. Student ratings on satisfaction with support services will average above "satisfied" on university surveys.	Meets: 4.6 on a 5 point scale (4 = satisfied)
		b. Student ratings on satisfaction with academic support services will trend towards the national Noel-Levitz average.	Exceeds: WSU – 5.31 Other – 5.20
	2. Students utilize academic support services.	a. 75% or more of total students will utilize academic support services.	Exceeds: 2012/13: 91%* 2011/12: 62% 2010/11: 71% * measurement change

LEARNING Objective C. SUCCESS: Students learn to succeed as educated persons and professionals.

SUCCESS Indicator 1: Students achieve General Education learning goals.

Rationale for SUCCESS Indicator 1: WSU’s General Education program has established core learning objectives that reflect the background and skills students will need to succeed as students and as contributing citizens. Student performance on standardized exams and local assessments structured to assess attainment of those learning objectives reflects the effectiveness of the General Education program.

SUCCESS Indicator 2: Students achieve the learning goals of Major programs

Rationale for SUCCESS Indicator 2: Each WSU Major has established learning objectives to prepare students to succeed within that discipline. Achievement of these objectives, as measured by performance on standardized exams and local assessments, measures the effectiveness of the Major programs in facilitating student learning.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
II.C. Success: Students learn to succeed as educated persons and professionals.	1. Students achieve the learning goals of the General Education program.	a. Both the General Education program and individual General Education courses will define and publish learning outcomes.	Meets: Outcomes for all areas are defined and published.
		b. General Education assessment will occur on a regular basis.	Meets: Over the course of every 3 years, 100% of gen. ed. courses will be assessed.
	2. Students achieve the learning goals of Major programs.	a. At least 90% of academic departments prepare an annual assessment report that reflects their students’ achievement of the learning objective within the discipline.	Meets: 100% of graduate programs and 91% of undergraduate programs submitted reports last year.

LEARNING Objective D. INQUIRY

INQUIRY Indicator 1: Faculty engage in creative and scholarly activity

Rationale for INQUIRY Indicator 1: Rates of faculty and student creative and scholarly activity, which are normed against the rates at regional and national peer institutions, provide evidence of students' access to research-based learning. WSU assumes that the most meaningful way for students to experience an environment of knowledge creation, free inquiry and free expression is for faculty and students to actively engage in research and creative activity, evidenced by publications, presentations, exhibitions, performances, and pursuit of sponsors.

INQUIRY Indicator 2: The *Faculty perceives that WSU fosters knowledge creation, free inquiry and free expression* for faculty and students.

Rationale for INQUIRY Indicator 2: Faculty perceptions about the educational environment directly impact behavior. Consequently, perception data best measure the way that members of the campus community will respond to its educational environment.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
II.D. Inquiry: Students and faculty learn, explore and create in an environment that sustains free inquiry and free expression.	1. The Faculty engages in creative and scholarly activity.	a. WSU's performance will be above average for HERI peer institutions.	Meets: Publish 5 or more peer-reviewed articles: WSU: 39.6% Peers: 39.4%
		b. Rate of growth in sponsored projects funding will be on pace to reach \$20 million in 2030.	Approaching: Trend is upward.
	2. The Faculty perceives that WSU fosters knowledge creation, free inquiry, and free expressions.	a. WSU's mean performance will be above average for HERI peer institutions.	Meets: Respect for diverse values and beliefs: WSU: 92.6% Peers: 90.2%

Mission Core Theme III – Community

Community Description and Mission Alignment

“Public service and community-based learning” represent both pedagogical emphases and community commitments. For “the university [to] serve[s] as an educational, cultural and economic leader for the region,” WSU must be an active participant in regional learning endeavors and the social and economic life of the community.

COMMUNITY Objective A. EDUCATION

EDUCATION Indicator 1: WSU contributes to pre-K through 12 education in the region.

Rationale for EDUCATION Indicator 1: Among the ways that WSU contributes to pre-K through 12 education is by partnering with the public education community and by providing quality continuing education to teachers and administrators.

