

SELF-STUDY REPORT

Central Washington University

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Central Washington University

Executive Summary

Central Washington University has been a university in transition for much of its history, but rarely more than in the past decade. In the past sixty years, the university has transitioned from its strong role as a normal school through its position as a college of education to a state college to its current designation (1977) as a comprehensive university. This transition has been characterized by the growing independence and strengthening of the arts and sciences disciplines, which complemented but did not replace the university's strong and respected role as a teacher preparation program, and the growth in other professional programs of the university.

Since the mid-1970s, the university has transitioned from a single campus environment to an institution in which 15% of its enrollment is based in six centers throughout the state and from a largely homogeneous campus to a much more ethnically diverse population of students, faculty, and staff. Of particular note are a 60% increase since 1992 in the number of minority students who earn baccalaureate degrees from Central Washington University, predominantly in programs that are offered at the university centers; vast improvements in the percentage of women faculty, particularly in the sciences; and greater gender and ethnic balance in the administrative ranks of the university. The university has rededicated itself to the task of preparing students for the emerging global community.

In the past decade, the university has transitioned from an environment in which educational programs and services were available only face-to-face to one in which some courses of study and services are available through two-way interactive video and others are available on-line. The concept of "library" has changed radically during the decade with the increasing sophistication and electronic delivery of "information resources." The university has transitioned from a university that was at risk of being left behind in the emerging electronic age to one that is positioned to offer educational services of high quality to students with vastly differing needs and life circumstances through a variety of different formats.

In this decade, Central Washington University has transitioned from an institution in which courses, seat time, and credits earned were sufficient evidence of the integrity of an educational program to one in which student learning outcomes and student and employer attitudes are becoming equally important bases of assessment and accountability. The faculty has changed dramatically, mostly as a function of retirements. More than half of the faculty have been hired in the past decade and the faculty has grown by 12%, about equal to the growth in the student body.

These transitions were a function of a number of forces. Certainly the society was changing and along with it the expectations that constituents held for institutions of higher education. But the changes also were a function of initiatives of the board, the president, administrators, faculty, students, and staff. These changes of the last decade, more than in perhaps any other period in the history of the university, have challenged students, faculty, and administrators to examine their core values, to understand which of the features of a "traditional" education carried those core values, and to embrace a changing future of higher education.

The Campus in Ellensburg

Today, students who prefer a residential environment and those who live within driving distance of the Ellensburg campus pursue their educational program at the Ellensburg site. The residential campus sits in the arid geographic center of the state of Washington in the irrigated farmland that makes up the Kittitas Valley. The campus occupies 380 acres north of the downtown area and is a beautifully landscaped campus with well-

cared-for buildings and grounds. New construction of the past decade and remodeling of the historic campus buildings add to the beauty of the campus. The elegant Japanese Garden, developed in 1992, provides an ideal site for peaceful reflection. The chief administrative officers of the university are housed on the Ellensburg campus, and most of the business activities of the university are coordinated at this site. Student government and faculty government take place on the Ellensburg campus, although students and faculty from the centers participate either through membership in the governmental bodies or by attending meetings either in person or through two-way interactive video. The Board of Trustees' meetings are held in Ellensburg, except that one meeting a year is held at one of the university centers, and meetings are simulcast to the SeaTac Center.

During fall 1998, 6,721 students were enrolled in programs on the Ellensburg campus. Of these, 52% were women and over 80% were Caucasian. Two percent were foreign nationals. The average age of students on the Ellensburg campus was just over 23 years. Of those who entered the university during fall quarter, the largest numbers came from King and Pierce Counties on the west side of the state followed by Kittitas and Yakima Counties, the county where the campus is located and an adjacent county, respectively.

The Ellensburg campus also provides a home for a number of outreach programs of the university, some sponsored by the university's academic programs, some through its Center for Lifelong Learning, and some through the highly regarded Conference Center Programs. Citizens in close physical proximity to the Ellensburg campus benefit through public lectures, arts performances, and athletic contests. Citizens throughout the region use the university library, a federal depository facility. Each year, several free public lecture series showcase the expertise of resident faculty and bring to campus a variety of distinguished visiting scholars. Those interested in the arts find weekly concerts and recitals, featuring Central faculty, students, and guest artists; monthly theater offerings; regular exhibitions in the Sarah Spurgeon Art Gallery on campus; dance performances; and a variety of guest artists hosted by Campus Life. Fourteen varsity teams and a robust intramural program provide spectator opportunities for sports enthusiasts, regardless of their favorite game. The Ellensburg campus is the home of the university's applied research and service arms -- the arboretum, Chimpanzee and Human Communication Institute, the Institute for Science and Society, Central Washington Archaeological Survey, Geographic Information Systems laboratory (part of the National Center for Resources Innovation consortium), Pacific Northwest Geodetic Array (a collaborative project, for which CWU is the lead research institution), Applied Social Data Center, Center for Economic Development and Public Policy, Yakima River Basin Center, and Community Psychological Services Center -- generate rich, useful information for and provide much-needed professional service to individuals and groups throughout the state. High school students participate in statewide educational activities such as Business Week, Solo and Ensemble Contests, Girls' State, and State History Day. It is a vibrant and inviting campus where faculty and students combine to create a culture of inquiry.

The University Centers

At the same time that it has been maintaining and strengthening its programs in Ellensburg, the university has taken an active interest in serving placebound students of the state. Outreach is consistent with the university's mission and has been a part of its culture for most of its history. Beginning in 1909, the university began offering courses away from the residential campus in Ellensburg. Since that time, courses have been offered at a number of sites. The first attempt to offer an organized series of courses leading to a degree was made in partnership with the military beginning in 1958 at the Larson Air Force Base in Moses Lake.

In the late 1960s, in lieu of building additional regional comprehensive university campuses, the state legislature strongly encouraged state institutions of higher education to develop and offer programs in places and times most convenient to the growing number of nontraditional place-bound students. Central

Washington University took seriously this charge and began an assertive program of meeting the state's needs. By the time of the 1989 full-scale review by the Northwest Association of Schools and Colleges, a variety of courses and programs were being offered throughout the state, primarily at "extended university centers" that became the hubs of most off-campus activity. Currently, the university supports six centers in addition to the residential campus in Ellensburg. Three centers are located on the east side of the Cascade Range in Wenatchee, Yakima, and Moses Lake; three others are located on the west side of the mountains at SeaTac, Lynnwood, and Steilacoom. Consistent with the state master plan, Central Washington University has participated actively in forming partnerships with community colleges in the state and with other state universities to meet the emerging educational needs of residents of the state of Washington. Currently, the university is engaged in discussions at the state level that may result in the development of additional centers. In keeping with the goals of the state, these additional centers are likely to be collaborative efforts among two-year and four-year schools. The greatest activity has been in the North Snohomish Island - Skagit Consortium, a collaborative project of the four-year comprehensive schools in the state. (See Standard 8).

The primary mission of the university centers is to provide, through appropriate colleges and departments, upper-division and graduate courses leading to bachelors' and masters' degrees for students who find it impossible to study on the Ellensburg campus. To the extent possible, university centers are collocated on or near community college campuses to provide well-articulated transfer processes for students, consistent with the state's master plan. Library, computer, and student services are shared with community colleges when possible.

The university centers are an integral part of Central Washington University. They are separated from the residential campus in Ellensburg by distance, and they often serve students with different demographic characteristics than the students in Ellensburg, but they provide the same types and quality of programs of the university that are provided in Ellensburg. In fact, the university has taken great care in the past two years to emphasize, consistent with state definition, that the university centers are a part of the campus rather than "off-campus."

During 1998-99, the centers accounted for 12% of the university's FTES, 16% of its headcount, and 18% of its graduates. Over 1,200 students, of a total university enrollment of 7,988, took all or some of their courses at the centers during the year. The SeaTac Center had the largest enrollment of the six centers. There is a significantly higher percentage of Asian students enrolled in the centers, particularly at Lynnwood (14%) and SeaTac (14.5%), than on the Ellensburg campus. Eleven percent of the students enrolled at the Yakima Center are Hispanic compared to 4% on the Ellensburg campus. The average age of students at the centers during 1998-99 was 31.6 years compared to 23.3 years on campus. The percentage of women enrolled in programs at the centers is 65.6% compared to 52% in Ellensburg.

The centers have been instrumental in helping the university meet the needs of place-bound, time-bound, and work-bound students. They also have broadened the age and ethnic diversity of the student body. They provide a physical location where students can access support services, meet with faculty members, and develop a sense of belonging to the university. Recent efforts to improve facilities at the centers (See Standard 8.) are consistent with the needs that students, faculty, and staff have identified, and they communicate the strong desire of university administrators to showcase the important role of the centers to the university. Students clearly are grateful for the access to education that is provided by the center programs. Many of them would not otherwise be able to complete their educational programs because of time, family, or financial constraints. The centers provide an important opportunity and assist the university in fulfilling its mission.

Program directors and administrative staff at the university centers communicate and coordinate programs and services with their counterparts at the Ellensburg campus. They also supervise the center support staff and coordinate management of the center facilities and physical property in conjunction with the academic

planning officer of the university. They assist in the development and implementation of computer and distance education technologies and they assist departments in publicizing program offerings. They help to create collaborative relations with community agencies, schools, four-year institutions, community colleges, and area businesses and corporations. They conduct market analysis research and develop the enrollment management system for the university centers. They also assist in securing special facilities and related services in support of the centers.

Program directors at the centers provide site-based coordination of academic offerings including student advising. Support services, particularly academic advising and financial aid counseling, are extremely important to students at the centers, and the university has improved the accessibility of these services as the number of students at the centers has grown. A student recruiter/admissions officer was hired for the westside centers beginning fall 1997 to meet the needs of students. Staff from the Ellensburg site provide a similar function for students in the eastside centers. Students at the centers can access direct telephone lines to student services offices in Ellensburg.

In recent years, three department chairs and one acting dean have resided at a university center. The programs in business administration and accounting have roughly equal numbers of declared majors at the Ellensburg, Lynnwood, and SeaTac sites. More faculty with responsibility to the early childhood major reside at the SeaTac site than at the Ellensburg site, and the SeaTac site graduates more majors in early childhood education than the Ellensburg site. Similarly, the Department of Law and Justice has larger programs at Steilacoom, SeaTac, and Lynnwood than in Ellensburg, and the chair of the department was located at the Lynnwood center during the 1998–99 academic year.

One college of the university, the School of Business and Economics, has been particularly successful in realizing the vital role of the centers to the university's mission. It developed strong faculty and student cohorts at the centers, particularly those on the westside of the state. Today, approximately 40% of its faculty is housed either at the Lynnwood or the SeaTac Centers. Approximately 40% of its FTES and 50% of its majors are completing their programs at these centers. The College of Education and Professional Studies also has made a commitment to the centers for a number of years, including having full time faculty on-site at three of the centers. At the Steilacoom Center, the college offers programs in chemical dependency, mechanical engineering technology and electrical engineering technology. At SeaTac, programs include early childhood education, elementary education, chemical dependency, and business education. In Yakima, the college provides oversight for a collaborative program in early childhood education, involving Yakima Valley College, Heritage College, and Central Washington University. In Wenatchee, programs include elementary education and master teacher. In the College of the Sciences, five full-time faculty are assigned to the three centers on the west side of the state. The law and justice program has the greatest presence at the centers. Half of its graduates complete their programs at the centers. The organization development masters program is conducted simultaneously at the Ellensburg and SeaTac campuses. Psychology courses support the teacher preparation program, law and justice, and chemical dependency programs wherever they are offered at university centers. Sociology and political science courses support the law and justice programs at the centers. Mathematics supports the engineering programs and science education supports teacher preparation. Currently, none of the programs of the College of Arts and Humanities are offered at the university centers, although upper-division courses in English and speech communication support degree programs in accounting, business administration, and law and justice. The school and college profiles that follow Standard 2 detail the specific programs and majors that are offered at each center.

Entering the Electronic Age

In 1992, Central Washington University administrators made a commitment to support the increasing technological sophistication of faculty, students, and staff by enhancing infrastructure, equipment, and

training. Currently, 658 computers are installed in 28 student computer laboratories in Ellensburg and four laboratories at the centers. Faculty members have personal computers in their offices, and their stations and those in the student laboratories are wired to the university-wide network and to the resources of the World Wide Web. New faculty members routinely receive a computer and software as part of a start-up package. There has been a steady effort toward universal access for all students and faculty at all university sites and those working at remote locations. Beginning in 1987 students could pay a computer access fee, which allowed them to use any of the computer stations on campus. Beginning in fall, 1996, the computer access fee became mandatory for entering freshmen and by fall, 1998, all full-time students of the university paid the fee.

In order to take full advantage of the hardware and software that was being purchased and the opportunities of the electronic age, the university moved quickly to improve its local networking capability. Through a series of projects that laid fiber optic cable between all academic buildings throughout the Ellensburg campus, all buildings have minimal bandwidth of 10 megabits, and all major or high-density buildings have either 100 megabits transmission or dual 100 megabit FDDI capability. Further improvements are in progress. These projects brought high-speed access between buildings and to the world and enabled the university to perform services more efficiently. The improvements in information access for the staff who provide services to students are particularly noteworthy, as are the improvements in library and information resources that were particularly dependent on improved transmission capability.

In the last half of the decade, the university became an active participant in the statewide initiative to build a K-20 network. Working with major telecommunication carriers, the state funded an integrated set of fiber optic and other connections and simultaneously funded K-12 schools and institutions of higher education to lease the lines and purchase the equipment necessary to connect to the network. During the decade, ten new interactive distance technology classrooms have been constructed, seven at the Ellensburg site, one at the SeaTac Center, one at the Lynnwood Center, and one at the Wenatchee Center. The university also holds one-third ownership in a distance technology classroom at the Yakima Center and rents two equipped classrooms, one at the Highline Community College and one at the Big Bend Community College. This network enables video conferencing between the centers and the Ellensburg campus with additional capability that will permit centers to talk to centers and to any of more than 350 K-20 sites across the state. Off-net conferencing also will be possible with other appropriately equipped national sites.

In this decade, the library has accelerated the integration of electronic resources into its collections, enabled by the successful migration of the library's online catalog from the ULISYS (Universal Library Systems) product to the Innovative Interfaces software system in 1995. Over the course of the last five years the library has moved from reliance upon print periodicals indexes to electronic means of locating serials articles, government documents, and financial data. Since 1994, the library has increased its electronic subscriptions from a few hundred journal, magazine, and newspaper titles, available only on the campus network via CD-ROMs, to over 7,000 subscriptions. These resources are available to all faculty and students at any time and location via the World Wide Web. This array of database subscriptions now provides for research and instructional needs in nearly all academic programs. The university participated in the statewide Cooperative Library Project for which the Washington State Legislature allocated \$345,000 in 1998 for the six public university libraries to jointly purchase access to a suite of databases from University Microfilms, Inc. providing indexing, abstracts, and full text of journal, magazine, and newspaper articles. The library recently subscribed to the Lexis-Nexis electronic document indexing and text service, which provides hundreds of full text journals and magazines on a variety of topics, the full text of hundreds of newspapers from around the world, full text of hundreds of law reviews, and federal and state case law. The library also is adding an online version of Dissertation Abstracts, which will serve quite well the needs of faculty, upper-level undergraduates, and graduate students.

International Programs and the Emerging Global Economy

During the past decade, the Office of International Studies and Programs (OISP) has grown from an office dedicated to advising a limited number of international students to an office that supports a comprehensive program of international education at Central Washington University. OISP provides numerous opportunities for students and faculty to participate in international education and exchange programs and for students from other countries to study at Central Washington University. Since 1992, the number of students involved in study abroad and exchange opportunities has increased five-fold. During 1998-99, more than 270 students participated in study abroad programs. More than 45 students participated in exchange programs within the United States. Nearly 400 students from other countries enrolled in classes on the Central Washington University campus. During the same period, more than 12 faculty have participated in the university's faculty teaching abroad and exchange programs.

The Educational Programs

Central Washington University offers bachelors and masters degree programs in the arts and humanities, in the social and natural sciences, in business and economics, in teacher preparation, and in professional studies. The programs are developed according to a guiding set of principles embodied in the university's "Curriculum Policies and Procedures Manual." Programs are developed by the faculty consistent with the breadth, depth, and level of exposure that is expected of the degree they represent and consistent with the scholarship in the respective fields of study.

Students studying at all of the university's sites are held to identical standards and entry requirements. Major programs of study may be developed explicitly to address identified needs at one or a few of the university's sites. However, when an existing program is extended to additional sites, it retains the same requirements at all sites. The mode of course and program presentation may vary - for example, live, interactive video or web-based classes - but the competencies students must demonstrate remain the same. Departments and colleges of the university hire faculty to support programs at all of their sites, and care is taken to ensure that administrators, staff, and faculty at all sites have similar credentials, meet the same requirements, and receive the same benefits.

University faculty and staff may request additional programs or courses at any of the seven university sites; these requests are considered by the academic departments and colleges that will be responsible for offering the courses or programs. Criteria which guide decisions regarding the establishment, expansion, or modification of an academic program are identical at all sites and include such considerations as student demand, employment opportunities for graduates, uniqueness of program to serve the citizens of the state, coherence with existing programs, potential for articulation with community college associate degree programs, and availability of faculty and support resources (including staff, facilities, and equipment).

Appraisal

Central Washington University is a student-oriented university that prides itself on providing access to the citizens of the state of Washington. It is a university in transition. The transitions have been at once invigorating and challenging. The decade has been characterized by moments of excitement and great achievement and by times of frustration and low morale. During the decade, people of good will have disagreed and some decisions have been unpopular. Central Washington University is a dynamic enterprise

that is in a continual process of examination and improvement, striving to maintain its core values in the midst of changing expectations.

Mission. The university is guided by the mission that is set down for it by the state of Washington. As a regional university, it provides both bachelor's and master's degrees, it emphasizes a program of arts and sciences as the foundation for all its educational programs, and it provides professional training for citizens of the state of Washington. The university is known for the size and strength of its teacher preparation programs, and these programs draw on the talents of faculty from throughout the university, both in disciplinary areas and in pedagogy. A number of programs, both small and large, have been cited for their high quality, for example, music, business, psychology, accounting, flight technology, paramedics, nutrition, actuarial science, and graphic arts. The university's graduate programs produce outstanding scholars and practitioners and expand the university's reputation for scholarly productivity. The university has dedicated itself to first-generation college students. Nonetheless, there are challenges. The university is much more inclined to add than to delete programs of study. It must address the question of the role of graduate education at the university. It must set strategic goals for the university centers. These challenges currently are before the Board of Trustees, which is seeking the consultation of the university community as it tries to develop a clearer focus and answer the question, "Who are we?"

Planning. Consistent with a national trend toward strategic planning, the university began a systematic program of planning and reporting during the 1992-93 year at the beginning of the tenure of President Ivory Nelson. Departments, units, and divisions of the university were asked to identify mission, goals, objectives, and strategies and to identify capital and operating budget requests. As the years passed, departments and units also were asked to include their progress on matters related to assessment and program review in their annual reports. During the two years prior to the ten-year accreditation review, questions consistent with the NASC self-study were embedded in the reporting templates. The goals and objectives of departments and units and their accomplishments and disappointments have been collated into yearly university-wide strategic planning executive summaries. These documents tell the story of the university's plans and its accomplishments and disappointments. At the same time, the process revealed some areas for improvement in data integrity and management and in planning. As a result, the university is now midway through the planning and implementation of the new PeopleSoft relational database system. Business processes are being re-engineered to ensure that key tables are updated and their integrity maintained. The planning process has clarified the need for the university to differentiate more clearly between operational planning and strategic planning, and to bring more coherence to the relation between strategic planning and resource allocation. To this end, the university's Strategic Planning Committee has revised the planning guidelines to ensure prioritization of a few strategic goals that set the direction for change for the entire university. At the same time, the Board of Trustees has requested greater correspondence between the university's strategic goals and its resource allocation.

Governance. The university has an active Board of Trustees that is concerned about the university's educational mission in the state of Washington, the financial stability of the institution, and the integrity of its educational programs. The board hires the president who oversees five divisions of the university. Administrators work with the Associated Students of Central Washington University, the Faculty Senate, the Employee Council, the Association of Exempt Administrative and Professional Staff, and the classified staff collective bargaining units to govern the university. The policies of the university describe a structure of shared governance and call for participation of faculty, staff, and students and consideration of their views at various levels of decision-making. In response to concerns that were raised during the university's 1989 NASC accreditation review, the university has made an effort to make the decision-making process more visible and to communicate more openly with all constituents. The university has remained fiscally healthy during this time and its programs have thrived. There have been challenges as well. The representative bodies of the university tend to work in parallel rather than in synchrony, and this has led to points of disharmony. Recent initiatives of the faculty to collectively bargain created dissension between some of the

faculty and the administration that continues to hang in the air. Resignations, retirements, and dismissals among top-level administrators has led to a feeling of disequilibrium. In response to the tension and based on a directive from the board to achieve progress on six specific issues, the president and senate chair established during 1998-99 a university forum made up of three top-level academic administrators and three faculty members to address questions of values, working conditions, and governance. The group met throughout the academic year and recently has presented its recommendations to the Board of Trustees for their consideration during their summer retreat.

Students. Central Washington University long has prided itself on its outreach to first-generation college students and students who find themselves underprepared for college instruction. At the same time, the university has provided an opportunity for initial training and re-training for non-traditional students. Student services have been remarkably varied and strong, particularly on the residential campus. The university has established programs of developmental, remedial, and academic support that enable students to benefit from college instruction. Traditionally, these services and programs have been targeted to lower-division students on the Ellensburg campus. Recent evidence suggests that some of the academic support programs also need to be available at the university centers to assist non-traditional upper-division students, particularly non-native speakers of English and those who continue to need support in the area of written composition. Further, the university continues to improve its recruitment efforts such that the pool of potential students includes high levels of diversity across the demographic elements of age, gender, racial/ethnic background, and socio-economic class. Although the university centers have vastly improved the diversity of the student population, the university has been somewhat less successful in creating a diverse student body at the residential campus in Ellensburg.

The questions that challenge the university most of all are: Who will be its students of the future; where and how will they prefer to complete their educational programs; and how can Central Washington University position itself to serve their needs in ways that are competitive and that maintain program quality. On the one hand, projections suggest that there will be an increase in the number of 18-22 year old students who will choose to complete their educational programs on a residential campus. On the other hand, citizens of the state of Washington increasingly look to institutions of higher education to provide educational programs and retraining at times and in places that are convenient for their participation. On the one hand, employers stress the importance of a liberal arts education. On the other hand, there is increasing call for professional training programs. The university is challenged to assess these demands thoughtfully, and then invest its resources consistent with its future direction.

Faculty. The university is proud of its faculty. Faculty are, first of all, teachers and student mentors. In addition, they have compiled impressive records of scholarship and service. The considerable turnover of the decade marks the retirement of a cohort that was hired in the late 60s and early 70s when the university began to expand its offerings into the arts and sciences. New faculty have been hired from some of the nation's best doctoral degree-granting institutions and bring interests in teaching and scholarship that maintain the university's impressive record in these areas. The challenge has been to address salary compression, salary inequities, and stagnant wages that hovered at the 14th percentile compared to peer institutions as recently as fall, 1997. This challenge affects both faculty morale and recruitment. In response to concerns about inequity and in the face of conflicting data from several formal and informal committees of the faculty, the university hired a consultant to complete a major salary equity study during the past academic year. On the basis of her recommendations and other data that had been compiled by the university, the Board of Trustees took unprecedented action at its June 11, 1999 board meeting to improve the salary situation. A total of nearly 7 % or over \$1.2 million was added to the faculty salary base to provide an across the board increase for all faculty; and significant progress toward correcting salary inequities, and salary compression. In addition, the board approved proposed changes to the Faculty Code that would provide for regular salary equity review and monitoring of the salary base. The university also has invested considerable energy in the past three years into improving compensation, working conditions, and policy related to part-time instructors.

University Centers. Over a number of years, the centers evolved where pockets of students or programs suggested they were needed. Courses and programs were offered primarily through self-support funding. Initially, a majority of the courses or programs were provided either by faculty who commuted from Ellensburg or by adjuncts. Programs always were developed through the regular curriculum process of the university, and there was a great deal of devotion to the students in the programs, but the courses were contracted through the Office of Continuing Education and were viewed as "extra" or "overload." Rarely were they part of a faculty member's regular load.

The efforts of the university fully to integrate the university centers into the life of the university have stepped up remarkably during this decade. Full-time faculty are assigned to the centers, and at least half of the students in some majors complete their programs at the centers. There have been improvements in the level of student and academic support services over the decade. Facilities and library services have improved considerably. Nonetheless, old ways of thinking sometime interfere with efforts to achieve better integration and prominence of the university centers.

In addition, the university is only now adopting a centralized, strategic approach to development of the centers. Market research has been largely decentralized, and departmental efforts to develop programs have not been coordinated at the university level. The President's Cabinet encourages colleges and departments to review their educational programs and identify those that match the needs and demographics of the centers, but there are few incentives to do so. Support for program initiatives may require reallocation of scarce resources, and there has been no guarantee that the revenues will be returned to departments that expand their programs. This has acted as a disincentive for some departments to expand their offerings to the centers or to fully embrace the centers as equal partners with the residential campus at Ellensburg. As a result, faculty, staff, and students at the centers report a feeling of distance and isolation that the efforts of the university to improve communication and community have not resolved.

A major step forward occurred in spring 1999 when the five vice presidents, acting on the recommendation of the president, set aside over \$500,000 in the 1999-2000 budget to improve services at the centers. They have designed a package that will improve programmatic and course options for students; staff support for students and faculty; equipment; student recruitment; facilities access, upgrades, and safety; and operational funding. Further, the university has taken steps in the last three years to showcase the centers in official university publications. The university's newly designed web site features all of the university's sites. Last, through the university's assertive overtures to the Washington state legislature and its dedication to participating in the state's two-plus-two initiative, two of the centers soon will be housed in new facilities that are collocated on community college campuses. Requests currently before the legislature would establish new facilities at the other centers as well.

Technology. Improved computer access has been almost universally embraced by both students and faculty. Many students arrive on campus with their own personal computers, and many faculty members are on the leading edge of the electronic revolution. The development of local networking capability and access to the World Wide Web could not happen fast enough for many students and faculty. The challenge has been to remain current during the explosion of hardware and software improvements. The university has been successful in purchasing new equipment and programs, but has been less successful in institutionalizing a mechanism to ensure maintenance and periodic upgrades of existing technology.

Electronically-mediated distance technology greatly has enhanced the university's ability to serve place-bound and time-bound students. During the decade, a great deal of time and resources necessarily were invested in developing the infrastructure, and some of the first distance teaching efforts were fraught with difficulties. Most of the early efforts used synchronous delivery. Poor transmission, faulty equipment, and only barely adequate faculty development resulted in frustration for both students and faculty. In addition, some faculty

members felt that the lack of face-to-face connection between student and faculty member threatened important educational outcomes. Nonetheless, a number of individual faculty members and some departments were intrigued by the possibilities, and began to develop the complement of instructional design features and services that were necessary to enable effective and high quality distance delivery. Currently, both resources and faculty development are being directed toward improving synchronous delivery and toward developing effective asynchronous offerings, particularly web-based courses. Even today, these alternative delivery strategies are not fully supported by faculty and students, but an initial review of both student performance and students' evaluations of faculty reveals that the form of delivery is not a factor in how well students perform or in their attitudes about their courses. Further, some faculty are developing innovative ways of ensuring high levels of faculty-student and student-to-student contact despite the distances that separate them.

The Future

Central Washington University finds itself well positioned for the future. Its presence in the two-plus-two collaborative programs with six community colleges positions it to serve the needs of students both in the state's population centers and in its own back yard. The maintenance and growth of the campus in Ellensburg positions it to meet the needs of students who want to complete their educational programs in a residential environment and to provide life-long learning opportunities through its Center for Lifelong Learning to citizens from throughout the state of Washington. Its forays into the electronic age position it to provide educational programs and services to individuals at remote locations and to serve as true partners in the state's K-20 educational network.

Central Washington University enters the twenty-first century eager to find ways to operate in an increasingly competitive higher education market guided by its core values and committed to maintaining the integrity of its educational programs.

August 31, 1999

Central Washington University

Eligibility Requirements

Central Washington University is authorized by the state of Washington to offer undergraduate and graduate education programs through the master's degree (Chapter 28B.35.050 of the Revised Code of Washington). At the undergraduate level, Central Washington University offers the Bachelor of Arts, Bachelor of Science, Bachelor of Arts in Education, Bachelor of Fine Arts, and Bachelor of Music degrees. At the graduate level, the university offers the Master of Arts, Master of Arts for Teachers, Master of Education, Master of Fine Arts, Master of Music, and the Master of Science degrees (1, 8). The university has been in existence for over a century, and its principal educational programs have been in existence for several decades (22).

The university's Board of Trustees is made up of eight members, including one student member, who are appointed by the governor and who have no contractual, employment, or personal financial interest in the institution (2). The president, a full-time employee of the university, serves as its chief executive officer (4).

The university is guided by a statement of mission and goals that has been adopted formally by the Board of Trustees (5). The statement clarifies that the purposes of Central Washington University are appropriate to higher education and that the university exists to serve the interests of its students. The first goal of the university states that "every activity supported by the university will promote the university's primary purpose: student learning" (6).

The university has a funding base from state support, tuition and fees, and private giving adequate to carry out its mission. It has a many-year history of financial solvency, and its debt burden is minimal and well-managed (20). Its financial records are audited annually by the state and the audits carry an opinion on the financial statement. The university's record with regard to audits is exemplary (21). The university's income is returned to its educational mission through support of instruction, research, academic services, public service, student services, and student aid, and through maintenance of the physical plant and auxiliary services (6).

The university employs highly qualified faculty adequate to the educational levels it offers, and a core full-time faculty is employed in each area in which the university offers a degree (14). The mission statement asserts the importance of the relationship between faculty and students: "All members of the university community support a relationship between teacher and student which makes them both partners in learning, scholarship, research, creative expression, and the application of knowledge to solve human and societal problems." This assertion is borne out in practice, and the strong relationship that the university supports between faculty and students is one of its major strengths (15).

The library and information resources of the university are well-developed with a highly regarded main library on the Ellensburg campus, a branch library at the SeaTac Center, cooperative library agreements with the other state colleges and universities, courier and electronic transport services, and inter-library loan capabilities. Excellent library faculty and staff assist students and faculty in their use of these resources (16).

Student admission policies are clearly written, and they form the basis of admission practices (18). Students must meet specified entrance requirements to participate in degree programs at Central Washington University and must complete proficiency requirements prior to entering specified general education courses of the university (12). To earn a bachelor's degree at Central Washington University, students must complete a minimum of 180 quarter credits, of which 45 must be earned at the Ellensburg campus or at one of the university centers (7). The degree must include a general education component either completed at Central

Washington University or transferred from another accredited college. Students who earn bachelor's and master's degrees complete a university-endorsed major area of specialization (10). Each educational program of the university defines and publishes its educational objectives, and in the context of the university's curriculum review process provides evidence that they are consistent with the level, quality, and standards expected in higher education (11). Programs of study encourage students to learn both the conceptual foundations of the field of study and their application. As students progress through their programs of study, there is increasing expectation that they will work independently, engage in critical thinking, deal with abstract concepts, and understand and distinguish among values (12). Departments employ a variety of end-of-major assessment tools to determine the extent to which these expectations are met.

The University Catalog is published annually (previously bi-annually), is widely distributed, and is available on the university's website. It, along with other publications of the university, describes in detail the university's mission and goals; admission requirements and procedures; rules and regulations for conduct; academic regulations; degree-completion requirements; programs and courses with specific indications of when they are offered; tuition, fees, and other costs; refund policies; and other items relative to attending the university or withdrawing from it (19).

Students participate in institutional governance through the Associated Students of Central Washington University and through membership on university committees. The Faculty Senate represents the faculty in the formulation of institutional policies, and faculty serve as members of policy-recommending university committees. Administrative staff are represented in the formulation of institutional policy through the Association of Exempt Administrative and Professional Staff. Representatives of these three groups participate in open meetings of the Board of Trustees, and it is in this forum that policies formally are adopted (7).

The university upholds the value of free speech and encourages intellectual independence on the part of both faculty and students. The faculty is granted academic freedom both by policy and in practice (3; 13). Faculty and students are free to examine and test the knowledge appropriate to their discipline, constrained only by ethical considerations. There are no limitations on freedom of inquiry or expression. Further, the university has clearly written policies of humane and non-discriminatory treatment of students, faculty and staff. These are communicated in the University Policies and Procedures Manual and form the basis for practice (17).

The university participates as a member of the Northwest Association of Schools and Colleges Commission on Colleges and accepts its policies and standards. The university agrees to abide by the Commission's policies and standards including modifications that occur in accordance with due process (23). It agrees to disclose information as requested by the Commission on Colleges as the Commission carries out its evaluation and accreditation function (24), and it acknowledges that the Commission may make known the nature of any action it takes regarding the university including the university's status with the commission (25).

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Self-Study Process

Four individuals were selected in each of 1996, 1997, and 1998 to attend the Self-Study Workshop, sponsored by the NASC Commission on Colleges. Following the 1997 workshop, a task force was established to recommend the process for Central Washington University's self-study. The task force included four members, two administrators and two faculty. The group recommended a process including the structure and makeup of an accreditation steering committee to the provost. Dr. Libby Street, a faculty member in the Department of Psychology, was appointed executive director of the accreditation process. She was given partial and then later full release from teaching to support the effort. The accreditation steering committee was appointed in fall 1997. Because the university was engaged in an intensive strategic planning process at the time, six members from the existing Strategic Planning Committee including its chair also became members of the Accreditation Steering Committee. The steering committee was responsible for coordinating the collection of data and exhibits and for writing the first draft of the university's response to the standards.

At the beginning, the committee had three subgroups: A Planning and Executive Committee, which included the executive director of the accreditation process, the chair of the Strategic Planning Committee, two vice-provosts, and one faculty member, was established to oversee administrative details related to the process. A Coordinating Committee, which included members of the Planning and Executive Committee and the liaison members from the Strategic Planning Committee, was responsible for supporting 16 subcommittees that constituted the third part of the committee. Chairs of the subcommittees also served as members of the steering committee. The steering committee had 29 members. Dr. Margaret Kaus provided initial training to the committee after which the group met as a whole once each quarter beginning in January 1998. Early on, the Planning and Executive Committee met every second week, but over time, the meetings became unnecessary as the work of the larger committee got underway and most administrative and coordinating activities were completed.

In addition to selecting members who were knowledgeable in the areas to which they were assigned, members of the steering committee and of the subcommittees were selected based on the following characteristics:

- Individuals who were interested and would commit to doing the necessary work.
- Individuals who listen actively to all elements within the university community.
- Individuals who have a moderate amount of institutional memory.
- Individuals who can get other people to participate.

In addition, there was an effort to create a committee that was a representative sample from across the university and that included administrators, faculty, and staff. Representatives from relevant natural groups on campus that were part of the existing infrastructure (for example, the Faculty Senate Personnel Committee and the Faculty Senate Code Committee) also were included.

The members of the university community who constituted the Accreditation Steering Committee are:

Executive Director

Dr. Libby Street

Coordinating Committee

Planning and Executive Committee

Dr. Phil Backlund, Dr. Connie Roberts, Dr. Jim DePaepe, Dr. David Kaufman

Liaisons from the Strategic Planning Committee

Ms. Barbara Radke, Mr. Rob Chrisler, Mr. David Heath, Ms. Shelly Johnson, Dr. Steven Schmitz

Subcommittee Chairs

Mission and Goals

Dr. Philip Backlund, chair

Physical Resources and Facilities

Mr. Bill Vertrees, chair

Library and Information Resources

Ms. Zippy Nickerson, chair

Technology and Distance Education

Dr. Jim Eubanks, chair

University Centers

Dr. Connie Nott, chair

Continuing Education, International Programs, and Special Instructional Activities

Dr. Gregory Chan and Mr. Ken Baxter, co-chairs

Governance and Institutional Integrity

Dr. Charlie McGehee, Chair

Specialized Accreditations

Dr. Phil Backlund, Professor John Lasik, Dr. Jack McKay, Dr. Warren Street, co-chairs

General Undergraduate Programs

Ms. Joanne Stevenson and Dr. Clara Richardson, co-chairs

General Graduate Programs

Dr. Duncan Perry, chair (later replaced by Dr. Richard Mack, chair)

Programs - Undergraduate

Dr. Phil Backlund, Professor John Lasik, Dr. Jack McKay, Dr. Warren Street, co-chairs

Programs - Graduate

Dr. Phil Tolin, chair

Assessment

Dr. Louise Baxter, and Dr. Alberta Thyfault, co-chairs

Students

Dr. Deacon Meier, chair

Faculty

Professor Jim Hawkins, chair

Finance

Mr. Rich Corona, chair

In addition, the following individuals either served as members of sub-committees or contributed in some other major way to the completion of this self-study.

Professor Karen Adamson
Professor John Agars
Ms. Mary Aho
Dr. Osman Alawiye
Mr. Ron Aller
Dr. John Alsoszatai-Petho
Ms. Sara Amato
Mr. Joe Antonich
Mr. Paul Apeles
Dr. Liahna Babener
Ms. Margaret Badgley
Mr. Jack Baker

Dr. Linda Beath
Ms. Gayle Bender
Ms. Janet Benson
Dr. Margaret Bielke
Ms. Kim Black
Mr. Robert Blackett
Ms. Darlene Boykiw
Ms. Nance Bracken
Ms. Nancy Bradshaw
Ms. Lois Breedlove
Dr. John Bull
Dr. Jim Cadello

Ms. Agnes Canedo
Ms. Kathleen CannCasciato
Mr. Barry Caruthers
Mr. Keith Champagne
Ms. Jane Chinn
Dr. Michael Chinn
Dr. Frank Cioffi
Dr. Linda Clark-Santos
Ms. Benita Cole
Mr. Bill Craig
Ms. Gloria Craig
Mr. John Creech

Dr. Loren Cutsinger
Dr. Leo D'Acquisto
Dr. David Dauwalder
Ms. Tina Davis
Ms. Kim Dawson
Mr. Ed Day
Dr. Barry Donahue
Dr. Lin Douglas
Mr. John Drinkwater
Dr. Jack Dugan
Mr. Bruce Ecklund
Dr. Dan Fennerty
Dr. Jerry Findley
Dr. Janice Freehill
Mr. Ernie Garcia
Ms. Pat Garrison
Dr. Ken Gamon
Dr. John Gerdes
Ms. Amy Gillespie
Dr. Gail Goss
Ms. Miryha Gould
Ms. Jen Gray
Ms. Becky Gubser
Ms. Patt Haley
Mr. Tedd Hansen
Mr. Robert Harden
Dr. Beverly Heckart
Dr. David Hedrick
Mr. David Hess
Ms. Barbara Hodges
Ms. Linda Hoff
Mr. Jerry Hogan
Ms. Nancy Howard
Mr. Roger Hudson

Mr. Win Hunt
Mr. Norman Imamshah
Dr. Kathy Jacobi-Karna
Dr. Paul James
Dr. Stephen Jefferies
Dr. Corwin King
Ms. Carmen Knoke
Professor Keith Lewis
Dr. Gary Lewis
Dr. Susan Lonborg
Mr. Ian Loverro
Mr. Mark Lundgren
Ms. Cheryl McKernan
Ms. Linda Mahaney
Dr. Victor Marx
Dr. Patrick McLaughlin
Professor Debra Medlar
Lt. Col. Douglas Miller
Ms. Judy Miller
Ms. Joanna Moznette
Mr. Adbul Nasser
Dr. Ivory Nelson
Mr. Kevin Nemeth
Dr. John Ninnemann
Dr. Don Nixon
Mr. Graham Nott
Ms. Sandy Oftedahl-Brown
Ms. Caroline Onstot
Ms. Jill Orcutt
Dr. Mark Oursland
Dr. Jim Pappas
Dr. Debbie Prigge
Ms. Paula Ramos
Dr. Lynn Richmond

Mr. Steve Rittreiser
Dr. Ray Riznyk
Ms. Paula Romeo
Dr. Ann Root
Ms. Shirley Sadler
Dr. Roy Savoian
Dr. Steven Schepman
Ms. Tracy Schwindt
Dr. Russ Schultz
Ms. Julie Selland
Dr. Sarah Shumate
Mr. Duane Skeen
Dr. Skip Smith
Ms. Margaret Smith
Mr. John Spencer
Ms. Ruth Ann Stacy
Mr. Bill Swain
Ms. Maria Thompson
Dr. Gregory Trujillo
Dr. Robert Trumpy
Dr. Bill Turnquist
Ms. Nancy Verkist
Ms. Joanne Voute
Ms. Phyllis Weddington
Ms. Carolyn Wells
Ms. Pam Wilson
Ms. Margo Winegar
Ms. Mary Wise
Professor Bill Woods
Mr. Mark Young
Dr. Roger Yu
Ms. Rosie Zwanziger.

The work of the committee also was aided by the extraordinary effort of many administrators, faculty, and staff who completed expanded versions of their strategic plans during the past two years to answer questions related to the accreditation standards. Academic deans, department chairs, and unit heads particularly were instrumental in providing the evidence the committee needed to complete its work.

Subsequent to the development of the first complete draft of the self-study, the steering committee invited Dr. Patrick O'Rourke, Dr. Donald Hanna, and Dr. Kris Bulcroft to the campus to review the document, interview members of the university community, and comment on the work the committee had done. Their feedback was extraordinarily valuable to the completion of this process, and we are in their debt. Also, we are indebted to Dr. Margaret Kaus, our liaison from the Commission on Colleges, for her valuable advice throughout the process.

This self-study was the work of the entire university community. In its final form, it only partially reflects the process that the university has been engaged in these past two years. But we believe it provides an accurate appraisal of the university as we found it at the end of the 1998-99 academic year.

Response to 1989 and 1994 Recommendations

Recommendations and Actions

Central Washington University has taken a number of steps and made considerable progress on the recommendations of both the 1989 full-scale visitation team and the 1994 interim visitation team. Many of the concerns expressed by the 1989 team formed the basis of a charge from the Board of Trustees to President Nelson when he was hired in 1992. The recommendations and the actions and progress related to each are summarized below. Each is addressed in greater detail in the body of the report.

Institutional Mission. The Board of Trustees adopted a mission statement in 1993 based on recommendations from the Strategic Planning Committee. The statement has been under regular review since that time, and a number of modifications have been proposed by members of the university community including members of the board. The current statement is an improvement over the document that existed in 1989. A strong interest in improving the focus and clarity of direction guides continued discussion regarding the mission statement. Conversations aimed at seeking consensus on controversial issues are ongoing.

Faculty Reward Structure. The administration, working with the Faculty Senate and the Board of Trustees, has been engaged in a decade-long effort to a) improve the faculty reward structure by shifting the merit award system to a competency-based system, b) clarifying the criteria for the award of status adjustments, and c) ameliorating problems of salary equity and salary compression. The first action began in 1992 through the Faculty Senate Personnel Committee and culminated in Faculty Code changes during the 1997-98 academic year. Departments, schools/colleges, and the university through the Faculty Senate Personnel Committee have developed and published criteria that clarify the conditions under which status adjustments of all types will be awarded. Salary equity and compression issues have been addressed in the past three years by the Faculty Senate (through an ad hoc committee and an external consultant), the administration, and the board. The work of these groups culminated in an improvement to the salary base for all faculty and significant progress on both salary equity and compression issues. Salary adjustments consistent with the actions of the Board of Trustees began on July 1, 1999.

Faculty Recruitment, Retention, and Professional Development. Central Washington University is particularly proud of the progress it has made in recruitment in the faculty ranks, particularly related to women and people of color. President Nelson was attentive to this matter and supported stringent contingencies aimed at improving the university's status in this regard. The university manages to retain the large majority of its new appointees. One hundred thirty-nine faculty have been appointed to tenure-track positions in the past five years; during that same time, only thirty-one have resigned from the university. The university has made steady progress in improving opportunities for professional development, mostly by improving private support for the effort. The professional leave program is strong, as is the program of faculty research leaves. Faculty development opportunities related to prioritized initiatives of the state and the university, for example, assessment and accountability, have been particularly strong in the decade. Even so, administrators and faculty long for more and more dependable funding for faculty development, particularly for faculty travel to conferences. Current efforts also are directed toward better coordination of the opportunities that do exist.

At the same time that the faculty have had improved access to development opportunities, the university has provided development opportunities for staff from other divisions of the university. Of particular note are the efforts to ensure the currency and effectiveness of the student affairs staff. The division provides at least quarterly staff development opportunities. Activities are matched to important initiatives of the division and

are available either to the entire staff or to staff who are particularly involved in the initiative that is being addressed. The division allocates approximately \$5,000 per year to these development efforts.

Communication with the Campus Community. President Nelson moved quickly after he was hired in 1992 to open up lines of communication on campus. Processes that previously were guarded, for example, budgeting, now are openly discussed and reviewed. Infrastructure improvements enabled faculty and administrators to communicate electronically, and this capability has been particularly instrumental in improving cross-campus communication. Although meetings of the Board of Trustees always have been open to the public, the board has taken particular care in the last several years to keep the campus community informed at every juncture about its thinking and planning. There continues to be some concern about the influence of external bodies such as the legislature or accrediting bodies to alter internal decisions of the university, but overall the situation is much improved.

Improved System of Curriculum Approval. Since 1989, the curriculum-approval process has been streamlined, particularly by the elimination of one of two university-wide committees with curricular oversight. Currently, the internal procedures for curriculum approval allow reasonably rapid processing when departments meet all of the curriculum-approval requirements prior to submission and when documentation is submitted in a timely manner. External approval through the Higher Education Coordinating Board for new programs or extending existing programs to a new site is less rapid, and the slow process sometimes interferes with the ability of the university to meet state needs in a timely way.

Improved System of Faculty Governance. The Faculty Senate represents the faculty in university governance and is the primary voice within the university on matters of designing the curriculum and upholding academic values and priorities. Efforts particularly of the past two years have focused on shifting from a system in which the administration and the Faculty Senate operate in parallel to one in which the two components of university governance work in tandem. Although matters of academic and curricular importance typically have come before the Senate throughout its history, the current provost has been particularly attentive to including the Faculty Senate at the earliest possible stage in discussions that bear on the academic mission of the university. Interest by a majority of the faculty in the last half of the decade in pursuing the right to bargain collectively has raised questions about the appropriate role of the Faculty Senate.

Improved Program of Assessment. The university has made major strides in this area, particularly in the area of the explication of goals and objectives for each degree program. In addition, most programs also have identified the mechanisms by which progress toward meeting goals and objectives will be measured, and many have been collecting end-of-program data for a number of years. Most departments have made some revisions in their programs consistent with end-of-program assessment data. In addition, departments are recognizing areas in which their student learning outcomes can be refined. Faculty have been integrally involved in the development of the student learning outcomes and assessment measures. The university's program of baseline assessment has been in place for a number of years and provides the data that are used to certify entering levels of proficiency for general education courses in mathematics and English composition. All programs of the university have undergone internal review in the context of preparing the accreditation self-study during the past two years, and a number of programs have earned accreditation or program approval from disciplinary bodies.

Integrating Students and Student Affairs Staff into the University-Wide Planning Process. The university has been particularly attentive to integrating students into the decision making process of the university. Students hold three seats on the Faculty Senate, which are filled by full-time students elected from the student body (Faculty Code 3.15A.c. Faculty Senate Membership). In addition, all senate standing committees are required to have one full-time voting student member (Faculty Senate Bylaws, IV.B.1. Senate Standing Committees - Membership) In the case of the Faculty Senate Academic Affairs Committee, two full-

time students sit as voting members. Forty-six students serve in either a voting capacity or an ex-officio capacity on 20 university committees.