EDUCATION Indicator 2: WSU promotes preparation for higher education

Rationale for EDUCATION Indicator 2: WSU also contributes to pre-K through 12 education by assisting in the preparation of pre-college students. Current programs and measures focus on the preparation of targeted populations that have been traditionally underrepresented in higher education. The measures include the number of students who participate in preparation programs and the number of participants who later enroll in a college or university.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
III. A. Education: Weber State contributes to pre-K through 12 education in the region.	1. WSU contributes to Pre K-12 education and professional development.	a. The five-year moving average of enrollment in continuing education teacher contract programs will show a positive trend.	Meets: 2011 5 yr.: 3907 2012 5 yr.: 4002 2013 5 yr.: 4390
		2. Promoted preparation for education.	a. The five-year moving average of concurrent enrollment will show a positive trend.
	b. The five-year moving average of participants in pre-college outreach programs will show a positive trend.		Meets: 2011: 1663 2012: 1981 2013: 2492
	c. The percent of targeted outreach students who enroll in post-secondary education will exceed 45%.		Meets (watching): 2010: 50% 2011: 51% 2012: 44%

COMMUNITY Objective B. CULTURE: Weber State contributes to the richness of the regional culture.

CULTURE Indicator 1: The community participates in a diverse offering of WSU events.

Rationale for CULTURE Indicator 1: An important way Weber State contributes to the richness of the regional culture is by providing a wide variety of events to which the public is invited. Attendance at educational, cultural, entertainment and sporting events reflects WSU's contribution to the regional culture.

CULTURE Indicator 2: WSU facilitates community development through public service

Rationale for CULTURE Indicator 2: An important way Weber State contributes to the richness of the regional culture is through participation of faculty, staff and students in public purpose and non-profit organizations. The measure of the impact of service by faculty, staff and students is illusive. The institution is exploring ways to assess the direct impacts of these behaviors, but the best current measure is hours served.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
III. B. Culture: Weber State contributes to the richness of the regional culture.	1. The community participates in a diverse offering of WSU events.	Attendance at WSU cultural and athletic events will exceed 100,000 and reach 150,000 by 2030.	Exceeds: Total participation in 12/13 exceeded 275,000.
	2. WSU facilitates community development through public service.	a. More than a quarter of all WSU students will contribute to community service.	Exceeds: 2013: 31.6% of students engaged
		b. The percent of faculty who create and sustain community partnerships will exceed the HERI peer average.	Exceeds: WSU: 73.3% Peers: 49.4%

Community objective C. ECONOMY: Weber State contributes to the economic development of the region.

ECONOMY Indicator 1: *WSU facilitates economic development in the region through professional development and technical support.*

Rationale for ECONOMY Indicator 1: In addition to the large direct economic impact of a major university in the community, WSU is uniquely positioned to support local economic growth through focused research and technical support. The numbers of sponsored projects and the funding associated with those projects infuse funding and knowledge into the local economy.

ECONOMY Indicator 2: WSU contributes to economic development by providing graduates prepared to fill state-identified, high-need occupations.

Rationale for ECONOMY Indicator 2: The state of Utah identifies occupations deemed as 'high-need' based upon ten year projections of growth and replacement. Providing students who are prepared to fill

those occupations supports the state's ability to grow and provide the services and support needed by its citizens.

Objective	Indicators of Achievement	Acceptable Thresholds of Achievement	Current Status
III.C. Economy: Weber State contributes to the economic development of the region.	1. WSU facilitates economic development in the region through professional development and technical support.	a. Headcount participation in non-credit offerings will approximately equal 10 percent of institutional headcount.	Approaching: 2013: 9.5%
		b. The five-year moving average of businesses assisted through the Small Business Development Center will show a positive trend.	Approaching: 2011: 265.8 2012: 278.2 2013: 277.0
	2. WSU contributes to economic development by providing graduates prepared to fill state-identified, high-need occupations.	a. A significant percentage of graduates will be in majors that prepare students to fill state-identified, high-need occupations.	Meets: 2011: 50.02% 2012: 47.88% 2013: 50.64% 2014: 49.34%