The Vice President for Student Affairs sits as a member of the Academic Affairs Council and of the President's Cabinet. All units of the Division of Student Affairs develop strategic plans that are then incorporated into the division plan and later into the university-wide planning effort. The educators in the Division of Student Affairs are well qualified and well regarded on the campus; their contribution to campus life is particularly important to the extracurricular mission of the university.

Attracting Women and People of Color into the Student Body, Staff, Administration, and Faculty. This goal has been a particular focus of the past decade, both in response to a mandate from the Board of Trustees and because of the contingencies related to recruitment that were enforced by President Nelson. The percentage of females among the faculty ranks improved from 17% in 1987 to 34% in 1997. Improvements are particularly noteworthy in the College of the Sciences. Although the majority of top-level administrators of the university are males, the number of females in the administrative exempt category has grown from 25% in 1987 to 41% in 1997. In 1987, only 7% of the faculty and of the administrative exempt personnel were non-Caucasian. By 1997, this number had grown to 12% and 19% respectively. Since 1992, the university has witnessed a 60% increase in the number of people of color who earn bachelor's degrees from Central Washington University.

Improved Commitment to Excellence in Teaching and Scholarship. Administrators at every level have been engaged in an effort to improve the processes for the evaluation and improvement of teaching. Teaching competence forms the basis for faculty evaluation, and increasingly departments are employing multiple measures to assess teaching effectiveness. Most important in recent years has been the shift from a teaching to a learning paradigm. Student evaluations of instruction are one part of the program of evaluation that is bolstered by peer review, team teaching, and mentorship programs. Some departments have linked faculty evaluation to faculty development such that faculty members are provided the support necessary to improve their teaching when deficiencies are noted.

Consistent with the recommendation of the 1989 team, there has been an effort to improve the records of scholarship of all faculty. The university long has had pockets of excellence with regard to scholarship, but the efforts of the last ten years have been directed toward both facilitating and rewarding scholarship within the faculty reward structure for all faculty. The Office of Graduate Studies and Research has been particularly instrumental in developing monetary support for faculty scholarship through its assistance in the grant-writing and grant-identification process. Another notable effort has been the development of the Undergraduate Research Symposium (SOURCE) which supports collaborative scholarship between undergraduate students and faculty. Departments and schools/colleges have published explicit scholarship expectations for faculty who are on track for tenure and university-wide criteria for levels of scholarship appropriate for the award of merit were developed in 1994.

Summary

The recommendations of the 1989 visitation team were taken seriously by the university. When President Nelson was hired, he was charged by the Board of Trustees to address the problems that had been cited, most notably those having to do with campus communication and diversity. The face of the university has changed remarkably since 1989, and it finds itself well-positioned to take on a new set of challenges.

August 31, 1999

Standard 1.A: Mission and Goals

Historical Perspective

Strategic planning at the university became an annual process during the 1992-93 academic year, and the mission and goals, which existed prior to that time, were revised. The fundamental direction of the university has undergone a transition over a span of more than forty years from its strong role as a normal school through its position as a college of education and then a state college to its current designation (1977) as a comprehensive university. The transition has been characterized by the growing independence and strengthening of arts and sciences disciplines, which complement but do not replace the university's strong and respected role as a teacher preparation program, and the growth in other professional programs of the university.

At the same time, the university was transitioning from a single-campus environment to an institution in which 15% of its enrollment is based in six centers throughout the state and from a largely homogeneous campus to an ethnically diverse population of students, faculty, and staff. Of particular note are a 60% increase since 1992 in the number of minority students who earn baccalaureate degrees from Central Washington University, predominantly in programs that are offered at the university center, vast improvements in the percentage of women faculty, particularly in the sciences, and greater gender and ethnic balance in the administrative ranks of the university. The university has rededicated itself to the task of preparing students for the emerging global community.

Current Situation

The minutes of the Board of Trustees (Exhibit 1.1) record that the current mission statement (Appendix 1.1) of the university, which was developed by the newly formed Strategic Planning Committee, was reviewed and adopted by the board (1.A.2) in March, 1993. Since that time, members of the university community and the board have reviewed the statement and discussed the merits of developing alternative versions that better reflect the academic values of the university (1.A.1).

The board has taken a particularly active role in recent years in reviewing the university's mission statement. Based on (a) discussion at its September 1997 board retreat, (b) input from 10 university-wide constituencies through the theme-based investigation and discussion during academic year 1997-98, and (c) discussion at its July 1998 retreat, the Board of Trustees generated a document titled "Vision, Mission, and Goals" (Exhibit 1.2). This document, which presents three versions of a mission statement, was circulated to members of the university community, and their written reaction was invited. Reactions were sufficiently diverse and raised a sufficient number of questions that it became clear that more broad-based discussions were needed to reach consensus. This work is continuing, with the current efforts focused on revisiting and clarifying academic values and vision (Exhibit 1.3: University Forum Minutes and Report to the Board; Exhibit 1.4: Letters from the Strategic Planning Committee).

The mission statement and goals of the university are communicated to the campus community and to the public in a number of ways (1.A.1). Primarily, they are included in the annual Strategic Plan Executive Summary (Exhibit G.1), in the university catalog (Exhibit G.2), and on the university web site at <http://www.cwu.edu>.

The mission statement is understood as a document that should guide the university in its decision-making. *The mission statement and goals provide direction to the university's leaders in their development of*

educational activities, admissions policies, faculty selection, and allocation of resources (I.A.5). The mission and goals also provide direction to individual departments and units of the university as they develop their own yearly plans (Exhibit 1.5: Strategic Planning Timeline). With the university mission and goals as a guide, departments and units annually review their own mission statements and goals to make sure that they are aligned with those of the university (I.A.4). Each year, the university as a whole and units within the university submit their mission and goal statements to the president, along with a list of accomplishments and disappointments related to each goal. This information is published in the yearly Strategic Planning Executive Summary to communicate to the public the goals for the coming year and to summarize the progress that units of the university have made in accomplishing their goals of the previous year (I.A.3).

While mission statements change infrequently, goals (Exhibit 1.6: Strategic Planning Term Definitions) are revised to accommodate environmental changes. Even so, they must have long enough lives to establish the outcomes they describe. Many units maintain a set of goals for several years. The objectives that are correlated with the goals and the strategies to accomplish them are reviewed and revised yearly. Objectives and strategies are the measurable vehicles through which goals are realized. They often form the bridge between continuous adherence to a set of important targets, for example, racial/ethnic balance, and a changing environment. Environmental changes might result in revisions in the manner in which progress toward a goal is measured and in the strategies that will achieve it effectively.

The university's *commitment to public service (I.A.6)* is expressed in its mission statement and in its goals. The mission statement reads: "The university is also a resource for the local community and region. It enriches the lives of community members through instructional and library resources, dramatic and musical performances, art exhibits, lectures, and athletic events." One objective of the university is outreach, which is defined as continuing education opportunities, access to cultural events, and opportunities to benefit from applied research. Central enriches its surrounding communities through public lectures, arts performances, athletic contests, and applied research and service programs. Citizens throughout the region access the university library that also serves as a federal depository facility. Each year, free public lecture series sponsored by the university's Yakima Basin Study Center, William O. Douglas Honors College, Phi Kappa Phi, women's studies program and the departments of sociology, biology, philosophy, geology and physics bring in a variety of distinguished visiting scholars, as well as showcase the expertise of resident faculty. Those interested in the arts find weekly concerts and recitals, featuring Central faculty, students and guest artists; monthly theater offerings; regular exhibitions in the Sarah Spurgeon Art Gallery on campus; dance performances; and a variety of guest artists hosted by Campus Life.

Fourteen varsity teams and a robust intramural program provide spectator opportunities for sports enthusiasts, regardless of their favorite game. The university's applied research and service arms -- the arboretum, Chimpanzee and Human Communication Institute, the Institute for Science and Society, Central Washington Archaeological Survey, Geographic Information Systems laboratory (part of the National Center for Resources Innovation consortium), Pacific Northwest Geodetic Array (a collaborative project, for which CWU is the lead research institution), Applied Social Data Center, Center for Economic Development and Public Policy, Yakima River Basin Center, and Community Psychological Services -- generate rich, useful information for and provide much-needed professional service to individuals and groups throughout the state (Exhibit 1.7: Public Service Activities of the Central Washington University and of Faculty, Staff, and Administrators). Each year, a Distinguished University Professor–Public Service is awarded. Recipients and their contributions are described in Exhibit 1.8.

In this decade *one substantive change proposal has been filed (I.A.7)* with the Commission (Exhibit G.3) in accordance with **Policy A-2 – Substantive Change**. The proposal requested approval of the university's program of electronically mediated distance education. There have been no other changes during the decade that alter the basic mission, autonomy, ownership or locus of control of the university, nor has the university proposed offering a degree at a higher level than is included in its present accreditation.

Appraisal

Central Washington University's mission statement provides direction that is consistent with its role as a regional comprehensive university. As a public institution, Central Washington University's mission statement is informed in part by the state's requirements and restrictions for its four-year comprehensive universities. The current mission statement reflects state statute, which authorizes the state's regional universities to offer undergraduate and graduate education programs through the master's degree. The statement clarifies that citizens of the state of Washington comprise the university's major constituency. The statement is less directive about the kinds of programs that can and will be offered. To date, the mission statement has not emphasized particular fields of study. Most important among the revisions that are needed is greater clarity about the importance of the university centers and their individual contributions to the university's mission. Currently, the university addresses a number of its goals, for example diversity, service to place-bound students, and opportunities for lifelong learning, through its centers, but this relationship is not clearly articulated in the mission statement, and this produces a situation in which the contributions are neither fully directed nor fully appreciated.

The Board of Trustees has been involved in the development of the mission statement in an integral way. One of the board's important responsibilities is to set the long-term direction of the university, and thus its review of and adoption of the mission statement is an important function. However, board members also recognize the investment of faculty, administrators, staff, and students in the university, and they attempt to understand the mission from the perspectives of these different groups. The process is slow, but the conversations are important. The most recent mission statement has been under regular review since its adoption in 1993. Recently, the board codified its commitment to periodic review by adding language to university policy that directs the board to review and revise or affirm the statement a minimum of once during each five-year period (Exhibit G.4: University Policies and Procedures Manual, Policy 1-1.6).

The development of unit-specific mission and goals statements that are guided by and correlate with the mission and goals of successively broader units of the university has been challenging. However, the plans serve as an historical record of the path through which individual units and the university as a whole have come and as a projective instrument to suggest where the university is going. This is particularly important in an era where large numbers of retirements produce high faculty, administrative, and staff turnover.

Ideally, yearly department and unit plans are predicated on and requests are rationalized in relation to the mission statement of the unit and the resources available to it. This practice has evolved over the past five years and continues to do so. The university currently allocates the majority of its funding to units and programs rather than to goals. Occasionally, money will be earmarked to address a particular need, but more commonly funding flows through the administrative chart to units and departments. This approach to funding has made it somewhat difficult to determine either the total expenditure or the effectiveness of efforts related to a specific outcome. Nonetheless, these plans are beginning to aid decision-making at the university. The university continues to strive for clearer connections among planning, decision-making, and budget, and the quality and specificity of the plans that have evolved over the past five years provide the opportunity to improve the integration of these important administrative and programmatic tasks.

Individual units report their progress toward meeting their goals and objectives in the strategic planning summary; however, the document does not describe the progress of the university as a whole in meeting its goals. Progress at the university level is measured, but the procedure and the means of communicating the results are not as systematic at the university-wide level as they are at the unit level. Further, while the university has set important goals, there has been less attention to specifying objectives and strategies that correlate with the goals.

As further coordination and uniformity are brought to the planning process, the degree of influence of the university's mission and goals on all of its educational activities should improve. Continuous refinements of the strategic planning process result from feedback from faculty, staff, and community members. For the first time this past year, the mission, goals, objectives, strategies, accomplishments, and disappointments were communicated to the university's constituents electronically at <http://www.cwu.edu>, a form of communication that appears to be reaching a broader audience than the previous paper versions.

Standard 1.B: Planning and Effectiveness

Planning

Historical Perspective

Prior to 1992, Central Washington University engaged in planning, and although the process was less defined than it is currently, it had strategic impact. In 1992, two events contributed to the development of the university's current process. First, the Board of Trustees hired Dr. Ivory Nelson, who had established an integrated strategic planning process in his previous position and who was interested in instituting a comparable process at Central Washington University. Second, there was a national trend toward strategic planning in organizations of all types. Although realized differently in different sectors of business, industry, and education, the trend was toward continuous planning, driven by and reviewed in the context of an institution's stated mission and goals.

In 1992, each unit and department of the university produced the first of a series of annual plans. The first iterations were characterized by newly articulated mission statements, goals, and objectives, but over time they have evolved into more thorough-going descriptions and analyses of the work of individual units and departments. As strategic planning progressed over the next five years, members of the university community were becoming increasingly aware of the duplicative requirements of a number of internal and external bodies that have interest in the university's progress. This duplication led to a concerted effort to coordinate the various planning activities and cycles of the university, for example, strategic planning, regional accreditation, specialized accreditation, assessment, program review, program reports, and the Higher Education Coordinating Board's accountability requirements. It became clear that these internal and external requirements had common elements and asked common questions even though the impetus for asking varied somewhat across agencies. Specifically, six kinds of questions are addressed:

- Who are you and why do you exist (Mission)?
- What do you want to accomplish (Goals and Objectives)?
- How do you intend to accomplish the goals and objectives (Strategies)?
- How do you measure if your goals have been met (Assessment)?
- What were your outcomes (Analysis)?
- How do the outcomes reform your mission, goals, objectives, or strategies (Continuous cycle)?

In 1997, the strategic planning instructions (Exhibit 1.9) were revised so that, to the extent possible, all facets of the university addressed these precise questions simultaneously. The president and the members of the Strategic Planning Committee made a commitment to maintain the strategic planning templates with only minimal change for a period of several years in order to allow departments and units to focus more on reflection and planning than on writing.

Current Situation

The institution has a process for evaluation and planning (1.B.1). For seven years now, Central Washington University has been practicing a continuous process of planning. Each year the president establishes a strategic planning committee (Exhibit 1.10) that reports to the president. Committee membership is representative of the university as a whole. The president charges the committee with overseeing the planning process, communicating with departments and units about their plans, and arranging for the publication of an executive summary of the reports. The committee sets the annual planning and assessment calendar; develops hard copy and electronic templates (Exhibit 1.11); provides guidance on format and submission requirements; and oversees public review and discussion. Additional elements are added to the charge to reflect emerging initiatives of the university; e.g., coordinating with accreditation or developing electronic forms of the plans.

The university supports the planning effort both by acknowledging its importance and by funding certain aspects of the process (1.B.6). The Office of the President provides staff to support electronic distribution of reports, produces and duplicates the Strategic Plan Executive Summary, and provides clerical support. Departments and units also can request technical support from the office in the preparation of their reports. Staff within the provost's office provide training to faculty and staff who wish to improve their unit goals, objectives, and assessment strategies. Institutional Studies provides assistance to departments and units by providing summary reports as requested.

At the level of the academic departments, the departmental mission statements, goals, and the roles of *teaching, research, and public service form the basis of the strategic plans (1.B.2)*. Questions about departmental policy development, qualifications of faculty and staff, and human, physical and financial needs round out the planning document. For other units, similar questions are posed related to their particular contributions to the university's mission, and again questions about policy development, staff qualifications, and resources form the basis of their planning documents.

The planning process encourages high degrees of participation within the university (1.B.3). All departments and units have an opportunity to plan and to contribute their plan to the next level of academic deans, directors, and assistant vice presidents. The board participates by reviewing and commenting on the university mission statement and the university-wide goals and by approving the allocation of fiscal resources to divisions and units of the university.

Appraisal

Efforts to coordinate the planning and reporting requirements of the university have made the process more meaningful and reduced redundancy and fragmentation in the process. The most recent change to the process was the incorporation of the NASC accreditation standards. The standards now form the organizational structure for the plan. As units develop their strategic plans, they are, at the same time, addressing accreditation requirements. Similarly, the majority of elements necessary to comply with the Higher

Education Coordinating Board's program review requirement are incorporated into the planning and reporting process. This integration has reduced duplication of effort and streamlined the planning process. These changes enable faculty, staff, and administrators to focus more on function than structure of the planning process.

Virtually every department and unit of the university is involved in planning. This involvement has led to greater cross-unit knowledge, better sharing of information, increased cooperation between units, and better articulation of the university's priorities to outside units such as the state legislature. The current emphasis on yearly planning has encouraged the university community to articulate its vision and goals more clearly. Further, the process encourages all university departments to align their mission and goals better with the university mission and goals. For example, it has become easier to track the impact of important university goals, such as improved recruitment and retention of minorities, at the level of each unit. In addition, the university goals inform the policies of both the university and of individual units. For example, changes in policy related to the gender and ethnic composition of search committees flow easily from the same goal as do improvements in the overall affirmative action policy of the university.

The active role of the university's Board of Trustees in guiding the university is commendable. As its participation develops, it will become important to integrate its efforts with the larger planning process. An effective strategic planning process will depend on 1) collaborative and time-sensitive decisions; and 2) common values and data.

Even though the current process has provided a number of benefits to the university, a number of issues have arisen that point to the need for additional revisions. First, the current process results in greater attention to operational planning than to strategic planning. Units have tended to favor detailed lists of goals over a more narrow list of strategic priorities. The effect is that limited uncommitted resources are diluted over all of each unit's desirable outcomes rather than concentrated on a few university-wide strategic goals.

Second, the process has four elements: planning, evaluating, reflecting, and reporting. The reporting function tends to draw the major effort at the expense of efforts focused on planning, evaluating, and reflecting. To this end, a template for reporting that was parsimonious, logical, and consistent from year to year was developed. Even with these changes, it is clear that the reporting requirements continue to require the largest portion of effort in many units. To counter this problem, the Strategic Planning Committee is encouraging departments and units to separate their strategic planning process from operational planning and reporting (Exhibit 1.12). They have been asked to set a few strategic goals, separate from ongoing maintenance of important department processes. The reports that currently exist are quite complete for most units and should require minimal improvement except as policies and procedures are altered over time. Departments and units will be encouraged to conduct bi-yearly reviews of their reports.

Third, university faculty and staff tend to correlate success in planning with stable or increased revenue, but fewer recognize that success comes in other forms as well. The Strategic Planning Committee has encouraged departments and units to focus on some of these other positive outcomes of planning, such as improved program continuity and cohesiveness. These efforts to redirect only partially have been successful. Further complicating this matter are the frequent requirements to report on financial matters and to justify current levels of funding. These periodic financial crises easily can and sometimes do subvert other important aspects of planning. In addition, faculty and staff enthusiasm for planning wanes in the face of changing demands and externally reordered priorities.

Fourth, planning requires a fusion of externally driven constraints with internally driven priorities. Central Washington University needs to affirm its internal priorities so that it has a solid position from which to respond to external demands. Greater emphasis on strategic rather than operational planning may force greater

clarity of academic and institutional values and priorities, which can then guide decision making and resource allocation more directly.

Effectiveness

Historical Perspective

Accountability as a concept is not new to Central Washington University, where faculty and administrators have prided themselves for their ability to recognize and respond effectively to state needs. For most of the history of the institution, individual units managed their own data, judged their own effectiveness and reported on their progress.

The Office of Institutional Studies originally was established in 1967 to compile and provide data that describe the institution, its students, staff, and faculty, and its academic programs to departments and units of the university and to external agencies in support of goal analysis (Appendix 1.2: Fact Sheet). In 1988, the responsibilities of the office grew to include all previous institutional studies duties, oversight of the university's assessment program, an established program of instructional program evaluation, and the Testing Office. The office was reorganized early during academic year 1993-94 as a part of a larger unit, Institutional Studies, Assessment, and Evaluation, under the direction of the Special Assistant to the Provost. In the reconstituted unit, the Institutional Studies component consisted of 1.5 FTE. Effective September 1, 1998, Institutional Studies was separated administratively from the Assessment and Evaluation components as a unit with a staff of 3.0 FTE. Improvements in the technology for recording data and automated report retrieval capabilities have enhanced its effectiveness as the data analysis arm of the university. Most important in recent years has been the development of standardized systems of reporting across units and departments. Over the past 15 years, the office has served primarily a reporting function, generating and providing reports for federal and state agencies. The office has conducted a small number of special studies, but mostly it is responsive to external requests for information. Beginning in 1995, the director also took the leadership in monitoring state mandated accountability data for the Office of the Provost.

Current Situation

The Office of Institutional Studies works with departments and units and with university-wide administrators to identify useful data elements and to create reports that are responsive to both internal needs and external demands. Four non-relational databases store the student, financial, human resources, and alumni and charitable giving data of the university: faculty and staff information systems (Human Resources System, HRS), student information systems (SIS), financial records systems (FRS), and Blackbaud (alumni/development records). The university has embarked on a plan to implement comprehensive client/server-based academic support systems from PeopleSoft, Inc., to support financial, human resource management, student administration functions, and alumni/donor records. The PeopleSoft software, in conjunction with the underlying Unix operating system and the Oracle database management system, will replace legacy systems. This decision was precipitated by the increasing difficulty that accompanied efforts to maintain and upgrade the current systems, which lack the flexibility to keep pace with the changing requirements and business processes needed to provide efficient services to students and to the university community. The new system architecture and the relational aspects of the PeopleSoft software allow user-friendly, timely access to information for program planning, student academic advising, and other reporting requirements. Connectivity with tools on the client's desktop will enhance the ability of faculty and staff to

download and analyze information relating to class size, enrollment in major programs, faculty teaching loads, graduation statistics, classroom usage, etc.

The Academic Support Systems Project (ASSP; Exhibit G.5) is the local name for the project, which involves a thorough review of data storage procedures, including points of entry, field definitions, and data warehousing. The review process, already underway, seeks input from faculty, students, and staff throughout the university community to determine how information is gathered, stored, and made available. The new systems will allow Central Washington University to pursue innovative solutions to academic support computing well into the 21st century, including Y2K compliance. The purchase also stands as one kind of evidence that *the institution provides the necessary resources for effective evaluation and planning processes (1.B.6)*.

The Office of Institutional Studies is the arm of the university that collects and collates the data that are necessary to analyze the university's effectiveness in meeting institutional goals and objectives (1.B.1, 1.B.2). The university's more than thirty year history of support for the Office of Institutional Studies serves as another kind of evidence that the institution provides the necessary resources for effective evaluation and planning (1.B.6). A list of common sources of evidence that are collected and analyzed is appended (Appendix 1.3). Reports from the 1998-99 academic year are included in Exhibit 1.13. These reports are shared with the Board of Trustees, President's Cabinet, Academic Council and academic departments as appropriate, and form one part of the rationale for changes in goals, objectives, and strategies at multiple levels of the university.

The state of Washington, through the legislature and the Higher Education Coordinating Board, establishes expectations and accountability measures for institutions of higher education and requests progress reports from time to time. The Board of Trustees also requests progress reports. In the past two years, it has requested reports related to student market, student enrollment trends and projections, faculty workload, diversity of the student body and staff, and alumni satisfaction. In addition, routine requests for data are forwarded to the Office of Institutional Studies from all of the university's administrative offices.

The university's research is integrated with and supportive of institutional evaluation and planning (1.B.7). The studies that are conducted by the university are informed by institutional goals and external demands and fall mostly within three main areas of concentration. First and foremost, the university evaluates the outcomes of and attitudes about the academic degree programs of the university. (See Standard 2.B.) Second, it evaluates the outcomes of and attitudes about the support and extracurricular programs and services of the university. (See Standard 3.) Last, it evaluates its methods of governance and administration (for example, administrator surveys), public relations, and business affairs (for example, audits). The results of these initiatives document the university's progress in meeting its mission and goals and identify areas that need additional attention.

Each unit and each division of the university establish yearly goals and objectives. The following year's strategic plan describes the unit's progress in meeting the previous year's goals. In many instances, centralized units of the university provide either the data or the data analysis from which units draw conclusions about their progress.

The university continues to develop its evaluation and planning processes as a means to clarify institutional goals for improvement (1.B.5). Each unit plans and submits its plans to the next administrative level where deans, directors, and eventually vice presidents integrate plans from subordinate units. As units set their goals and measurable objectives, the mission of the university and their own unit missions guide them. At each level, goals and objectives are prioritized. At the university level, goals are informed both by the unit and divisional plans and by state level and other external initiatives. Progress is assessed annually. As the

plan is updated and formalized each year, assessment results for the previous year's objectives are documented. All departments and units participate in the process and integrate the plans specific to their area with everyday business including funding requests, capital project planning, and hiring activities.

In developing their 1999-2000 plans, departments and units were asked to relate accomplishments and disappointments to corresponding goals and objectives of the previous year. Although departments and units had been encouraged in previous years to report accomplishments, they were in a stand-alone format, and did not reference explicitly the goals and objectives to which they were linked.

The president and vice presidents report the results of systematic evaluation activities and ongoing planning processes to the university community. Findings are distributed to the Board of Trustees and to divisions, departments, and units that have an interest in the information. Findings that relate to academic outcomes are reported to the Academic Affairs Council and to individual departments. Reports also are placed on the university's web page. The results influence resource allocation and decision-making related to improving the university's instructional programs, institutional services, and activities (1.B.4).

The section that follows details the major goals and systems of evaluation that the five major divisions of the university submitted in their 1998-99 strategic plans.

Division of Academic Affairs. The division "... provides quality education at the bachelor's and master's levels to students who are admitted for degree study at the campus in Ellensburg, as well as at university centers in Lynnwood, SeaTac, Steilacoom, Wenatchee, Yakima, an emerging university center in Moses Lake, and through other forms of distance education." Excellence in teaching is essential to this mission and is supported by faculty scholarly, creative, and research activities. Academic Affairs supports the professional development of the faculty. This responsibility includes support of research and creative accomplishments, contributions to disciplinary, professional, and scholarly communities, as well as service to the community at large. Faculty expertise, facilities, and the service efforts of students, faculty, administrators, and staff are shared with the general public whenever appropriate and possible. The division lists the following priorities:

- Achieve and maintain high quality in all instructional programs and provide effective support for instruction.
- Recruit, support, and retain high quality faculty, maintain and expand faculty development opportunities.
- Achieve greater levels of diversity in students, faculty, and staff.
- Strengthen the data-collection and data-distribution systems required for appropriate databased decision-making in academic affairs.
- Assess the effectiveness of the revised general education requirements.
- Strengthen the university centers.
- Explore additional instructional delivery options.
- Strengthen the performance evaluation system in the Division of Academic Affairs.
- Clarify and improve the relationship and communication among academic units and academic activities on the campus.
- Meet accountability targets as negotiated between Central Washington University and the Higher Education Coordinating Board.

Evaluation Strategies. The Office of Institutional Studies and Research reports to the provost and serves as the primary branch of the university responsible for university-wide data collection and analysis. It provides data from which the effectiveness of programs, policies and initiatives can be assessed. The Higher Education Coordinating Board, the Office of Financial Management, and

other state bodies dictate certain initiatives of the university and require systematic reporting of results. The Dean of Graduate Studies and Research works with the school/college deans in the internal development and evaluation of individual academic degree programs.

Division of Business and Financial Affairs. The division's mission is to provide quality services in finance, technology, and human services to support the student-centered university. The division lists the following priorities:

- Support the academic mission by hiring and training the best people, providing the best technological systems possible, and constructing and maintaining excellent facilities.
- Protect financial resources by safeguarding the assets of the university, providing efficient and effective management information systems, controlling expenditure of state and federal resources in compliance with regulatory statutes, and providing efficient fiscal services to students, staff, faculty, management and other clientele.
- Provide a safe, attractive physical environment conducive to learning by safely operating, maintaining and improving physical facilities, grounds and related infrastructure of the university as well as providing for the safety of the people.
- Enhance human resources by providing service in the form of information, education and counsel to manage and reduce university risk in the area of civil service and administrative exempt personnel administration, providing a uniform personnel system for Central Washington University, and providing a university-wide training program.
- Lead technological change by providing high quality computer software, analysis, development, maintenance, and support for vital university academic support systems, excellent maintenance and repair services for computing and other electronic equipment, high quality, highly functional university computer networks, the highest quality basic and advanced voice systems, and a wide variety of support services for computing end-users.

Evaluation Strategies. The unit uses a variety of tools to ensure that it is delivering the services that are needed. Most important is customer and employee feedback. In addition, outside agencies provide statistical measures of performance and a yardstick for improvement. Based on this input, service programs are evaluated, task priorities are shifted, and daily operational decisions are impacted. Information is communicated through all levels of the organization based on the concept that team effectiveness provides quality service.

Division of University Development and Alumni Affairs. The division "... establishes, cultivates and maintains the highest possible level of relationships between the university and its various constituencies. Staff collaborate with others in the CWU community to increase awareness, understanding and appreciation of the accomplishments of Central students, faculty and programs. They position the university to secure external funding from its alumni, friends, corporations, foundations and government constituencies. The four goals listed below are a synthesis of 38 goals described by the six offices within University Development and Alumni Affairs:

- Prepare the division, the university, and three boards to undertake a major, multi-year capital campaign to address institutional priorities in creating scholarships, endowments and program support.
- Support centralizing University-wide marketing efforts for greater efficiencies to further develop a market "niche" and to increase legislative and public knowledge of the value of the university and its centers.
- Increase the number and value of corporate development solicitations in support of university priorities in technology, diversity, and outreach.

- Provide greater service to departments, donors, alumni, legislators, and the media by upgrading computers and technologies to increase the effectiveness of the ASSP project and improve data collection, systems reporting, gift acknowledgment and stewardship processes.

Evaluation Strategies. Each departmental plan is developed within a consortium of colleagues and other plans. Directors openly and regularly share their plans with their peer directors and seek joint participation, and oftentimes joint funding of certain projects. Similarly, divisional goals are openly shared and modified by all parties involved in the planning process. The planning and evaluation processes create the “road map” for the plans and activities of each department in the division. Rarely is anything done throughout the year that doesn’t involve some aspect of “going down the road” in our planning. The strategic plans that this division creates do not sit idly on a shelf but instead play a dynamic role in the daily life of each staff member.

Division of Student Affairs. The division focuses on providing learning experiences to enhance the personal growth and support the academic achievement of our diverse student population through a campus climate dedicated to learning and the practice of pluralistic attitudes and behaviors. The division lists the following priorities:

- Provide specialized student services that will assist students to achieve their academic goals and an understanding and appreciation of university life.
- Prepare students for entry into and active participation in a global society made up of people from diverse cultural, ethnic and racial backgrounds through the development of critical thinking, leadership, citizenship and lifelong learning skills.
- Increase working collaborations with other divisions within the university to improve the quality of service delivery and student satisfaction.
- Provide leadership in improving the campus culture for a diverse student body through enhanced understanding of the various quality of life issues facing Central
- Improve our assessment processes of student learning, student needs and student growth and development, as well as enhancing the open communication of the outcome of our efforts.
- Develop new strategies for continuous quality improvement of programs and services.

Evaluation Strategies. A division-wide assessment committee works with every administrative unit to ensure that adequate assessment procedures are in place. Those assessment procedures are described in each of the units’ strategic plans. In addition, the Council of Student Affairs Officers meets regularly to assess external constraints, internal challenges and the need to make adjustments on strategic direction. In order to obtain a baseline of information about student services and student satisfaction, the Noel-Levitz National Student Satisfaction Study was implemented through the Office of Assessment and Evaluation during spring, 1997.

The results of the assessment are folded into programmatic changes for the new year. Each department is expected to have a student committee review its recommendations prior to submission to the vice president. In addition, the ASCWU Board of Directors is given an opportunity to discuss and have input into major decisions. Results from the Noel-Levitz Student Satisfaction study are being reviewed, and specific areas are being identified for special attention; for example, the quality and quantity of evening and weekend programming.

Division of Enrollment Management and Marketing. The division's mission encompasses a process of institutional marketing, public relations, student recruitment, enrollment, retention, and academic program completion. The result of this process is satisfied graduates and supportive alumni. The EM & M staff is

committed to deliver enrollment services that include academic support programs and personal service to students, along with instructional and administrative support to faculty and staff. These functions and programs enable students to make timely personal decisions about their academic programs and career goals. In addition, the staff represents the university among other institutions and government agencies with system-wide programs, policies, reports, partnerships, and collaborative initiatives. The division lists the following priorities:

- Organize and lead the new Division of Enrollment Management and Marketing.
- Coordinate a University Marketing Plan.
- Promote and assist university fund raising and endowment activities.
- Ensure that all academic support and enrollment services work in collaboration.
- Promote diversity.
- Continue programs that address student, staff and campus climate issues.
- Refine outreach programs to increase the pool of prospective, first generation, low-income students.

Evaluation Strategies. Each year the Vice President for EM & M meets with each director to discuss the progress being made toward goals and objectives for the year. Once this is completed, the Enrollment Management and Marketing Council discusses the divisional goals, objectives, "pressure points" and major changes, strategies and challenges for the upcoming year. Biweekly meetings often include issues related to program planning and effectiveness. Each unit within the EM & M Division uses different strategies to assess effectiveness. These include surveys, formal evaluations, focus groups, pre- and post-tests, measurable goals, customer service programs, student-faculty evaluations for data analysis, and personal feedback.

The university uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to the public (I.B.9). The primary means of communication is the yearly strategic plan summary, which is published and distributed widely. In addition, reports to the Higher Education Coordinating Board, the state legislature, and the U.S. Department of Education are public documents that describe institutional effectiveness. The university negotiates accountability measures with the state of Washington and each year prepares a report of its progress in meeting these important goals. Outcomes are shared both in report form and in the media.

The institution reviews its institutional research efforts, its evaluation processes, and its planning activities to document their effectiveness (I.B.8). The director of the Office of Institutional Studies retired in mid-year, and considerable discussion ensued about the nature of the current institutional research and evaluation efforts during the development of the job description. Emerging needs of the university with respect to both data systems and data analysis informed the job description.

The effectiveness of the university's planning efforts was discussed in a number of forums during the 1998-99 year. A survey, conducted by the Strategic Planning Committee (Exhibit 1.14), asked deans, vice presidents and department chairs to provide feedback on the planning process. Members of the Academic Affairs Council also reviewed and commented on the process, as did members of the President's Cabinet. For the first time, the Office of Institutional Studies is developing its own strategic plan in which it is specifying clearly its goals and objectives and the means through which its effectiveness will be assessed (Exhibit G.10).

Appraisal

The university enjoys a positive image throughout the Pacific Northwest with its primary constituents—students, parents, and alumni. The visible quality of the students who complete their degree programs at Central Washington University is the most important evidence of effectiveness, and it is these students who maintain the university's image.

Members of the university community long have been interested in and influenced by the impact of their work, but the current emphasis on assessment and evaluation has required that goal setting and measurement be made more explicit throughout the university. University administrators, faculty, and staff value being held accountable for their impact; however reporting requirements are demanding and time-consuming. To this end, faculty, staff, and administrators continually look for ways to consolidate effort and streamline the process. For example, in the past two years, the provost's office has worked with the director and staff of the Office of Institutional Studies to develop consistent reporting of full-time equivalent faculty (FTEF), full-time equivalent student (FTES), and student credit hours (SCH) data across the four colleges of the university. Efforts currently are under way to program additional information into the university database system so that faculty activities, particularly those related to teaching, more easily can be reported.

The effectiveness of an evaluation procedure is a function, at least in part, of the integrity of the data that inform it. The university recognizes some data-integrity problems in the current data-management system. Tables and codes are not always updated in a timely manner to conform to changes in business processes. Inconsistencies exist in some of the reports produced from these databases. A major task of the Office of Institutional Studies and the ASSP team members has been to resolve data-integrity issues. Staff are identifying and correcting common errors in inputting data to the various data systems, developing common formats for reporting data across units of the university, and encouraging greater attention to accuracy of data by each unit of the university. Existing databases are being improved before being moved into the PeopleSoft system, and business processes are being re-engineered to ensure that key tables are updated and their integrity maintained. In addition, the Office of Institutional Studies is responding to concerns about the timeliness of its reports by further improving its ability to provide quick access to data.

Efforts over the past few years to provide clearer, more consistent data to support planning and decision making have improved the ability of deans, chairs, and university administrators to make informed decisions. These efforts also have identified a continued need to develop more accurate data collection and data reporting systems to aid in decision-making. Efforts to clarify policy and process within the Division of Academic Affairs also have resulted in process improvements that will support greater consistency among academic units in curricular development, assessment, and faculty personnel decisions.

One of Central Washington University's great strengths is its already established commitment to and work in the area of strategic planning. The strategic planning process encourages the university to establish a clearer relation between decision-making and assessment outcomes. Supporting data from departments and units influence decisions about new programs, funding priorities, and allocation of human resources. This movement toward information-based planning, evaluation, resource allocation and priority setting from the more random and sometimes impulsive decision-making of the past creates an environment in which decision-making is predictable if not always agreeable. It is anticipated that the institutional assessment system, as it continues to evolve, will yield important data to be used in improving all aspects of academic programming, support services, and the allocation of resources.

Clearly, faculty, staff, and administrators are improving their ability to evaluate student achievement; program quality; faculty performance; services that support academic programs; and institutional governance, administration and management in ways that are systematic, reliable, and valid. Nonetheless, more effort will be required to complete the planning cycle such that decision-making is fully informed by assessment and evaluation outcomes. To achieve this end, a number of actions are required, all of which already are in progress. First, there must be greater confidence in the integrity of the data that are being collected. Second, there must be greater confidence that the university is both asking the right questions and collecting the right data. Third, there must be clarity about the interactive effects of each decision on overall university function.

Decisions also are influenced by external elements such as market factors, legislative initiatives, and currently popular trends that are sometimes inconsistent with the stated goals of the academy. For example, the rapid development of technology to provide educational services has resulted in actions that had not been foreseen as strategic plans were developed. Similarly, internal decisions were influenced when the Washington State legislature established specific accountability standards for the six public baccalaureate institutions in its 1997-99 budget. Better planning reduces the number of times that actions are made outside of the planning process, but the university recognizes that not all contingencies can be accounted for through planning.

The state of Washington, through the legislatively-defined accountability standards, has attempted to determine at the state level some of the elements that constitute an effective or accountable university. Universities in the state system agreed to a set of common measures, and then each was asked to develop individual measures for 1998-99. The university met state accountability targets on seven of ten measures for the 1997-98 academic year. It met targets for all of its faculty productivity measures, including the percentage of programs with expected learning outcomes, the percentage of faculty in mentoring relationships, and the ratio of annual student credit hours to faculty FTE. Central also met all of the institution-specific accountability targets, which measure the rate at which transfer students declare majors their first year, the rate of minority student graduation, and the rate of student participation in cooperative learning internships. The university's performance on general measures of students' academic progress was mixed. The fall-to-fall retention rate exceeded the established performance target, but the university fell short of meeting three accountability targets concerned with degree completion. These include native and transfer scores on the graduation efficiency index and the fifth-year graduation rate of full-time native freshmen (Exhibit 1.15: Accountability Report). Central Washington University's performance fell in the middle of the range for Washington public institutions, none of which met all of their performance targets. A number of the initiatives described in this self-study reflect on-going efforts to improve the university's performance on these important accountability measures.

By most commonly-held measures, Central Washington University is an effective institution. However, as a community, it has not agreed fully on all of the criteria by which its effectiveness should be judged. There is some tendency to be reactive to externally imposed standards in lieu of developing internal standards of effectiveness. The university has made considerable progress in the past several years in assessing the effectiveness of individual units, but lags in coming to agreement about how to judge effectiveness of the entire university. This situation is, at least in part, tied to the work that currently is underway to evaluate and revise the university's vision and mission. Continued and timely work to resolve these questions will further the progress the university is making in judging its own effectiveness.

The university already has plans to resolve some of its short-term challenges including refinement of the university strategic planning process, improvements in data management, and improved clarity of targets that define institutional effectiveness. Some actions already are underway as a result of board, administrative, and faculty action, and some will form the agenda for the next academic year. Although each of these actions

will require integrated effort from all divisions of the university, the groups that are taking the lead on each task are identified.

- Reach consensus on the university's basic values, vision and mission statements (Strategic Planning Committee)
- Improve articulation between strategic planning and resource allocation (President's Cabinet)
- Improve data systems and their use (Office of Institutional Studies, ASSP)
- Develop internally-driven criteria for assessing institutional effectiveness to accompany externally-driven criteria (Board of Trustees, President's Cabinet, Faculty Senate)
- Define desired leadership behaviors (Board of Trustees, Strategic Planning Committee)

Central Washington University continues to evolve as a regional comprehensive university. Changing state population demographics, the development of media-based educational systems, the new face of information literacy, and the changing needs of the marketplace apply pressure and provide opportunities for growth in new directions. With the opportunities come a responsibility to maintain the best features of the past and present in determining the character of the university into the next century. This determination is best made through effective planning brought about by strong leadership and campus-wide focused conversations. The university needs to move into the next century with an intentional, focused, and mutually developed vision for the future of the university. This is the immediate challenge and forms the basis of future actions.

Standard I

Appendices and Exhibits

Appendices

- 1.1 Current University Mission Statement
- 1.2 Fact Sheet
- 1.3 List of Evidence of Effectiveness

Exhibits

- G.1 Strategic Plan Executive Summary
 - G.2 University Catalog 1998-99
 - G.3 Substantive Change Proposal
 - G.4 University Policies and Procedures Manual
 - G.5 ASSP
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- 1.1 Minutes of the Board of Trustees
 - 1.2 Board Vision, Missions, and Goals Statement
 - 1.3 University Forum Minutes and Summary Report
 - 1.4 Letters from the Strategic Planning Committee
 - 1.5 Strategic Planning Timeline
 - 1.6 Strategic Planning Definitions
 - 1.7 Public Service Activities of the Central Washington University and of Faculty, Staff, and Administrators
 - 1.8 Distinguished University Professor–Public Service
 - 1.9 1999-2000 Strategic Planning Instructions
 - 1.10 Strategic Planning Committee Membership, 1992-99
 - 1.11 Strategic Planning Templates
 - 1.12 2000-2001 Strategic Planning Instructions
 - 1.13 Products of Institutional Research
 - 1.14 Strategic Planning Survey
 - 1.15 Accountability Report

August 31, 1999

Standard 2.A: General Requirements

Overview of Educational Programs

Historical Perspective

Central Washington University and its sister institutions in Bellingham (Western Washington University) and Cheney (Eastern Washington University) were designated as regional universities by the state of Washington in 1977. Chapter 28B.35.050 of the Revised Code of Washington (RCW) describes the “primary purposes of the regional universities to be the offering of undergraduate and graduate education programs through the master’s degree, programs of a practical and applied nature, directed to the educational and professional needs of regional residents they serve; act as receiving institutions for transferring community college students; and to provide extended occupational and complementary studies programs that continue or are otherwise integrated with the educational services of the region’s community college.”

Current Situation

As a comprehensive regional university, Central Washington University is primarily a teaching institution. Educational programs of the university are characterized by small classes (Appendix 2.1: Institution, College, and Department Profiles), personal interaction between faculty and students, and focused professional curricula accompanying strong grounding in the liberal arts. The university has been a leader in the state in providing access to students who might not otherwise complete a college degree. It has provided opportunities for underprepared students to benefit from a college education (Exhibit 2.1: Programs of Developmental, Remedial and Academic Support) and has provided educational programs when and where they are needed (Exhibit 2.2: History and Infrastructure of the University Centers).

At the undergraduate level, Central Washington University offers the Bachelor of Arts, Bachelor of Science, Bachelor of Art in Education, the Bachelor of Fine Arts, and the Bachelor of Music degrees. At the graduate level, Central Washington University offers the Master of Arts, Master of Arts for Teachers, Master of Education, Master of Fine Arts, Master of Music, and Master of Science degrees.

The university offers major programs of study, some of which have multiple specializations. The Central Washington University Catalog lists all approved programs of the university (Exhibit G.2). The internal system of counting programs is reflected in Appendix 2.2, which lists programs and the number of majors and degrees for the past five years. In the past ten years, seven programs of study (majors) have been added to the university offerings at the bachelor’s level and two programs of study have been added at the master’s level. These programs and their path through the approval process are described in Appendix 2.3. During this same period of time, six programs of study have been eliminated (Appendix 2.4).

Educational programs are offered on the main campus in Ellensburg and at other sites, primarily one of the six Central Washington University centers, throughout the state of Washington. Now, electronically mediated distance education further expands the educational opportunities for non-resident students (Appendix 2.5).

Although internal programmatic and administrative processes are similar for the Ellensburg site and the university centers, the Higher Education Coordinating Board (HECB) separately approves programs by site.

Appendix 2.6 lists the programs that the HECB has pre-approved or approved to be offered at each of the six centers.

In addition to major and minor fields of study, Central Washington University offers programs leading to recommendations for state-level certification related to the preparation of K-12 school personnel. Undergraduate programs are interdisciplinary, requiring a major in an area of study and a core of professional courses. The College of Education and Professional Studies serves as the liaison to the state Office of Superintendent of Public Instruction. The university also offers a number of certificate programs of one year or less in length through the Center for Lifelong Learning. (See Standard 2.G.)

The faculty develop the curriculum which is approved through standing committees of the university. In addition, the Higher Education Coordinating Board (HECB) of the state of Washington grants approval to offer programs in major fields of study based on a number of criteria, including documentation of state need, the quality of the assessment plan for both the program and students, the quality of a diversity plan, the viability of the budget, assurance of program quality, and the use of technology. (2.3: Washington State Higher Education Coordinating Board Guidelines for Program Planning, Approval, and Review).

Credit-bearing educational programs are aligned under four colleges: The College of Arts and Humanities (CAH), the College of Education and Professional Studies (CEPS), the College of the Sciences (COTS), and the School of Business and Economics (SBE). In this standard, elements that are common to all undergraduate and graduate programs of the university are addressed first. Later, each college of the university is profiled.

Appraisal

Central Washington University is a well-established institution, having passed its centennial year in 1989. It successfully transitioned from a normal school to its current status as a comprehensive regional university. The university has been listed as one of 100 best college buys for three consecutive years in John Culler and Sons' "The Student Guide to America's 100 Best College Buys," most recently in the year 2000 edition. The small classes and close relationships between faculty and students provide a flavor less like a public university and more like a small private university. This desire for an intimate learning environment is played out in classroom capacity. At the Ellensburg site, the average classroom capacity is 50 students, and many classrooms hold far fewer than 50 students. At the two largest centers, SeaTac and Lynnwood, the average classroom capacity is 32 and 34 respectively.

The university has highly stable and excellent programs of study at both the undergraduate and graduate levels and at centers throughout the state. Decisions related to the kind of programs that should be offered and the sites of their delivery generally are based on anticipated demand. Programs generally expand on the basis of realized demand. The development of academic programs throughout the university has been based largely on individual or departmental contacts and interests rather than on a focused institutional mission and direction. The university is challenged to develop more rationalized decision-making about programs and their expansion. The Academic Affairs Council has discussed and will continue to seek strategies for determining program growth, in terms of curriculum and sites, that will promote expansion in the context of reasonable restraint and focus.

Human, Physical, and Financial Resources

Historical Perspective

Central Washington University receives and allocates adequate resources to support instruction. Appendix 2.7 depicts the revenue picture of the university for the decade and the ratio of that revenue to full-time equivalent students. The table reflects actual dollars and dollars adjusted by the Higher Education Price Index (HEPI). State appropriations during the period in adjusted dollar as a ratio to FTES have decreased by \$1,257. Students have been asked to bear a proportionally greater share of the burden for their education. Their contributions have increased by \$1,405 across the decade. The legislature has provided some relief by giving universities the option of retaining tuition revenues from students in excess of projected enrollments.

State appropriations to institutions of higher education as a percentage of the state budget have decreased from 14.2 % to 11.7%, although total state support has improved from \$1,476,284,000 in the 1987-89 biennium to \$2,240,364,000 in the 1997-99 biennium. Central Washington University has maintained pace in terms of state allocations with the other state regional universities, all of which receive a lesser allocation per FTES than do the two research universities in the state. Appendices 2.8 and 2.9 are provided by the Higher Education Coordinating Board and provide a comparison of state allocations and operating fees per FTES across the four-year institutions in the state of Washington. As the table footnote indicates, definitions for calculating and reporting FTES have varied both within institutions and across institutions during the decade.

Expenditures by the university are tracked by the Office of Financial Management (OFM) and National Association of Colleges and University Business Officers (NACUBO) categories, and are detailed in Appendix 2.10. These data are extracted from the university's financial reports of the past decade. The numbers also are adjusted using the Higher Education Performance Index.

Although its resources are adequate, the university has felt budget pressure and has directed its efforts toward proper stewardship of its resources while maintaining affordability. The administration has made it a priority to protect the instructional budget in the face of these budget pressures. In 1989, expenditures for instruction represented 35% of the budget, a percentage that has increased moderately across the decade (1998 = 36.7). Another 8% of the budget was devoted to research in 1998 as compared to 9% in 1989, and the amount expended on academic support dropped slightly from 9% in 1989 to 8.8% in 1998. These expenditures occurred in an environment of growth in the average annual FTES from 6,420 to 7,513.

During the decade, Central Washington University has enjoyed a much-needed increase in capital expenditures. State capital expenditures totaling more than \$165 million for the past decade are summarized in Appendix 2.11. (See Standard 8 for greater detail about facilities and equipment of the university.)

As state resources have shrunk, the university has made increasing demands on its Division of Development and Alumni Relations to support the mission of the university (See Standard 7.D). The Central Washington University Foundation is "dedicated to operate exclusively for the purposes of encouraging, promoting and supporting educational programs and scholarly pursuits in connection with CWU...(Its) major service to Central focuses on student scholarship and program support with

emphasis on academics, diversity, and technological pursuits” (Exhibit 2.4: Central Washington University Foundation Mission Statement). Total revenue has improved from \$925,000 in 1989-90 to \$3,272,000 in 1998-99. At the same time, support for faculty scholarship improved as a function of an increase in external research funding from \$1.1M in 1989-99 to \$3.27M in 1997-98 research funding. To date, the funding for 1998-99 is \$2.57M and grants in the amount of approximately \$3M are pending. (See also Standard 4.B.)

During the decade, there have been no hiring freezes, although some reallocation of positions has occurred in most units of the university. Appendix 2.12 summarizes the FTE for each staffing category of the university from 1990 to 1999. Data for 1990-1994 are extrapolations from data that were provided to the Office of Financial Management, which have been adjusted to compensate for OFM's convention of counting a full-time faculty on a nine-month contract as .75 FTE.

The ratio of FTES to FTEF has increased somewhat throughout the decade (20.5 in 1990; 23.0 in 1999). During that time, the full-time equivalent faculty grew from 365 to 405 while FTES increased by over 1,300. When part-time instructors are added to the faculty total, the ratio is 18.6 students per faculty in 1999 compared to 17.0 in 1990. Over 200 new faculty have been hired in the past decade, largely as a result of the retirement of a large cohort of faculty that arrived during a growth spurt in the late 1960s and early 1970s. (See Standard 4.A.)

Current Situation

The university provides sufficient human, physical, and financial resources to support its educational programs and to facilitate student achievement of program objectives whenever and however they are offered (2.A.1). During AY 1998-99, the university's total operating budget per FTES was \$13,799. Three hundred-forty tenured, tenure-track, and contracted full-time faculty joined close to 150 (approximately 51 FTE) part-time instructors to support the instructional mission of the university. Over 80% of faculty contact hours are offered by the full-time faculty. Ninety-five graduate students received assistantships or fellowships that enabled them to become partners with the faculty in support of the instructional and research mission of the university. The large majority of full-time faculty hold the terminal degree in their areas of specification (See Standard 4.A).

In addition to the faculty, slightly over 700 FTE classified staff and administrators attend to the personal and academic needs of students across all facets of the university. Using OFM definitions, the ratio of FTES to administrative exempt employees has decreased from 72 in 1990 to 47.7 in 1999; that is, there are more administrators per student now than there were in 1990. The ratio of FTES to classified staff has increased slightly from 12.5 to 13.8 during the same period. These changes are partially accounted for by the reclassification of 26 classified staff to administrative exempt in 1994 and by temporary appointments supported by grants and contracts and for the implementation of the relational database system.

Improvements in the physical facilities of the university are particularly noteworthy during this ten-year reporting period. Two of the original three buildings of the university were renovated. Shaw-Smyser, a classroom facility, boasts multi-media electronic classrooms and state-of-the-art computer laboratories. Barge Hall, an administrative building, is home to the Central Washington University Board of Trustees, the president's office, several offices of academic affairs, and several offices related to student financial affairs.

In the fall of 1998, an extensively remodeled Black Hall reopened to serve the Center for Teaching and Learning and the College of Education and Professional Studies. The Departments of Curriculum and Supervision and Teacher Education Programs are housed there, along with a state-funded Special Education Technology Center and a locally supported Education Technology Center for K-12 professional preparation.

The single largest habitable capital expenditure project in the state during the biennium when it was funded, the new Science Facility houses the biology and chemistry departments and the science education program. Both include state-of-the-art laboratories and equipment, including computer equipment.

A major impact of this growth has been to reduce the crowding in other university facilities by providing additional classroom and laboratory space. As a result, the university has sufficient space at its Ellensburg site for its current programming, although some specialized programs have identified space and configuration needs (See Standard 8).

The physical facilities at the centers are adequate, but not ideal. Temporary improvements in the largest facilities allows the university to continue to serve students while the capital budget requests for new buildings collocated on community college campuses move forward through the legislature. Predesign has been completed for new facilities at the Yakima, SeaTac, and Lynnwood Centers, and the design phase has been funded for the Yakima Center beginning July 1, 1999. The Lynnwood Center received design and construction funds for the 1999-2001 biennium with construction slated to begin in 2000. (See Standard 8.)

Departments report that classroom, technical, library, studio and laboratory facilities are sufficient. The desire for more optimal facilities to enable the university to offer quality educational programs including graduate programs is strong. While classroom, technical, library, studio, and laboratory facilities generally are sufficient to offer quality educational programs, there are areas of concern. Several departments report a need for additional classroom space at preferred times or with specific equipment present in the classroom. In addition, as teaching, research, and technical support become increasingly dependent on new and emerging technologies, the current operating budget, which has remained essentially unchanged for many years, at best allows for maintenance of the status quo. There is no established means by which departments reliably can plan for the acquisition and orderly maintenance and replacement of equipment.

In 1992, Central Washington University administrators made a commitment to improve the technological sophistication of faculty, students, and staff by enhancing infrastructure, equipment, and training. Currently, 658 computers are installed in the 28 computer laboratories on-campus and 4 laboratories at the centers. Faculty members have personal computers in their offices. Faculty stations and those in the student laboratories are wired to the university-wide computing infrastructure and to the resources of the World Wide Web. There has been a steady effort toward universal access for all students and faculty, including those at the university centers (See Standard 8.B)

The state legislature has encouraged institutions of higher education to focus on important state priorities by earmarking a portion of its allocation for certain purposes, particularly improving the assessment activities of the university and meeting accountability goals. Both the incentive effects of these funds and the actual dollars have enabled the university to move forward aggressively to improve services to students. Exhibit 2.5 describes the allocations from the state for these special purposes and their use for 1998-99.

Appraisal

The university's funding base is sufficient to fulfill its mission. The university takes special pride in the quality of its faculty and staff. Even a cursory examination of department self-studies (Exhibit G.6) for a single year impresses the reader with the accomplishments of the faculty and staff. The university has a dedicated faculty, committed to serving both undergraduate and graduate students. The close interaction of students with faculty provides a unique and fulfilling experience that prepares them well for their next career decisions. Faculty bring to bear on the programs careful attention to detail and a concern for the maintenance of standards, along with a willingness to work closely on an individual basis with students. They have a high degree of concern for student welfare. Classified and administrative staff are pivotal to the successful

delivery of educational programs to students. The quality, dedication, and length of service of support staff are a major strength of the institution.

Recent building projects have enhanced the university's ability to meet students' needs. In fact, the capital budget outlays for this university in the last six years are impressive for an institution of this size. The collocation projects that are predesigned or in the design phase promise considerable improvements in the physical facilities at the centers. Increased emphasis on technology during the past ten years vastly has improved the telecommunications and computing capacity of the university and has improved access for students at the centers

While the building boom of the last decade has relieved crowding and provided more modern facilities for some programs, additional specialized space and equipment needs are cited by virtually every department on campus (Exhibit G.6: Department Strategic Plans). Needs are particularly acute for the Department of Music and at the centers. The growth in science disciplines that are not housed in the new Science Building, for example, geology and geography, necessitates rapid movement toward the second phase of the science facility or considerable remodeling of their present locations.

Although the university has made tremendous strides in the past decade in stabilizing resources at the university centers, additional improvements are needed. The university is engaged in ongoing negotiations to improve the physical facilities at the centers, but planning and achieving funding for these efforts extends out over several biennia. Electronically-mediated distance education allows students to avail themselves of the best expertise the university has to offer regardless of the location of the instructor, but limited resources delay the classroom and infrastructure improvements that are needed to accommodate increasing demands. Current plans to add distance education classrooms, to improve transport, and generally to upgrade the infrastructure hold promise for the future.

Instructional and research technology offers great promise, but its effectiveness is contingent on training and support. Maintaining currency, particularly with respect to technological advances, continues to be difficult, and the university looks forward to a more predictable cycle of equipment update and replacement.

To meet the needs that students, staff, and faculty identify, the university increasingly is supplementing state allocations with sources of private funding. The primary responsibility for improving private funding falls to the Division of Development and Alumni Relations and to the Office of Graduate Studies and Research. The challenge for the university will be to provide support to these arms of the university commensurate with the tasks they are being asked to undertake.

Program Development, Curriculum Design, Review, and Approval

Historical Perspective

A number of events during the last ten years have influenced the manner in which Central Washington University faculty members design, review, and approve curriculum. In response to the 1989 NASC Accreditation evaluation recommendations, the curriculum review process was streamlined. Two faculty review committees, the University Curriculum Committee (UCC) and the Faculty Senate Curriculum Committee (FSCC), were merged into one committee, the Faculty Senate Curriculum Committee.

Greater clarity has emerged regarding the status of committees that oversee interdisciplinary curriculum initiatives, most particularly the University Professional Education Committee, which oversees all programs of the university that prepare personnel for positions in the K-12 schools; the General Education Committee, which oversees the basic general education curriculum of the university; and the Graduate Council, which oversees all curriculum matters related to graduate programs of the university. The provost has appointed liaisons from the administration to the General Education Committee, the Assessment Committee, and the Faculty Senate Curriculum Committee, providing clearer linkage between these three important university committees and the Office of the Provost.

The revised "Curriculum Policies and Procedures Manual" (Exhibit G.4) was adopted by the Faculty Senate in June, 1998. Revisions began in 1993-94 when the Undergraduate Curriculum Committee and the Faculty Senate Curriculum Committee were merged. The manual was incorporated as part of Section 5 of the University Policies and Procedures Manual in 1998. Although the revision did not deviate in any major substantive way aside from the changed committee structure from past procedures, it provided greater clarity about a number of procedures. The roles and jurisdiction of all curriculum bodies of the university clearly are articulated, and the influence of external organizations, most particularly the Higher Education Coordinating Board and the Commission on Colleges, clearly is noted.

In 1997, an electronic version of the catalog was begun. On-line updates were maintained continuously, and changes were published in the electronic version of the catalog at each yearly anniversary. After a number of years of issuing a print version of the catalog every two years, a yearly version was begun in 1997.

Current Situation

The goals of the university's educational programs, whenever and however offered, including instructional policies, methods, and delivery systems, are compatible with its mission. They are developed, approved, and periodically evaluated under established institutional policies and procedures thorough a clearly defined process (2.A.2). Each department is asked in the strategic planning process to relate each of its program to the university mission. Newly proposed programs must align with the unit and institutional missions. Four mechanisms exist for internal and external review of educational programs: the curriculum approval process (Exhibit G.4: "Curriculum Policies and Procedures Manual"), yearly strategic planning (Exhibit 1.11: Templates for Strategic Planning), program review (Exhibit 2. 6: Program Review Guidelines) and specialized accreditation (Exhibit 2.7: List of Specialized Accreditations by School or College).

The university's educational programs are faculty-driven and student-centered. Individual departments and programs vary in their philosophic orientations and in the sources of knowledge that inform the development of their degree programs, but all departments participate in the common processes of strategic planning, academic policy development, and curriculum approval. Course and program modifications are reviewed at the department, school, and university levels.

Appendix 2.13 provides a graphic characterization of the university's curriculum and program approval process. Two standing committees of the Faculty Senate and three standing committees of the university serve as the clearinghouses for university-wide academic policy and curriculum. The Faculty Senate Academic Affairs Committee (Exhibit G.4: Faculty Code) reviews proposed changes to academic policy and recommends policy revisions to the senate. The Faculty Senate Curriculum Committee reviews all proposed curriculum changes and recommends action to the Senate. The Graduate Council (Exhibit G.7: Graduate School Policy Manual) reviews and approves academic policies and procedures related to graduate programs. The University Professional Education Council develops policy and approves program changes for all programs of the university designed to prepare professionals to work in the common schools (Exhibit G.8:

Center for Teaching and Learning Policy Manual). The General Education Committee reviews and recommends changes to policies, structure, and curriculum for the university's general education

requirements. Since general education is both interdisciplinary and multidisciplinary, the committee serves a coordinating function. During 1998-99, the Vice Provost for Curriculum, Assessment, and Academic Policy served as the administrative liaison to the Faculty Senate Academic Affairs Committee, the General Education Committee, and the Faculty Senate Curriculum Committee. The Dean of Graduate Studies and Research serves as the administrative liaison to the Graduate Council, and the Dean of Education and Professional Studies serves as the administrative liaison to the University Professional Education Council. The minutes of these committees (Exhibit 2.8), taken together with the policy manuals and the curriculum files in the provost's office, document the highly regulated, academically rigorous, and standardized approval process.

In recent years, the Academic Affairs Committee has organized undergraduate academic policy into a more coherent policy manual and reviewed the effects of recent organizational chart changes on the administration of academic policy. The "Handbook of Academic Policy" (Exhibit G.4), which was added to Section 5 of the University Policies and Procedures Manual in 1998, describes the policies that guide undergraduate program completion including policies related to enrollment, undergraduate admission, acceptance of transfer credit, academic and general regulations, and graduate requirements for bachelor's degrees. The Graduate School Policy Manual fulfills the same function at the graduate level.

The Curriculum Policies and Procedures Manual clarifies that *responsibility for design, approval, and implementation of the curriculum is vested in designated institutional bodies with clearly established channels of communication and control*. It also asserts that *"the teaching faculty collectively is the major force governing the curriculum of the university"* (2.A.7). Jurisdiction for all matters of curriculum clearly is specified in the manual, and procedures are implemented as described virtually without exception. The university's practices confirm that the curriculum is governed by the faculty and is the "university's primary means for providing learning opportunities for its students" (Pg. 1).

The Curriculum Policies and Procedures Manual describes the policies, regulations, and procedures for additions and deletions of courses or programs, and these policies are systematically and periodically reviewed (2.A.11) by the Faculty Senate Curriculum Committee as part of its charge. Curriculum flows from individual faculty, departments, or interdisciplinary units through schools and colleges to one of three intermediate oversight bodies, the University Professional Education Council, the General Education Committee, and the Graduate Council, to the Faculty Senate Curriculum Committee, which makes recommendations to the Faculty Senate. Appendices 2.14 and 2.15 further clarify the flow of curriculum. Transmittal forms, available in both print and electronic version, clarify the substance and format that initiating parties must use to modify, add, or delete courses or programs. The manual also describes the procedure for putting courses on reserve.

Curriculum summary logs are used to ensure that all members of the faculty have an opportunity for review and comment on proposed curriculum changes. The logs are distributed to department chairs, center administrators, the associate registrar, associate school/college deans, Academic Affairs Council, the provost, the Faculty Senate, the Faculty Senate Curriculum Committee, and the General Education Committee. Items automatically come before the Faculty Senate Curriculum Committee unless someone receiving the log raises a concern. The time between the notification date and the proposed approval date is at least two weeks.

Curriculum policies and procedures of the university apply to all programs regardless of the site or means of delivery. All programs proceed through the same approval process and conform to the same academic policies. Programs offered at one site are comparable to the same program offered at other sites, and the programs completed by center students meet the same standards as programs completed at the Ellensburg site.

All university students are required to adhere to general university policies concerning admissions, good standing, transfer of credit, and other regulations governing degree completion. Internal program approval is contingent on assurances from the department(s), chair(s), dean(s), and provost that the resources are available to ensure the program's success. External program approval is contingent on the quality of the program proposal, the resources available to deliver it, and projected need.

The Board of Trustees approves new programs, major program revisions, and program deletions prior to their consideration externally by either the Higher Education Coordinating Board or the Commission on Colleges. Programs are submitted to the trustees only after they have been reviewed and approved through the internal curriculum process. *In the event of program elimination or significant change in requirements, the Curriculum Policies and Procedures Manual explicitly requires that appropriate arrangements are made for enrolled students to complete their programs in a timely manner and with a minimum of disruption (2.A.12).*

In their strategic plans, departments and units report the educational goals, objectives, and assessment strategies for each program, and reflect on both the coherence and currency of the program and the degree to which specified outcomes are achieved. The Higher Education Coordinating Board requires a review of each educational program of the university every ten years, including departmental reflection and justification, a review of outcome data, and external review by a disciplinary expert. (See Standard 2.B for more detail on the university's initiatives with respect to assessment and program review.)

Degree and certificate programs demonstrate a coherent design; are characterized by appropriate breadth, depth, sequencing of courses, synthesis of learning, and the assessment of learning outcomes; and require the use of library and other information sources. (2.A.3) In their strategic plans, departments describe the coherence, breadth, depth, and sequence of each program. They also describe learning outcomes and assessment strategies. This formal documentation has been instituted over a number of years, supplementing traditional informal collegial accountability. The Assessment Committee has provided oversight of and feedback on this effort (Exhibit 2.9: Assessment Review by Program). Proposals for all new or revised programs address a similar set of questions. End-of-major assessment activities provide additional information from which departments are able to reform both the curriculum and the structure of the program. Departments employ a variety of strategies for program and end-of-major assessment, all of which are described more fully in Standard 2.B.

The university uses degree designators consistent with program content (2.A.4). Central Washington University is approved by the state to offer bachelor's and master's degrees. As a regional university in the state of Washington, Central Washington University awards neither the associate's degree nor the doctoral degree. The Curriculum Policies and Procedures Manual fully describes the degree designations and their appropriate use, and the use is consistent with national practice.

Several years ago, the university began a more formal process to shift the emphasis of its educational programs from teaching to learning. Simply put, the university began to pay greater attention to differences between learners when they enter and when they leave an instructional program. Several departments served as the pioneers in this effort, developing explicit and measurable course and program goals and objectives. A number of workshops offered by the Director of Assessment and Curriculum Review provided additional expertise for interested faculty (Exhibit 2.10). The Assessment Office also met with individual departments that requested assistance in the process.

Progress toward this reformation is steady (See Standard 2.B.), and *degree objectives including the content to be covered, the intellectual skills, the creative capabilities, and the methods of inquiry to be acquired; and, if applicable, the specific career-preparation competencies to be mastered are defined for most fields of study or technical programs (2.A.4).* Departments include this information in their yearly strategic plans and clarify

how the objectives are measured (Exhibit G.6: Department Strategic Plans).

Although Central Washington University does not provide programs in concentrated or abbreviated timeframes (2.A.5), some programs are non-traditional. The university offers two summers-only master's degree programs (Master of Arts in Teaching -- Mathematics and Master of Arts in Theatre Arts) and one cohort-specific weekends-only program (Master of Science in Organization Development.). Some programs operate with cohort groups who complete all courses at the same time and in the same sequence. Currently, a pilot partnership program in teacher education is offered in cooperation with the Wenatchee School District. The Master's Degree in Organization Development is offered at both the Ellensburg campus and the SeaTac Center. Program offerings and sites are described in the profile of each college.

Central Washington University operates on a quarter system using practices common to institutions of higher education (2.A.6). Each quarter is of approximately 10 weeks in duration. Summer quarter is 4.5 weeks for a half-quarter enrollment and 9 weeks for full enrollment. Student credits for each course are determined on the basis of the type of class, for example, lecture or laboratory, through formulae that are detailed in the Curriculum Policies and Procedures Manual. *Programs are of comparable length to similar programs found in regionally accredited institutions of higher education.* A minimum of 180 credits is required for the bachelor's degree of which 60 credits must be upper-division classes (numbered 300 and above). Forty-five credits of study must be in residence either on the main campus or at one of the university centers. Transfer students must earn a minimum of ten credits in the major and five credits in the minor at Central. All students must acquire a cumulative grade point average of 2.0 in courses taken at Central Washington University and a cumulative grade point average of 2.25 in the major field of study. Additional requirements are imposed by individual majors and are described fully in the university catalog. Major fields of study at the undergraduate level vary in credit requirements. In some fields, students can elect a major that is comprised of at least 60 credits and with which a minor is not required. Other fields of study provide a 45-credit minimum major that is to be accompanied by a minor field of study. The number of credits required in undergraduate majors varies from 45 to 149 credits, with Music (138-149), Construction Management (138) and Mechanical Engineering Technology (135-137) requiring the most credits. Commonly, larger programs have evolved in response to program accreditation requirements or recommendations from disciplinary bodies. (Exhibit G.4: "Curriculum Policies and Procedures Manual").

Tuition is calculated on a per-credit-hour basis from 2 to 10 credits and in excess of 18 credits. Tuition and fees are set each year by the Board of Trustees and are published in the quarterly schedule (Exhibit 2.11) and in the university catalog. The tuition structure for summer session varies somewhat from the academic year schedule. Master's candidates pay a higher fee than bachelor's candidates, and out-of-state residents pay more than in-state residents. *However, tuition does not vary across programs (2.A.6).*

The institution's curriculum (program and courses) is planned both for optimal learning and accessible scheduling. (2.A.9) Prerequisite requirements dictate a student's path through a program of study, and these prerequisites and course level are used to encourage students to proceed through the curriculum in a way that optimizes their learning. Many general education courses are offered every quarter, and all departments of the university offer required courses at least once in each two-year cycle.

Appraisal

The Approval Process. Program and curriculum design and review at Central Washington University is systematic and consistent across programs. The faculty designs and approves the curriculum of the university. Administrators provide oversight to ensure that resources are available to meet the demands of a particular curriculum, to ensure that internal and external policies related to curriculum design are followed, and to assist in communicating curriculum changes to the university community, but they neither design nor

approve the content of the curriculum. Curriculum policies are articulated in a policy manual that is available to all faculty.

The process not only is consistent across units; it is also consistent across all sites where Central Washington University offers programs. Curriculum at the university centers is the same and follows the same process as curriculum on the Ellensburg campus. When a program is developed and approved internally, its content automatically is approved for delivery to all other sites. Even when different instructional delivery mechanisms are chosen, the program content remains the same. At the same time, a program can be designed for only one location of the university if it meets the curricular needs of students who complete their work at that location. The important consideration is that a particular program name denotes similar course completion and competency development no matter where or how it is offered.

The internal procedures generally work well if departments meet all of the curriculum approval requirements before submitting a proposal and if documentation is submitted in a timely manner. Ideally, departments should begin their curriculum review and revision process earlier than they sometimes do in order to allow thoughtful deliberation by the curriculum approval bodies, and they should exercise greater care in the development of their proposals in order to avoid situations in which they are asked to revise. College associate deans are providing greater oversight of this process as one way to ensure a smoother process. Internally, a process exists for piloting courses, but the university would benefit from a clear procedure to pilot programs, an initiative which would require revisions in the current state approval process as well. The external review process for new programs or to extend existing programs to new sites routinely requires a six-month wait for HECB approval. This time frame makes it difficult for the university to respond quickly to state needs.

Student Learning Objectives. Recent efforts to increase the prominence of explicit student learning objectives have provided an opportunity for department faculty to develop a more convincing rationale for course selection, level, and order. Student learning objectives specify not only what factual information is to be acquired but also what intellectual skills, creative capabilities, and methods of inquiry are consistent with life-long learning. Corresponding assessment strategies allow departments to measure progress and to recreate the curriculum as necessary to meet important learning outcomes.

The process has been invigorating for many departments. A few departments are still in process, and many are editing the work they already have done. The faculty in the College of Education and Professional Studies have identified learner outcomes for all programs with the exception of two that will be completed by Winter Quarter 2000. Faculty report that the outcomes are useful for communicating with students and advisory committees, facilitate the development of complementary assessment strategies, and shape the discussion regarding the design of appropriate learning environments in which specific learner outcomes can best be achieved.

But it is fair to report that not all faculty are comfortable with the process, and some view it suspiciously. As in many institutions, the development of student learning objectives is seen by some as either teaching to trivial outcomes or inconsequential. Of greatest concern to the faculty appear to be the utility of the process and the potential for it to undermine educational excellence. Faculty in a few departments report that they believe the primary outcome of the process is documentation rather than program improvement. Others suggest that the effort to identify specific and measurable goals and objectives results in trivial objectives that don't reflect the essence of the university's mission and its programs. Thoughtful discussion of these concerns has ameliorated the problem somewhat, but there is additional work to do.

Course Scheduling. Every effort is made to ensure that all required classes are scheduled in a timely manner either with existing full-time faculty or with part-time instructors. Multiple sections are offered for some courses, and student advisement is used to help students chart a course through the curriculum. In some majors, students work through a course of study as a cohort and their schedules are designed with their needs in mind. This is true particularly at the university centers where most students have completed their general education curriculum and can devote themselves to the completion of their majors and minors. State accountability requirements to decrease the time to degree also have invigorated the university's attention to students' progress through their courses of study. Advising continues to be an important means to this end. Central Washington University's degree programs and courses are planned and implemented to ensure that students have access to the classes they need. Most departments schedule their sequenced courses in a way that enables students to take required courses within a two-year period, and the few undergraduate programs that are designed on a four-year schedule begin working with students their first quarter on campus.

Nonetheless, appropriately flexible class scheduling has been difficult to achieve, particularly to serve the needs of work-bound students. While it has been possible to coordinate a student's path through a particular course of study, e.g., a major or the general education curriculum, the university continues to be challenged in coordinating scheduling across courses of study. Thus, students who are enrolled in double majors or who complete a teaching sequence in addition to a major often find it difficult to schedule all of the courses that are needed in a timely manner. Although it is difficult to determine exactly how many students experience the difficulty, a number of transfer students report that they have difficulty enrolling in any classes they need during their first quarter on campus. This problem appears to exist for two reasons: a) many class sections close during pre-registration to which transfer students don't have access during their first quarter, and b) many students are accepted to the university but for a variety of reasons have not yet been accepted to a major. Further, the university has not been as successful as it needs to be in projecting and accommodating course needs. Thus, students may be turned away from classes that they want or need because the class is full. There is room for improvement in the interface between advising and course planning.

A number of strategies are employed to improve accessibility of classes for students. Some freshmen participate in cohort groups that are guaranteed access to blocks of general education courses. Some departments make an effort to schedule laboratory classes, studio classes, and other two-or-more hour block classes in the late afternoon hours to avoid conflict with hour-long classes. Departments make every effort to provide courses in a systematic and predictable cycle to enable students to plan their courses of study.

Central Washington University's preregistration system is designed to allow students the maximum amount of choice about their courses, time, and instructors. In addition, students must pay to preregister. Even though the amount is deducted from the eventual tuition payment, some students will defer registration to avoid paying the fee. Both of these situations exacerbate the problem of accessible classes. Some departments and program locations have been successful using a cohort model to chart students' paths through the curriculum.

Integration of Library and Information Resources into Educational Programs

Historical Perspective

During the past ten years, the definition of library and information resources has undergone a transformation throughout the world. The decade has been characterized at Central Washington University by the work of

the library faculty and staff to ensure access to electronic resources and by the efforts of department faculty to remain current with available resources (See Standard 5).

Current Situation

Faculty, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process (2.A.8.) Information literacy is defined as a student learning objective either for programs as a whole or for individual courses within programs. Students are introduced to the library and other sources of information during the university advising seminar. Students use library and information resources throughout the general education curriculum, and the requirements intensify in their major programs of study. A committee of faculty representatives (Exhibit 2.12) works collaboratively with the library staff to ensure that the holdings of the library are consistent with the needs of educational programs. Some departments have a library liaison person (Exhibit 2.13). Individual faculty routinely submit requests for acquisitions, and, to the degree that budget constraints allow, purchases are authorized.

Faculty work closely with the university library to ensure that appropriate materials and resources are available and accessible. Central Washington University offers on-line access to its catalog and to the catalogs of the other five state universities. The inter-library loan program further provides students and faculty access to needed resources. Staff in the library assist students and faculty in locating resources, understanding the library and its systems, and in acquiring needed resources. The statewide reciprocal borrowing card and improved electronic resources have improved vastly the capability of students at the centers to access information resources.

Appraisal

The university has made impressive gains during the decade both in installing the necessary infrastructure and in purchasing on-line databases to take advantage of emerging electronic resources. The transition to greater reliance on electronic information resources has been rapid, and to some degree it has outpaced the ability of faculty and students to take advantage of it. Library faculty offer training and some courses require an information literacy activity, for example., UNIV 100 (Student Advising Seminar). Although many programs incorporate information literacy as a program goal, some faculty and students do not take advantage of the training opportunities and thus are disadvantaged.

The library staff at Central Washington University is excellent. They bring the library to the classroom in the form of guest lectures. They respond quickly and intelligently to students needs. Ellensburg-based library faculty and staff have advocated for the library and information needs of students at the six university centers. Even so, faculty and students at the centers have expressed concern about the availability of information resources at those locations. There is some evidence that this is more of a training issue than an availability issue, and the library faculty and staff have made themselves available to provide additional training for both faculty and students.

Faculty members communicate with the library staff both formally and informally to apprise them of program needs. A library member sits on the Faculty Senate Curriculum Committee, but the process through which information needs for newly developing courses and programs is communicated to the library staff is not as developed as it should be. (See Standard 5 for more detail.)

Standard 2.B: Educational Program Planning and Assessment

Historical Perspective

Central Washington University has long been interested in the effectiveness of its educational programs. For a number of years, oversight of program quality was vested in the deans and in the university Program Review and Evaluation Committee. By the late 1980s, various state and national legislative and accrediting bodies had begun to establish more definitive guidelines related to university-wide and program assessment. The focus shifted gradually from program inputs as measures of effectiveness to student learning outcomes. In the state of Washington, the Higher Education Coordinating Board (HECB) was assigned to monitor the quality of undergraduate education at all baccalaureate and community colleges beginning in 1985. In 1987 the HECB adopted its master plan, *Building a System* (Exhibit 2.14) which required each institution to submit an assessment report, at first semi-annually, and then biennially (Exhibit 2.15). A standardized reporting format was adopted and gradually modified. Since 1992 the reports have documented assessment in six areas: baseline, intermediate, end-of-program, alumni, employer satisfaction, and program review. An optional “other” category was created to allow institutions of higher education to develop local assessment initiatives. Beginning in the 1991-93 biennium, the state legislature allocated \$377,000 biennially to each baccalaureate institution to facilitate the process.

Oversight of Central Washington University’s assessment program has continuously been assigned to a titled administrator since 1989, although the title, job description, and supervision of the position has changed several times (Exhibit 2.16). Also in 1989, the university adopted its first explicit assessment plan. In the 1992-93 academic year, the Program Review and Evaluation Committee became the University Assessment Committee. The University Assessment Committee submitted a revised assessment plan to the Faculty Senate for review in 1993. It was designed to integrate external and internal reporting criteria into one process (Exhibit 2.17: 1993 University Assessment Plan.) The HECB approved the plan that same year. In 1997, the University Assessment Committee worked with the University Strategic Planning Committee to incorporate information related to educational program assessment into the strategic planning reporting templates (Exhibit 1.11: Strategic Planning Templates).

Current Situation

The university has in place clearly defined processes for assessing its educational programs. These processes incorporate both university-wide and program-specific assessment (2.B.1). The university conducts university-wide evaluation related to its students including their age, gender, ethnicity, measures of aptitude and achievement, county of origin, institution of origin, and their progress at Central Washington University. The university maintains student retention and graduation records. Grade distribution trends are measured and monitored (Exhibit 2.18; See Standard 1.). These data allow the university to track its progress related to diversity goals and state accountability targets and to plan for the future. Demographic characteristics of students influence class scheduling and program expansion. They enable student services to target services to student needs. They clarify the number and kind of developmental and support services that will be needed by students. These data allow faculty to monitor grading practices.

Consistent with **Policy 2.2: Educational Assessment**, Central Washington University has adopted an assessment plan that focuses on the effects of its educational programs upon its students. This plan is published in the university's "Curriculum Policies and Procedures Manual" (Exhibit G.4), which is distributed

to all departments and is available on the university's website. The 1993 University Assessment Plan, subtitled "Assessment of Intended Student Outcomes" incorporates the six categories of program assessment that were adopted by the HECB. Assessment resources at Central Washington University have been allocated in varying degrees to these six categories (Exhibit 2.19). Each is addressed separately below, with some historical perspective to explain their evolution.

Baseline Assessment. Baseline data are collected at all Washington State baccalaureate institutions and include high school GPAs, Scholastic Aptitude Test scores (SAT), and American College Test (ACT) scores. SAT scores (M=991.9; Mean range for the decade = 983.4 — 1008.5), ACT (M = 20.8, range 20.7 — 21.3) and GPAs (M = 3.1, range = 3.1 — 3.2) have varied little at Central Washington University in the last ten years (Exhibit 2.20). Baseline data are used primarily for student placement into remedial English and mathematics courses. Until 1993, the baccalaureate institutions collected other forms of assessment, for example, the Computerized Placement Test (CPT) and freshman writing samples, but these eventually were dropped because they correlated highly with and did not provide information that could not be gleaned from SAT and ACT scores.

On the basis of baseline data, the university changed its criterion scores for academic placement in 1991-92 and began an early registration program to project more accurately the number of remedial classes that would be required to address student needs (1993). Approximately 32.7% of entering freshmen fail to meet proficiency requirements in sentence skills, reading comprehension or mathematics. Rather than prescribing particular remedies to deficiencies, the university gives students a number of choices about how they will improve their skills. They can enroll in remedial courses, complete self-paced learning materials, select a computer-based "Learning Plus" tutorial, or opt for individual tutoring. Currently, about 56% of the students whose test scores reveal deficiencies enroll in one or more of the remedial courses. Students must reach an identified proficiency level prior to enrolling in required basic courses in the general education program.

In the fall of 1997, the university conducted focus groups with incoming freshmen and transfer students during the middle of their first quarter on campus. They were asked to respond to the question: "What are some of the biggest obstacles you have encountered at Central Washington University as a first-quarter freshman? Students cited academic and non-academic advising, time management, housing problems, and financial problems both with personal money management and with the Financial Aid Office. These data were distributed throughout the university community.

The Cooperative Institutional Research Program (CIRP) Student Information Form was administered to incoming freshmen in the years 1990, 1991, and 1992, after which it was administered biennially (Exhibit 2.21). This survey gathers normative data on the attitudes, experiences, values, academic preparation, and future goals of incoming freshmen, comparing them with the national cohort. These reports together with the parallel instrument "College Student Survey" administered to exiting seniors, have allowed for some longitudinal comparisons. Results of the most recent CIRP surveys are provided in Exhibit 2.21.

Intermediate Assessment. When the first assessment plan was written in 1989, it called for the administration of a nationally normed test at midpoint as a way to assess the effectiveness of the general education curriculum. In 1992-93, students who had completed 90 - 105 credits completed a posttest of the Computerized Adaptive Placement Tests (CPTs) and a writing sample (Exhibit 2.22). Most interesting of the results were comparisons between native and transfer students, which revealed significant differences between the two groups on reading comprehension, sentence skills, and arithmetic subtests as well as on the writing sample with native students scoring higher on all measures. Furthermore, a comparison of CPT and essay scores for those who had completed the test as native freshmen revealed a significant positive change in all areas except the writing sample, where performance showed a significant decrease. Changes in the basic

English composition requirements were among the steps the university undertook to reverse this finding. A cohort of students only recently has completed the revised curriculum.

The School of Business and Economics reports a different outcome using actual course performance to compare native and transfer students. Program-specific intermediate assessment was conducted in the School of Business and Economics in 1996. The basic research question addressed was: How well-prepared for the 300-level business administration or accounting core courses were transfer students compared to native students? Examining performance over a ten-year period, the school found no significant differences in the grade point averages achieved by the two populations in 300-level core courses.

Over time, the university shifted from a common standardized intermediate assessment measure to department-driven intermediate assessment that was geared to individual program requirements. Students must declare a major field of study by 100 credits, and departments may set standards for acceptance into the major. Some departments have established highly formal intermediate assessment procedures, for example, the Departments of English and Communication and the teacher certification program (Exhibit 2.23: Summary of Departmental Criteria). In these programs, students may be required to submit writing samples or meet specific GPA requirements. The Departments of Anthropology and Law and Justice use interviews or junior level entry courses to assess individual student interests, strengths, and deficiencies and build the students' course plans for the major around this assessment information. This procedure encourages departments to examine their programs to determine appropriate criteria for acceptance and encourages advisors to assist students in addressing deficiencies.

The School of Business and Economics uses intermediate assessment as part of its admission procedure into major programs. For admission to the accounting or business administration program, a cumulative grade point average of 2.25 must be earned in a 30-credit group of 200-level foundation courses, with no individual course grades lower than 1.70. Performance in the 30-credit group is an excellent predictor of success in the upper-division major courses.

At the same time, however, the university was involved in initiatives to implement intermediate writing assessment. The declining CPT scores in writing, the concerns of the faculty about the writing competency of students entering their majors, and statewide initiatives to assess writing competency spurred this action. In 1995-96, students from selected disciplines participated in a pilot project that assessed their writing proficiency on an internally developed instrument. Students were asked to read an article and write summary paragraphs that were scored according to a standardized rubric. More than 80% of the students who completed the exercise failed to demonstrate the level of competence that was considered appropriate for junior level college students. These findings contributed to the revisions to basic English composition courses that comprise the general education program, and in the initiative to implement a comprehensive writing program for the university. The revisions to the composition courses were completed in 1996-97.

In response to the needs that were identified by the assessment results and by faculty comments, the Department of English sponsored a writing center. This center adopted a developmental approach to writing instruction in which students' current levels of writing proficiency formed the baseline for the work they would do in the center. Because of the success of the center and the demand for more administrative and financial resources to maintain it at the level of need that was identified, the provost formed a task force in 1997 to propose a comprehensive writing program for the university. The proposal, which is now before the Academic Affairs Council of the university, recommends tracking student writing from entrance to graduation, building upon both the K-12 Essential Academic Learning Requirements of the state of Washington and the HECB's assessment mandates for writing skill expectations for college graduates. The proposal recommends the adoption of the writing criteria that have been developed by a state-wide group composed of representatives from six disciplines from each of the baccalaureate institutions (Exhibit 2.24). It

also recommends instructional support and faculty development to reform the teaching of writing at Central Washington University.

In 1999, a writing specialist was hired at the SeaTac Center to conduct writing workshops for students and to work with individual students seeking to improve their writing skills. The SeaTac Center enrolls a large number of non-native students for whom English is a second language. Faculty had indicated that a number of these students were having difficulty adopting both grammatical and stylistically correct academic writing patterns. The goals of the program were to identify students with writing deficiencies, determine the extent of their deficiencies, field-test remedial strategies, improve student grade point averages, improve graduation rates, and improve retention rates. The results of the first year of the program were encouraging, and funding to continue the program currently is being sought.

End-of-Program Assessment. Since 1993, academic departments have conducted end-of-program assessment in a variety of ways. End-of-program assessment was mandated, but departments had a great deal of latitude in developing the strategies they would use. *The faculty played a central role in designing the manner in which their programs would be evaluated (2.B.1).* Portfolios, nationally normed or locally developed exit or competency exams, senior seminars, senior research papers, theses, or projects, internship performance, exit interviews, capstone courses, and performance reviews are the most commonly used strategies (Appendix 2.16: Department End-of-Program Assessment Strategies).

The development of goals and outcomes has consumed a great deal of faculty time during the past decade. The university has devoted a large percentage of its targeted assessment money to this effort, including supporting faculty development: hiring consultants; funding faculty participation in regional and national assessment conferences; providing faculty grants and training; and sponsoring department retreats that focus on student learning outcomes, curriculum, and end-of-major assessment. A summary of the faculty development opportunities related directly to assessment is included in Exhibit 2.25.

To ensure that these efforts will be maintained, the curriculum approval process was altered in 1998 to require statements of student learning outcomes and a plan for assessing student learning with each curriculum change and program proposal (Exhibit G.4: "Curriculum Policies and Procedures Manual"). *In addition, all programs have been asked to publish their program goals and student learning outcomes, preferably in the form of a student handbook (2.B.2)* In 1995, the administrator in charge of the university's assessment program sponsored several weeks of training during which 17 department chairs or their designees developed student handbooks. Typically, the handbooks include student learner outcomes, assessment requirements (intermediate and end-of-program), application-to-the-major procedures, and essential advising information (Exhibit 2.26).

End-of-program assessment results are reported in each department's strategic plan (Exhibit G.6). In addition, departments describe the program changes that have accompanied the assessment results. The most prominent program changes in the 1998-1999 academic year for each college are quite varied and are summarized in Exhibit 2.27.

Senior and Alumni Survey Instruments. Three types of survey instruments provide the university and individual departments with information about student satisfaction with their experience at Central Washington University: the Graduating Student Questionnaire, the Alumni Survey (Graduates of programs for first year and fifth year alumni have been surveyed each year since 1991.), and departmentally developed alumni surveys. In recent years, descriptive data for the two university-wide surveys have been developed at the department, college, and university level. This allows comparison across units as well as allowing individual departments and colleges to draw conclusions about and modify their own programs.

Revisions in alumni survey techniques have improved the return rate from approximately 25% to the current level of 43% in 1996-97. The fifth year alumni survey for 1993-94 and first year alumni survey for 1997-98 graduates currently are being mailed. The results of these alumni reports are summarized in Exhibit 2.28. In general, the most recent results reveal that 86% of respondents were either "very" or "mostly" satisfied with instruction in their major field. There was less satisfaction (64%) with instruction in general education. More than half of the alumni were satisfied with academic advising, although only 29% were pleased with advising related to general education. Many university services were highly rated, for example, admissions, library, university bookstore, and health and counseling services, but parking, career placement, and student employment were less highly rated. Overall ratings of the university were quite high, with 82% of respondents saying they would attend Central Washington University again if given the opportunity and 97% saying they would recommend the university to a friend who asked their opinion. 91% of respondents reported being employed and of these 89% had full time employment. 78% were employed either in the field in which they earned their degree or in a related field. Among academic skills, students praised the university's impact on their ability to work cooperatively, to define and solve problems, to learn independently, and to write effectively. However, only 58% were very or mostly satisfied with the university's impact on their ability to speak effectively.

Senior surveys, which were begun in 1992 and have been conducted yearly, are distributed with graduation packets and through the teacher certification office. The instrument has been revised to enable using the department and college as the unit of analysis. Students submit the survey to the Office of the Registrar with their other graduation materials, and this has resulted in a return rate of approximately 50%. Ninety-eight percent of responding seniors rated Central Washington University in one of the two highest categories for "attaining knowledge in an academic field." They also praised Central for providing the opportunity to meet people (85%), to be productive (82%) and to develop strong management and organizational skills (80%). On the whole, they were satisfied with instructors' effectiveness although 20% indicated that "not many" or "few to none" of their instructors were "inspirational to students." Seventy-four percent were very or mostly satisfied with their academic development, although they noted the least satisfaction with their development of appreciation in the arts. There was somewhat less satisfaction with the development of their computer skills (although satisfaction was greatly improved over previous years), advising in the major, and financial aid. Forty-two percent indicated that it had taken them longer than expected to complete their undergraduate degree, and most cited registration and scheduling problems as the reason for the delay. At the same time, 77% of respondents were at least somewhat satisfied with their ability to register for courses. When asked if they would attend Central Washington University again if given the opportunity, 73% responded definitely or probably yes. Seventy-four percent gave Central Washington University an excellent or good rating overall (Exhibit 2.29).

Three student satisfaction surveys have been conducted during the decade: the Noel-Levitz Student Satisfaction Inventory (spring, 1997) the ACT College Student Needs Assessment Survey (spring, 1995) and an internally designed Student Opinion Survey (spring, 1995; Exhibit 2.30). Executive summaries for all of the university-wide surveys are posted on the university's assessment website, and full reports are distributed in print copy to the academic departments (Exhibit 2.31). Recently, the Academic Affairs Council requested that in addition to posting executive summaries on the website, the Office of Assessment develop more user-friendly summary reports for distribution.

In addition to institutionally-administered alumni satisfaction reports, five departments report that they have developed their own alumni satisfaction surveys, and two have developed their own senior survey instruments (Exhibit 2.32). Three departments hold exit interviews or focus groups with their graduating students, and/or design essay evaluations.

The approximately 500 students per year who complete the teacher certification program are surveyed in their first and third years out of the program (Exhibit 2.33). In response to student concerns, the program's emphasis on classroom management techniques was increased, there is an ongoing initiative to increase opportunities for field-based work, and the technology course in the certification program underwent major revision. The newly designed Black Hall now features state-of-the-art technological equipment, and for the first time in decades, students who begin teaching will have had experience working on equipment that is more current than that which they find in most public schools.

In 1998, the Graduate School conducted a program effectiveness survey of its 1993 through 1996 master's graduates. Of the 620 instruments mailed, 207 completed surveys were returned (Exhibit 2.34). The results provided valuable feedback that underscores programmatic strengths and weaknesses. Among the most important findings are that the majority of respondents believe that:

- Their graduate experience at Central Washington University was positive;
- Their subject field knowledge base, critical thinking, written and oral communication skills, research and analytical abilities, and their abilities to organize increased;
- Their thesis experience was either "positive" or "very positive;"
- Their graduate degree programs were in the "good" to "excellent" range;
- Their graduate assistantship experience (for those receiving such an award) was very positive.

Thirty percent of respondents reported receiving little to no career advisement. Another 25% reported that their career advisement experience was neutral. A majority of respondents reported completing their master's degree during a one to three year period. Approximately one-third noted that they began their degree programs six or more years following completion of the bachelor's degree.

Employer Satisfaction. Although the HECB mandated assessment of employer satisfaction as one of its assessment criteria, a 1993 HECB report stated that “serious conceptual and methodological problems suggest that development of an employer satisfaction survey yielding useful results is not feasible,” and “implementation of this project seems likely to have high costs and to yield low quality data.” The HECB suggested that a better approach might be the development of advisory or visiting committees. Eight departments or programs at Central Washington University maintain regular, systematic contact with the employers of their graduates and conduct some form of evaluation of their students’ on-the-job performance. These departments or programs and a summary of each employer survey method are shown in Exhibit 2.35. In addition, school principals of the students who complete the university's teacher certification program are surveyed at first and third year after graduation. The Assessment Office provides support to departments that wish to conduct follow-up studies with employers, but does not administer university-wide employer satisfaction surveys.

Advisory boards also bring the perspectives of employers to the classroom. Four programs of the university, teacher preparation, school counseling, school psychology, and school administration, are required by state law to have advisory boards made up of practitioners. These boards, the Professional Education Advisory Boards, comment on a wide range of matters relating to programs including entry requirements, curriculum, internships, and exit requirements. (Exhibit 2.36) The PEAB for school administrators reviews all program applicants. The PEAB for school psychology examines all candidates before the university recommends them to the state for certification. In line with recommendations of its PEAB, the teacher preparation program is field testing program models that include more field experience.

Both the nutrition program and the family and consumer science education programs benefit from the input of advisory councils. From the recommendations of these bodies, program requirements have been revised and student learning outcomes have been refined. Four programs in the Department of Administrative Management and Business Education have advisory councils that meet annually or biannually, and the feedback from these groups has resulted in the addition of internship opportunities, updated technology requirements, and revised student learning outcomes.

The medical technology program also has an advisory board. It participates in student selection and considers critical personnel and program issues related to the program. The advice from the board has resulted in restructuring of the curriculum and the instructional environment for the program.

The School of Business and Economics maintains two advisory boards. The first is an 18 member board that provides planning, program, and resources support. Second, purchasing executives from companies such as Boeing, Microsoft, and Group Health Northwest support the westside Purchasing Management certificate program.

Program Review. Prior to 1989-90, academic programs of the university were periodically reviewed to meet state guidelines. These reviews consisted of a self-study, an alumni survey, a visit and report by an external reviewer, and a summary statement. Beginning in 1992, the HECB began a revision of its guidelines, which were finalized in 1995. Prior to their implementation, another round of state-level modifications began. During this time, Central Washington University suspended its cyclic program review except for those programs that were undergoing specialized accreditation or program review by external accreditation or approval bodies (Exhibit 2.37: Program Reviews From 1989-1999). However, during the 1995-96 academic year, the graduate dean conducted an internal review of the department chair and program director for each graduate program of the university using a standardized interview format. The interview focused on the relation of the program to the department's mission; limitations on program implementation and recommended changes; admission policies, recruitment, and advertising; mentoring and professionalization of students; size and scope; and quality of the graduate faculty (Exhibit 2.38). The purpose of this review was to clarify the current health of the graduate program of the university and to begin discussions about the role of graduate education on the campus.

At the same time, the University Assessment Committee worked with the Strategic Planning Committee to integrate elements of program review into the university's annual planning process. As a result, in their strategic plans, departments were asked to consider for each of their programs: currency and coherence of design; relation to the university mission; faculty involvement in the design of the assessment process; the specificity of the assessment plan; evidence of program goals and student learning outcomes; and assessment instruments and activities, including end-of-major assessments. *Departments also were asked to provide the results of the most recent end-of-major assessments, an analysis of the results, and a description of program changes that have resulted from the assessment data (2.B.3; Appendix 2.16).*

Members of the University Assessment Committee then reviewed and rated each of these sections for each program for the purpose of developing yearly profiles (Exhibit 2.39). Each department chair was interviewed by a member of the committee. Department plans were given one of three ratings: exemplary, meets standards, and needs improvement. Departments received feedback on their work and were able to refine their goals and assessment plans prior to the next year's submission. This both introduced a feedback mechanism and incorporated the major elements of program review, except for external review, into yearly planning. Simultaneously, the committee proposed a systematic process of program review and evaluation, which would add the important element of an external evaluator for programs that were not under review by external bodies. This proposal currently is before the Academic Affairs Council of the university.

Other. Three other initiatives are noteworthy regarding assessment and program review efforts at Central Washington University during the decade.

A College-Wide Process. One college of the university, the College of Education and Professional Studies, developed a college-wide program review plan (Exhibit 2.40). This plan was to be phased in over three years, and the college completed the second year of the process during the 1998-99 academic year. During the first year, departments in the college identified a single set of learner outcomes for the core courses of each of their programs. Learner outcomes included a strand of work-place skills including written and oral communication, critical thinking, group interaction, collaboration, and problem solving skills. Departments were guided by the feedback they received from student focus groups and by the requirements of various specialized accreditation bodies. They also collected data related to the number of majors, faculty load, student credit hour generation, and course enrollment patterns.

During the second year, faculty members identified minimum performance benchmark standards for their learner outcomes and accompanying assessment strategies. They collected additional program data and began in earnest to shift their thinking from an instructional paradigm to a learning paradigm. The third phase calls for reconfiguration of programs based on learner outcomes and the creation of a prior learning assessment process.

The learner outcomes, benchmarks, and assessment strategies for each program in the college are included in Exhibit 2.41.

State-wide Initiatives. Central Washington University has played a very active role in statewide educational assessment. Strong connections have emerged among the six baccalaureate institutions, among the baccalaureate institutions and the community colleges, between higher education and the K-12 system, between departments within institutions, and among faculty. Specific examples include the Central Washington University/Community College Interchanges; the May Assessment Conference; and the Annual Fall Colloquy to Improve Teaching, Learning, and Curriculum through Assessment.

Also, university representatives have been and are assigned to serve on committees that are developing K-12 Washington State Essential Academic Learning Requirements, and faculty are involved in developing the statewide writing assessment scoring rubric.

In addition to its mandate for writing assessment, the state recently has mandated assessment of information literacy and quantitative symbolic reasoning. This initiative resulted from evidence that a significant number of students at the six Washington baccalaureate institutions fail to demonstrate proficiency in these important areas. Currently, representatives of the state institutions of higher education are discussing both the nature of the assessment that will be conducted and the timing of these assessments, either at the intermediate or at the end-of-program level. These state-wide relationships enable the university to benefit from the excellent work of peer institutions and to share its expertise with them.

Licensure and Certification. Students in a number of programs of the university submit to state or national licensure exams. Programs whose students complete exams are school psychology, accounting, medical technology, actuarial science, paramedics, dietetics, and paralegals.

Central's graduates consistently have achieved above-average passing rates on the Uniform CPA Exam for first-time candidates without advanced degrees over the past decade. During May 1996 exam, for example, the percentage of first-time Central candidates passing all four parts was 25 percent versus a national average of less than 15 percent. Students in Central's program often are the leaders in the state as measured by the first-time pass rate on this examination.

Students of actuarial science take the national actuarial examination sponsored by the Society of Actuaries, and their performance has been exemplary. The pass rate is far above the national average.

All school counseling and school psychology certification candidates are examined by the appropriate Professional Education Advisory Board, and of the students who have completed this process in the past five years all have been successful. In addition, school psychology students take a national licensing examination through the National Association of School Psychologists. Again, the university has a 100% passing rate. Students in the medical technology specialization in biology complete the American Society of Clinical Pathologists national certification examination. Currently, 98% of students who have completed the examination have passed it and students consistently score above the national average.

Ten to fifteen students from the Law and Justice program complete the national Law School Admission Test (LSAT) administered by the Law School Assembly Service each year. Of those, roughly 90% have been achieving a high enough score to obtain admission to an accredited law school each year. One student this year was in the top 10% nationally, and two were in the top 20%.

Placement. A number of programs make judgments about program effectiveness on the basis of placement rates of students. Placement rates that are monitored include programs in teacher preparation, other school professional preparation, accounting, business administration, and actuarial science (Exhibit 2.42). Students preparing for careers in teaching are required to register with the Placement Office. The 1997-98 New Teacher Employment Survey (99% return rate) revealed that 59% of graduates were employed as teachers and another 31.8% were employed as substitute teachers. Only 2.1% indicated that they currently were seeking a teaching position. Of students in business, the arts, and the sciences, 82.5% reported new employment and 8% reported that they were continuing to search for a position.

Eighty-eight senior-level accounting majors registered with Central Washington University's Career Development Services during the 1996-97 academic year. From this group, 75 found full-time accounting-related employment either before or shortly following graduation.

Both the placement rate and the starting salaries of students completing the actuarial science program is impressive. The median salary for the earliest graduates of the program (1987-88) is \$75,000. Starting salaries are in the high \$30,000 range.

The Board of Trustee's Initiative. At the June 11, 1999 meeting of the Board of Trustees, the board reinforced its interest in systematic program review when it passed Resolution 99-03. The resolution states, in part, "Be it ...resolved, that the university community establish and implement an ongoing process of review for all programs of the university, academic and nonacademic, as a means to ensure the quality, functionality of all programs, centrality of mission, and ...that the president, vice presidents, and academic deans in conjunction with the faculty, through the Faculty Senate, develop program review parameters and procedures for all nonacademic and academic programs, ...and the resulting program review will become the basis for decisions regarding programs to be initiated, continued with modification, suspended temporarily, terminated, strengthened, and consolidated...."

Although the university has conducted program review in a variety of ways, this initiative underscores that program review will form the basis for decision making and budgeting.

Appraisal

Central Washington University's program of assessment and program review is vital. In the past two years, all of the programs of the university, both academic and nonacademic, have undergone scrutiny in the context of strategic planning and self-study. Further, a number of programs of the university have been submitted for external review through specialized accreditation and program review processes. In the past decade, student learning outcomes have become more explicit, and the emphasis of programs has shifted from an instructional model to a learning model. The program of baseline assessment for native students is consistent and strong. End-of-program assessment is now a common feature of each educational program of the university. The university solicits and responds to the opinions of its graduates and their employers through a variety of means. National examinations and placement rates provide valuable information about the quality of selected programs.

The university has benefited from the resources that the state has targeted for assessment. Its active participation in the statewide assessment movement has enhanced its statewide reputation. The annual fall colloquies that began in 1995 have become an important resource for faculty development. In addition, the university has supported the assessment movement through the continuous appointment of an administrator to coordinate the university's assessment efforts. The assessment coordinator not only has served the coordinating function, but also has provided extensive faculty development opportunities, particularly in the areas of student learning outcomes, assessment strategies, end-of-program review, program planning, and writing across the curriculum. The director of assessment, working with the school and college associate deans, established the Faculty Association for Teaching and Learning (FATAL). This informal group is a mechanism for faculty to interact about improving teaching and learning and assessing outcomes. Approximately 15 workshops and seminars were held the first year, and between 15 and 40 faculty members attended each. Although the group was less active in the second year, it successfully fostered a climate of support and collaboration related to assessment among a large number of faculty. In 1997-98, the Academic Affairs Council, the Faculty Senate Executive Committee, the Academic Department Chairs Organization, and the Faculty Association for Teaching and Learning jointly initiated the annual fall faculty meeting as a venue for discussing the shift from an instructional paradigm to a learning paradigm. At these meetings, faculty members hear a keynote address and participate in concurrent sessions that focus on teaching and learning.

The University Assessment Committee is comprised of the associate deans and two faculty representatives from each school and college. The committee's primary roles are to develop policy, review the progress of departments, and encourage cross-fertilization of ideas among departments and programs. As they have reviewed department assessment plans of the past two years, they have developed a number of technical documents that they have shared with departments. These documents summarize the work of departments at each level of the assessment process by showcasing exemplary models of student learning outcomes, the variety of assessment strategies that departments have chosen, and the way in which assessment results have influenced both the curriculum and the instructional process (Exhibit 2.43). Despite the important work that the committee has done in recent years, members often express confusion about the mission and role of the committee, a concern that the university must address.

The university assessment coordinator has been particularly attentive to the important role of the faculty in designing user-friendly, meaningful, and varied programs of assessment. The department increasingly has

become the unit of analysis for the university's program of educational assessment, and it is the department that increasingly is asked to take responsibility for its own program of assessment.

Nonetheless, there is more work to do. First and foremost, the university needs to develop a long-term plan for university-wide evaluation, consistent with the concerns that are raised in Standard 1. Currently, the university collects and disseminates a great deal of data, but there is no coherent system that dictates the kind of data that will be collected and its uses. The director of the Office of Institutional Studies has recommended the development of a fact book that includes consistent and important data, presented in a relatively uniform manner each academic year, available in print copy and on the university website. The Office of Assessment has been diligent about writing and distributing reports about each educational program assessment activity of the university, but often the reports seem not to receive the attention that is necessary for the results to inform practice. During the current year, two new strategies have been employed. First, a staff member from the Office of Assessment has made presentations to the University Assessment Committee and the Academic Affairs Council. These presentations have spurred a great deal of conversation that the written reports did not. Second, the office currently is developing visual representations of the data that have been collected to supplement the narrative reports. The staff anticipate that these "quick-overviews" will facilitate discussion and encourage department and unit faculty to examine the data more closely.

Intermediate assessment needs considerable attention. Departments have been slow to develop intermediate assessment and entry to the major requirements, partly because of competing contingencies. Responsive use of intermediate assessment data may conflict with university commitments to universal access, community college transfer agreements, garnering new enrollments, and state accountability targets for timely completion of a program of study. Clearly one solution is to complete assessment of native students early and often as a way to embed developmental and remedial opportunities into the curriculum at the earliest possible moment. Collaborative arrangements with community colleges to ensure similar assessment protocols and support services could help to ensure that student who transfer will be prepared similarly to enter the major courses of study.

Now that a cohort of students has completed the revised English composition curriculum, it will be necessary to readminister the writing assessment instrument to determine the degree to which improvements in outcomes have been realized. In addition, it would be useful further to compare native and transfer students, particularly related to proficiency requirements, as a way both to communicate areas for improvement to community colleges and as a way to identify additional needs for developmental, remedial, and support services.

Further, the university has only begun to assess the overall effectiveness of its program of general education. During this past year, the Faculty Senate adopted a set of goals and objectives for general education. Subsequently, the General Education Committee began a systematic process to determine: a) the degree of agreement of faculty in individual general education courses with the goals and objectives; b) the degree to which the goals and objectives are included in each course; and c) the manner in which the objectives are assessed. The next level of assessment will include specific measures of student outcomes independent of the path students chose through the general education program.

Although most programs have identified student learning outcomes, many of the outcomes require additional refinement. Departments will need additional assistance to identify meaningful and cost-effective ways to measure the outcomes. In many departments, faculty rely almost exclusively on course exams to measure student competency. Multiple measures of student performance have been developed in selected areas, but the practice is not widespread. Scoring rubrics for writing, speaking, and internship competencies are not developed fully. Faculty development activities need to be more clearly targeted to areas that need improvement.

The university soon must decide on the approach it will use to conduct systematic, periodic program review. A proposal currently is before the Academic Affairs Council, but conversations with department chairs and the University Assessment Committee will need to move along quickly so that a program review protocol can be agreed upon and put into place early in the next academic year. At the same time, the published assessment plan needs to be revised to be consistent with current practice.

Last, the university has more work to do related to attitudes about assessment. Many faculty value the educational program assessment movement and believe it benefits students, faculty, and the citizens of the state, but the opinion is not universal. Faculty members have argued that assessment requirements trivialize important aspects of the educational experience. They also argue that important outcomes of the educational experience are not realized at the end of a course or program of study. They fear that heavy reliance on assessment at these end points in determining program success could result in the elimination or modification of programs that have long-term impact on students. These concerns point to the need for additional dialogue among faculty and the importance of faculty members taking a greater sense of ownership over the assessment process. Until a larger segment of the faculty develops a sense of confidence that assessment programs are worthwhile and meaningful, the programs may be viewed as an additional and unnecessary burden and the results of assessment may not be taken seriously by enough faculty.

One college of the university will spend the next year considering "prior learning assessment." To date, the university rarely has given credit for prior experience except through course challenge. The university received funding for a one-year study of prior learning assessment, which was implemented in 1996-97. The grant funded three state-wide faculty development workshops on prior learning assessment and three on learner outcomes. The end result of the grant was a Prior Learning Assessment Handbook and Videotape, which discussed implementation of the process and described effective models of prior learning assessment. These products were distributed to state and private institutions of higher education throughout the state of Washington. Central Washington University has not yet adopted a model, and considerable conversation is still necessary to develop consensus on the best procedure for providing credit for prior learning.

The University Assessment Committee and the Office of Institutional Studies have identified additional initiatives for the coming years. Recently, the university began to compare the effectiveness of its educational programs across different delivery methods, particularly comparison of studio courses with web-based and telecommunication versions of the same course. These results are reported in the section of the report on electronically mediated distance education. As alternative forms of course delivery become more common, it is particularly important to determine the comparability of outcomes for students. The first efforts at assessment in this arena focused on student attitudes and grades. Future efforts will need to be more sophisticated, focusing on specific student learning outcomes. This will be true particularly when entire programs of study are offered electronically. Similarly, the university has not yet addressed comparability of student learning outcomes across various sections of the same course.

Embedding assessment in the university's strategic planning process produced a number of results, some more positive than others. For the first time, both non-academic and academic programs of the university were asked to identify goals, objectives, and assessment strategies. Departments and units were asked to provide outcome data about their programs and to show how these data influenced program modifications. The process was extraordinarily difficult, particularly in those areas where assessment had focused more on program input than on outcomes. While the process was invigorating for some departments and units, it was overwhelming for others. The result was that some important features of both assessment and strategic planning were lost in the process, and the University Assessment Committee and Strategic Planning Committee will need to reconsider the best way to incorporate ongoing self-study with planning.

The recent action of the Board of Trustees promises greater linkage between evidence of program effectiveness and both program support and continuation. Under these emerging contingencies, departments may be more inclined to seek valid and reliable assessment techniques that demonstrate for the wider community what they know to be true about their programs. As assessment strategies are refined, it becomes more likely that departments will witness their benefits, not only in terms of department resources but also in terms of greater student and faculty satisfaction.

As the university switches from an instructional model to a learning model, it must also change the way it evaluates faculty effectiveness. Historically, the results of the internally developed Student Evaluation of Instruction (SEOI; Exhibit 2.44) have been the most common evidence that faculty bring forward about their teaching effectiveness. In fact, in some departments, schools, and colleges, they are the single required evaluation element. Although they recently have been revised, they continue to promote an instructional model rather than a learning model. Further, student attitudes often are influenced more by how a teacher behaves than by how much learning takes place. Until faculty evaluation is based as much on producing student learning as it is on surface features of teaching, it will be difficult fully to switch to a learning model.

Finally, the university must remain current with the K-12 reform movement, particularly the development of the Washington State K-12 Essential Academic Learning Requirements (EALRs) and the Certificate of Mastery criteria. These requirements and criteria may serve as benchmarks from which to develop university entry requirements and to program introductory courses. This will require continual and additional collaboration with K-12 teachers and administrators as well as careful attention to what incoming freshmen already know, can do, and value.

Standard 2.C: Undergraduate Program

General Education

Historical Perspective

Central Washington University has included a general education component in all undergraduate degree programs for decades. Modifications have occurred, but this basic premise remains the same: The general education curriculum is the avenue through which students are introduced to the major areas of knowledge. It incorporates the important basic requirements of writing, mathematics, computer literacy, and foreign language study with breadth requirements that introduce students to the content and methodology of the major areas of knowledge.

In 1993, the General Education Committee initiated a process to revise the new general education curriculum. A series of faculty meetings was held, from which a prioritized list of general education outcomes evolved in the spring of 1993. By the fall of 1994, the General Education Committee had produced a draft of the new requirements. The draft was circulated to departments and generated a great deal of discussion, from which subsequent revisions were made by the committee. The Faculty Senate approved the new General Education Program in the spring of 1997, and the requirements were implemented in the 1997-98 academic year. During the 1998-99 academic year, the committee revised the mission statement for general education and began developing goals and objectives for the program. The mission statement and goals of the revised General Education Program (Exhibit 2.45) were adopted by the Faculty Senate on April 14, 1999.

Current Situation

The university requires a component of general education for all its degree and pre-baccalaureate programs. The requirements are published in the university catalog in clear and complete terms (2.C.1). The general education requirements can be met in three ways: (a) through completion of the basic general education requirements of the university, (b) through transfer of certain degrees from other accredited institutions of higher education, or (c) through completion of the Douglas Honors College curriculum. Students also can transfer individual courses from other accredited institutions to meet individual course requirements within the general education program. Although individual course transfers have been possible for quite some time, the General Education Committee of the university recently has developed a more formal procedure for determining equivalencies.

Consistent with **Policy 2.1: Policy on General Education/Related Instruction Requirements**, the faculty, the administration, and the Board of Trustees collaborate to develop the rationale and plan for general education requirements. Although all three groups establish and approve the rationale and plan for general education, each group contributes in a slightly different way to implementation. The Board of Trustees establishes the important role of general education in an overall program of study at Central Washington University through both the mission statement and the goals of the university. Faculty shape the curriculum. Administrators provide the oversight to ensure that the curriculum is implemented as designed.

The Board of Trustees affirms the importance of general education in the mission statement of the university and in the university goals (Appendix 1.1). In this way, the board asserts its role in ensuring that the programs of the university are grounded in a general education foundation, but it appropriately delegates to the faculty the responsibility for the specific content and contour of the program. The provost reports changes in the rationale and plan for the general education program to the board (Exhibit 2.46: Minutes of the June 11, 1999 Regular Meeting of the Board of Trustees).

The General Education Committee is a standing committee of the university that reports to the provost. It reviews and recommends programs and policies of general education. The Faculty Senate Executive Committee recommends the membership of the General Education Committee. Recommendations are reviewed by the college/school deans prior to appointment by the provost. The committee is comprised of eight faculty members: two members representing the humanities, two from the social sciences, two from the natural sciences, one from the College of Education and Professional Studies, and one from the School of Business and Economics. Recommendations from the General Education Committee proceed through the curriculum process of the university as detailed in the "Curriculum Policies and Procedures Manual" (Exhibit G.4). During 1998-99, 49.5% of the university's graduating students completed Central's general education requirements and another 50.5% completed their general education requirements through transfer of an approved associate of arts degree from a state community college or through completion of a bachelor's degree from an accredited institution. In the past ten years, an average of 6.5 students per year has completed the general education requirements through participation in the Douglas Honors College.

Credit evaluators housed in the Office of the Registrar ensure that students meet the general education and other catalog requirements for graduation through a formal degree audit process. They maintain transfer agreements for degrees that meet the general education requirements of Central Washington University (Exhibit 2.47: Intercollege Relations Commission for the State of Washington) and they work with academic departments to establish course equivalencies for individual courses that are taken at other universities (Exhibit 2.48: Course Equivalencies). Electronic degree audits (Central's Academic Progress System --

CAPS) have streamlined this effort. CAPS is described more fully in the section below titled Student Advising.

The Basic General Education Curriculum. *The 1998-99 catalog describes the mission, rationale, student outcomes, and course requirements for the general education program although the revisions that were adopted by the Senate at the end of the 1998-99 academic year will replace the current catalog copy (2.C.2). The revised general education requirements appear in the 99-00 catalog and on the university web page, and the revised goals and objectives are on the university web page.*

Both the curriculum of the university's general education program and the policies related to it comply fully with the requirements of **Policy 2.1: Policy on General Education/Related Instruction Requirements.** *The program offerings include the humanities and fine arts, the natural sciences, mathematics, and the social sciences (2.C.3). Currently, the program does not include courses that focus on the interrelationships between these major fields of study (2.C.3). Students complete a prescribed course of study in the content and methodologies of the major areas of knowledge. In addition to certain basic requirements in writing, mathematics, computer literacy, and foreign language, the program is structured to ensure breadth of understanding and perspective. From the arts and humanities, students must complete requirements related to literature and the humanities, the aesthetic experience, and the philosophies and cultures of the world. Within the social and behavioral sciences, students must select courses that represent perspectives on the cultures and experiences of the United States, perspectives on world cultures, and foundations of human adaptations and behavior. Within the natural sciences, students select courses that represent fundamental disciplines of physical and biological sciences, patterns and connections in the natural world, and applications of natural science. The curriculum is described fully on pages 34 -35 of the 1998-99 University Catalog.*

As required by **Policy 2.1** the expected outcomes of general education are consistent with the institution's mission and goals, particularly the assertion in the mission statement that students are asked to "become conscious of themselves as members of a pluralistic society, to become skilled communicators, to develop their abilities to analyze and synthesize information, to make ethically-informed decisions, and to serve as responsible stewards of the earth." And later, it says that students are provided with the "opportunity to learn about diverse cultures and peoples." One of the university goals clarifies that "the faculty will maintain a curriculum requiring a rigorous foundation in the liberal arts along with specialized academic and professional competencies."

The goals and objectives of the general education program provide the criteria by which the relevance of each course to the general education component is evaluated (2.C.2).

The general education provides opportunities for students to develop (a) written and oral communication, (b) quantitative reasoning, and (c) critical analysis and logical thinking. Major programs of study emphasize (d) literacy in the discourse or technology appropriate to the program of study. Appendix 2.17 presents a matrix which describes the expected intersection of courses with the program's goals and objectives.

In the spring of 1999, faculty responsible for each general education course were asked to identify the objectives that are assessed in their courses and the manner in which they are assessed. There were two purposes for this exercise. First, the General Education Committee was interested in finding out if the goals and objectives for the program currently are embedded in the program courses as designed. Second, the committee wanted to determine the degree to which any path through the general education curriculum would predictably result in exposure to the entire set of goals and objectives.

Currently, the university does not conduct full scale intermediate assessment to test the effectiveness of the general education curriculum. Students must complete course requirements successfully, and the course

requirements are established to coincide with the program requirements. For example, the competency requirements for English 101 and 102 were reformed to match both the general education writing requirements and those that have been adopted at the state level.

Some majors or certification programs (Exhibit 2.49) establish proficiency requirements for entry that test students' abilities in one or more of the areas that are addressed in the general education curriculum. Most do not. However, the majority of programs embed competency requirements in writing, oral communication, reasoning, critical analysis and logical thinking into the end-of-major assessment of their students (Exhibit G.6: Strategic Plans).

Transferring a Degree To Meet General Education Requirements. Students can satisfy the general education requirements through transfer of certain associate degrees and bachelor's degrees. Transfer agreements (Exhibit 2.50) exist with community colleges in the state of Washington, and completion of a baccalaureate degree from an accredited institution typically is accepted in lieu of general education requirements. Transfer agreements specify that students completing a program of study at community colleges will meet general education standards. Although the university does not conduct an intermediate assessment to ensure this, transfer students are subjected to the same end-of-major assessment requirements that native students complete. They, too, are required to meet entry proficiency requirements for departments that have established them.

The William O. Douglas Honors College. The William O. Douglas Honors College (DHC) is Central Washington University's enriched general studies program for talented students. The program, developed in 1975 and first implemented in 1978, is housed in the College of Arts and Humanities. The dean names a director, and the director recruits willing faculty who coordinate the lecture courses and teach in the honors college colloquium courses. Lecture course coordinators receive some load credit for their participation while seminar faculty volunteer their services to the program. The DHC faculty serve as a committee of the whole to review and revise the curriculum. Proposed changes to the curriculum are forwarded through the regular curriculum process of the university.

The mission statement of the William O. Douglas Honors College (Exhibit 2.51) describes the important purposes of this program. It says, in part, "The 'great conversation' is the focus of the Honors College. Students are expected to engage in the debates that have occupied the thoughts of the greatest minds throughout history. The approach is of necessity historical; the reaction of one great mind to another takes place over the course of time."

Students complete the Douglas College Colloquium and Lecture Series, the Douglas General Studies Program, and a major concentration. The Colloquium and Lecture Series is a four-year course of reading, discussing, and writing about the great books of the great civilizations of the world with an emphasis on the fundamental works of western civilization. This course of study provides an intellectual background shared by Douglas students and educated people everywhere. The colloquium meetings acquaint the students and faculty with each other in an informal but intellectual atmosphere. Lectures accompany the colloquia and provide biographical and historical background to the works that students read. The Douglas General Studies Program is a prescribed set of courses that ensures students' breadth in the natural sciences and the arts and humanities. The Honors College also sponsors cultural field trips and the series of William O. Douglas Lectures in the Humanities as part of its academic programs. The Douglas Honors College encourages intellectual breadth, academic curiosity, and the fusion of scholarship and everyday life that Justice Douglas, for whom it is named, personified. A more detailed description of this program appears in the 1999-2000 University Catalog (Exhibit G-9).

Appraisal

The great strengths of the Central Washington University program of general education are the commonality of requirements across all fields of study, the breadth of knowledge and understanding that the program provides, and the excellence of the courses that are offered. The William O. Douglas Honors College option provides a more challenging means of completing the general education requirement for academically talented students. Full-time faculty offer over 60% of the university's general education courses (Exhibit 2.52), an indication of the importance that department chairs assign to the general education curriculum. The recent revision of the curriculum reduced the number of courses that could count toward general education while ensuring the breadth of classes that students should take. The new program simplified the general education requirements by eliminating confusing special rules that often were overlooked by students. Requirements in mathematics were strengthened, and the English composition sequence was redesigned. A two-credit course requirement in physical education was eliminated. In addition, a requirement for computer literacy was added, as was a new academic advising course (UNIV 100).

Although the revised general education curriculum is an improvement over the old, some faculty continue to argue that students are given too many choices and that the program is a smorgasbord of courses without a unifying theme. Members of the General Education Committee have considered adding a greater interdisciplinary flavor to individual courses and providing a mechanism that will provoke students more directly to synthesize knowledge. Several of the general education courses also serve as entry courses in respective majors, and there is continued discussion as to whether the first course in the major is well suited to the purposes of general education. Opinions differ on these matters, and territorial concerns hamper progress. However, for the most part, the new program allows students flexibility within a set of stringent and well-rationalized options. The General Education Committee will continue to entertain proposals for a more integrated approach to the curriculum. Natural science faculty have talked for several years of designing integrated science courses for general education in place of the menu of courses from various departments that currently comprises the program. This initiative is supported by the elementary education faculty who would like to strengthen the abilities of elementary school students to deliver a broad program of science education within the public schools.

The general education curriculum currently does not contain an explicit oral communication requirement. Although several general education courses and many courses in major programs of study include oral communication competencies, the requirement is uneven across the curriculum. The General Education Committee will continue to work with the administration to identify mechanisms for reinstating the oral communication requirement in the general education curriculum.

Prior to the development of the current program, the faculty articulated program goals. However, specific learning outcomes were not articulated until recently, and there has been only limited discussion of the manner in which student outcomes should be assessed. The General Education Committee and the Academic Affairs Council continue to consider a program of intermediate assessment, both as a means of ensuring student competency and as a means to evaluate the effectiveness of the general education curriculum and of course choices within the curriculum. These groups will continue the discussion about intermediate assessment and more systematic analysis of the effectiveness of the general education curriculum.

The relation of the Douglas Honors College to the General Education Committee is unclear. Currently, changes in the DHC curriculum come before the Faculty Senate Curriculum Committee, but they are not reviewed by the General Education Committee. Further, the location of the DHC as a program in one college endows it with a different status than the general education curriculum that reports directly to the provost, and while this has the advantage of providing a college home it may also have some inherent disadvantages.

Students who transfer AA degrees into Central's four-year program have completed accredited programs; however, Central Washington University has virtually no oversight over the content of the programs they complete. It is thus difficult to make any guarantees of their skills at entry, particularly in the absence of a program of intermediate assessment. Because a large percentage of Central's students are transfer students who are ready to enter the major when they arrive on campus, it has been both politically and logistically difficult to engage in full-scale assessment of their levels of competency.

Transfer Credits

Historical Perspective

Central Washington University complies with the standards established in the Transfer Credit Practices of Designated Educational Institutions (Exhibit 2.53) compiled by the American Association of Collegiate Registrars and Admissions Officers. Credits earned at regionally accredited college/universities have been accepted in transfer at Central Washington University. The transfer policies and practices are noted in the catalog, schedule book, admission publications and the course equivalency guide for Washington community college transfer students. Although the information is made available in written publications, until recently the individual evaluations of transfer credits were completed manually by evaluators in Admissions and Records (later renamed Academic Services). The process was time intensive, and students did not receive their credit audits in a timely manner. The slow turn-around time affected student advising and registration, and in some cases affected a student's progress toward a degree.

Several steps were taken to resolve the problem including improved organization, on-line accessibility, automated degree audits, and active participation in statewide transfer programs. To provide more personal advising about general education and university policies, the Academic Advising Resources Center was opened February 10, 1997. The office assumed the responsibility of transfer student evaluations, incorporating the new Central Academic Progress System (CAPS) when it became available. Drop-in appointments were encouraged. However, when the desired increases in efficiency and timeliness of the evaluations were not realized at the Center, the responsibility of the evaluations reverted back to the Degree Check-Out Center within Academic Services.

Current Situation

The university's policies for the transfer and acceptance of credit are clearly articulated (2.C.4). It accepts credits from regionally accredited colleges and universities provided the courses are not remedial, developmental, or sectarian in nature. Students may transfer a maximum of 135 credits of which 90 may be earned from a community college. Dependent upon the student's degree program, some transferable courses apply only as elective credits. Consequently, some students exceed the minimum number of credits for a degree after their remaining requirements in general education, major, minor, or professional education courses have been completed.

Consistent with **Policy 2.5: Transfer and Award of Academic Credit**, transfer credits are accepted on the basis of the quality of the institution from which the student transfers, particularly its accreditation status, the comparability of the course to Central's course requirements, and the applicability of the course to the program into which transfer is requested. *Department chairs in coordination with Academic Services ensure that the credits that are accepted are comparable to native credits (2.C.4).* A complete set of equivalencies

that have been endorsed by the academic departments is sent to each community college, and individual copies are distributed to transfer students. Department chairs also can grant equivalencies on a case-by-case basis to students who document their coursework at an accredited institution. For each of the Washington community colleges, a transfer guide is prepared and updated each summer with a statement of transfer policies and course equivalencies (Exhibit 2.54). The transfer policies/equivalency sheet references the direct transfer degrees that satisfy the general education requirements at Central Washington University. The transfer guides focus primarily on course and degree equivalencies related to general education, although course-by-course equivalencies also are addressed. These have been available in print for many years, but the recent addition of the Central Academic Progress System provides electronic access to this information.

Central Washington University's admissions officers actively assist in degree planning for transfer students at an early stage in their academic program. The university's admissions counselors visit each community college in the state at least once a year, and their visits are more frequent to community colleges from whom the university receives the greatest number of transfers. During these visits, they discuss transfer policies and distribute equivalency information. Students also have been able to access degree requirements via the electronic catalog since 1996 at <http://www.cwu.edu/catalogs.html>.

Central Washington University subscribes to the "Policy on Inter-College Transfer and Articulation Among Washington Public Colleges and Universities" endorsed by both the public colleges and universities of Washington and the State Board of Community and Technical Colleges. This policy document is published by the Higher Education Coordinating Board and deals with the rights and responsibilities of students and the review and appeal process in transfer credit disputes. *Central Washington University has transfer agreements with each Washington State community college (2.C.4; Exhibit 2.55).*

Recent incentives by the state government to decrease the average time to graduation have resulted in more coordinated efforts to inform community college students of course requirements in their chosen majors. The statewide "Transfer by Major" program (Exhibit 2.56) was established to facilitate earlier and better advising of transfer students. Inter-institutional coordination occurs between community colleges and Central Washington University. Some departments at Central Washington University have formal transfer agreements (Exhibit 2.57); most are informal. These relationships are particularly important for majors and certificate programs that exceed 90 credits, for example, industrial and engineering technology and teacher education.

Three other strategies are in place to improve the time-to-degree for students. The on-line registration system allows the registrar to track the number of requests for a particular course, and some departments are able to add course sections to accommodate the requests. Second, because earlier major declaration coincides with earlier major advising and completion of major requirement, the number of credits before which students must declare a major has been lowered from 110 to 100. Third, an advising class, University 100, is now required of all students who enter the university with fewer than 45 credits. This class provides an opportunity for students to learn and ask questions about university policies and general education requirements.

Central Washington University provides an appeal process for students who wish to transfer credits from a non-accredited institution. Students who have demonstrated success at Central Washington University by earning a minimum of 45 credits with a cumulative grade point average of 2.5 may request an exception through written petition to the school or college dean. Previously exceptions were granted by the Vice President for Enrollment Management and Marketing (previously titled Dean of Academic Services and referenced as such in the 1998 catalog; Exhibit G-2: University Catalog, pg. 21). Although two students requested exceptions during the 1998-99 academic year, none were granted. To validate extra-institutional and experiential learning, a course challenge (credit by examination) may be pursued for specific courses

offered at Central Washington University. One hundred twenty-nine students earned credit by examination in 42 separate courses during the 1998-99 academic year.

Foreign transcripts are reviewed by the Office of Admissions using several resources: AACRAO World Education Series, Council on Evaluation of Foreign Credentials, Council on International Education Exchange, National Association of Foreign Student Affairs, and website exchange from other universities (Exhibit 2.58: Admission Policy Manual). Due to differences in grading standards between international and United States colleges/universities, an admissions grade point average is not calculated for international institutions.

The major change that assists the transfer student as well as the native student is the use of the Central Academic Progress System (CAPS), a computer generated report that provides information on how a student's specific courses meet graduation requirements (Exhibit 2.59: Sample CAPS Report). Native students in specific programs first received reports in May of 1996; transfer students received reports beginning fall of 1997. In the fall of 1998, 4900 students received CAPS reports, almost half of that number via electronic mail. All of the Washington State community colleges and the University of Washington have completed articulations in CAPS. CAPS is the means for accurate and timely evaluations, and students with a CWU e-mail account have 24-hour access via email. It takes approximately one minute to download one's own report from the website (www.cwu.edu/~daqrshelp/capshome.htm or www.cwu.edu and click on academics). CAPS reports also can be accessed by faculty members, aiding in the advising process.

Appraisal

The long history of transfer agreements with the community colleges in Washington State strengthens the two-plus-two philosophy of the state and provides an easy transition for students. Primarily, the focus has been on transferable associate of arts degrees and individual classes. Departments are providing earlier advice to community college transfers about courses taken at community colleges that can smooth students' transition into their major courses of study.

The addition of electronic credit audits has been a major improvement of the decade. They enable students to proceed more quickly with courses that will meet graduation requirements and avoid course duplication, a particular problem during their first quarter under time-consuming manual audits. The CAPS reporting process undergoes continuous refinement. CAPS reports will be expanded to include the four-year colleges and universities within the state. Exceptions and substitutions to students' requirements will be noted within the CAPS report to give students and advisors an accurate report of remaining requirements. Continually, more majors are being added to the system.

The university has experienced less success with credit evaluations for students who are transferring from out-of-state, foreign, and private institutions, especially for applicants who apply late in the year. Each transcript must be evaluated manually, and it often is difficult to obtain current course catalog information from other colleges in a timely manner. Further, department chairs must review individual courses to determine equivalencies. Without an accurate credit evaluation, students may enroll in classes that duplicate previous ones and lose valuable time in their program of study.

An ongoing challenge for transfer articulation and advising is communication. The university continues to improve communication among the university, transfer institutions, and students. This communication must be open, and information must be available readily. Increased on-line information already has improved greatly the communication process and will provide additional opportunities in the future.

Universities across the country are embracing performance-based education because of its consistency with a focus on learning rather than teaching. Assessing comparability of Carnegie-unit based courses is somewhat easier than the process that will be required to assess student learning outcomes directly. The university is only now embarking on this approach, and has not yet determined the system that will work to the advantage both of students and the institution. The new paradigm also is more supportive of providing credit for prior experiential learning, and the university's systems of assessment, evaluation, and credit allocation will need to be revised in line with these new expectations. The work to reform assessment procedures and record keeping in line with an outcomes-based education has barely begun. Central will be working with other universities to develop a defensible system of record keeping for native students who demonstrate a set of prescribed competencies and for judging the work of transfer students.

Student Advising

Historical Perspective

Historically, faculty were the primary source of student advising. Although the prominent role of the faculty as advisors has been maintained, additional advising support has been added progressively over a number of decades and particularly in this decade. In 1992, the Academic Services Division was created to coordinate recruiting, admissions, processing, academic advising (including transcript evaluation), the Academic Skills Center, and Special Services (alternate admissions support and minority student support.) This unit, which reports to the Vice President for Enrollment Management and Marketing, works closely with the Division of Academic Affairs and the Division of Student Services to provide students with the information and support needed to make effective decisions about academic programs and to progress in a timely manner toward graduation.

Current Situation

Central Washington University maintains effective academic advising programs to meet student needs for information and advice (2.C.5). Faculty, staff, and administration at Central Washington University recognize that effective academic advising is essential to a high quality academic program, and the advising program is subject to continual review and revision to meet current needs and to take advantage of advances in theory and technology.

Faculty serve as students' primary advisors, and a range of support services are available to augment faculty advising. Freshmen students take a required advising seminar, typically during fall quarter, which is taught by a faculty member who remains the students' advisor for the first year. Transfer students are encouraged to meet with faculty members in their area of interest, and all students are assigned to major advisors when they are accepted into major programs. Faculty in all departments are available to students who have questions about specific academic programs, and orientation and printed material emphasize student responsibility for accessing appropriate advisors and services. In addition to faculty advising, the following are the major elements of Central Washington University's advising system.

Transition Advising and Orientation. Admissions counselors are trained specifically to advise prospective students regarding transition into university academic programs. Throughout the recruiting, admission, and initial registration processes, counselors explain university policies and programs to students and parents, help them anticipate academic demands, and assist with initial course selection. The Academic Advising Resources Center coordinates comprehensive orientations for students who enter during fall quarter and

academic advising workshops for students who enter during other quarters. Freshmen are invited to the Ellensburg campus with their parents for orientation on one of four dates in late June and early July. Freshman orientation takes place over two days, during which students are exposed to student services ranging from financial aid to career counseling. The experience culminates with registration in pre-scheduled blocks of general education courses that most effectively meet each student's needs. Transfer students may attend a one-day orientation in late July during which they are able to meet with department representatives and register for classes. Each university center presents a half-day orientation just prior to the beginning of classes in the fall. In other quarters, brief academic advising workshops prepare students to register for classes.

University 100 -- Advising Seminar. Students entering Central Washington University with fewer than 45 academic credits are required to take a one-credit advising seminar, typically during fall quarter. Class sections are limited to 25 students. The seminar, which was instituted in the 1997-98 academic year, meets once weekly. Students are introduced to the university culture, academic requirements, and policies and procedures of the university. Students complete a tentative, four-year academic plan. The course instructor continues as the students' advisor for the rest of the academic year, although students who declare a major during the year may shift to a major advisor.

Academic Advising Resources Center. The resource center has experienced substantial evolution since 1989. With the formation of Academic Services in 1992, the Advising Center was combined with the evaluations unit and moved to the Admissions and Records building. However, student demand was such that in 1997, the resource center returned to the student union building where it now has a professional staff of 3.5 FTE, an improvement over the single program coordinator in 1989. Resource center staff coordinate orientations, the advising seminar, advising publications, and other advising-related activities; they also maintain active relationships with other advising services. Staff are available to answer immediate questions about academic programs and course requirements, and they refer students with complex questions and/or situations to appropriate advising resources. One resource center staff member is dedicated to helping underrepresented minority students with their specific needs and concerns.

Special Student Services. Students who meet certain requirements are eligible for special advising and support services. These programs are described more fully in a later section titled "Developmental, Remedial, and Support Services."

Central's Academic Progress System (CAPS). Initiated in 1996, this computer-generated, on-line progress report provides information on the student's course completion and remaining course requirements. It also provides lists of remaining courses that would meet the requirements of alternate majors. Students and advisors can generate on-demand reports using the Internet or the university mainframe.

Major Advising. Students are encouraged to switch to department advisors as soon as they are fairly confident of the major they wish to pursue, or by the time they have completed 100 credits, whichever comes first. There is extreme diversity among the various departments as to how assistance and advisement is made available to students. Some departments depend on students to seek advisement while other departments systematically assign students to faculty and track student progress. Departments that assign students to faculty for advisement typically distribute the advising load across all faculty. Some departments attempt to match students with faculty advisors that most closely match students' majors or areas of interest. Increasingly departments are taking advantage of their websites to supplement personal contact as a way to provide students with up-to-date advising information. Each department describes its system of departmental assistance and advising in its self-study (Exhibit G.6: Department Self-Studies). Students who attend

university centers enter through specific major programs of study and therefore begin working with major advisors immediately.

Appraisal

The program of advising at Central Washington University is well-developed and continues to improve. Block registration for first-quarter freshmen is a uniquely successful program through which students register for pre-scheduled courses. These largely general education courses are held in reserve during continuing student registration, and are used to develop several dozen schedules that fit general and specialized needs. The block registration system enables the university to register more than 90% of new freshmen in schedules designed to optimize time to degree. Ten percent of students chose not to participate in block scheduling because of their specific situations; for example, students planning to major in music may need to take major courses during their freshman year. Despite the problems that it has solved, block registration is not uniformly popular. Departments complain that sections that are taken off the system and held for block registration often do not fill, placing unnecessary pressure on other sections of the same course. Increasingly, the system of advising promotes students' understanding of the requirements of the university so that they may be more self-directed in their decision making. The University 100 advising seminar provides a common source of information and support for students.

Recognizing that a one-size-fits-all approach is not effective with students from diverse backgrounds, the university provides advising options. Students can drop-in for support at the Academic Advising Resources Center. They can contact faculty directly. They can learn of their progress and additional requirements by accessing the electronic CAPS reporting system. Last, they can interact with a variety of specialized advising services.

Transfer students at the university centers away from Ellensburg also have advisement prior to admission and have on-going faculty advisement concerning their major. Those who enter a center program without prior completion of all of their general education requirements can experience difficulty in completing the requirements at the same time that they are satisfying the upper division major/university requirements. The growing availability of on-line general education courses from accredited colleges is alleviating some of the problem. In addition, the recent initiatives to more fully develop the transition advising for students who are transferring from community colleges and students who are completing advanced placement classes and Running Start has enabled these students to complete their programs of study more efficiently.

Despite the considerable resources the university has directed to improving advising services, students have expressed concerns about advising in a number of forums. Among the reasons that may account for perceived problems are multiple perceptions of the role of advising, inconsistent faculty training, the minor role of professional non-faculty advisors, untrained peer advising, and the unclear distinction among students between advising and career counseling.

The Academic Services unit provides seminars for faculty so that they may remain abreast of curricular changes and other issues that influence student advising. This is particularly important for faculty members who advise relative to the general education requirements. Unfortunately, faculty attendance at advising training seminars is low, even though there is some evidence that faculty members give incorrect advice to advisees. The large turnover in faculty makes both the training and the willingness of faculty to participate particularly important if they are to be well-prepared advisors. Some universities recruit professional non-faculty advisors whose primary role is student advising and remaining abreast of changing university requirements. The School of Business and Economics has taken this approach, and both students and faculty in the college have praised the system.

At the same time, students sometimes avoid legitimate advising resources in favor of peer advice or personal interpretation of the catalog. While the catalog provides explicit information about the general education, major, minor, and graduation requirements, it is a lengthy document that requires careful reading. Students often turn to other students for advice and only subsequently learn that the advice was incorrect. One college responded to this tendency by providing trained peer advisors, and it reports that the process works well. On the other hand, there is a great deal of evidence that untrained peer advisors are ineffective. It is difficult to know if the concerns about advising that are voiced by students come from those who take advantage of the services that are available or from those who try to manage on their own.

To further assess and improve the university's system of advisement, the university has established an academic advising committee. The committee, which will report to the Provost/Vice President for Academic Affairs, will review current policies and procedures related to academic advising and will recommend policy revisions (Exhibit G.4 University Policies and Procedures Manual, Section 2-1).

Students depend on advisors both to chart a course through university requirements and to make career choices. Faculty and Academic Advising Resources Center staff primarily serve the role of academic advisors, not career counselors. Although the university provides an excellent career counseling opportunity for students through the Career Development Services, many students persist in seeking career counseling from faculty and resources center staff instead, and then later complain about the quality of the advice they receive.

The remaining challenge related to student advising is the degree of match between course availability and student demand. Some courses that students need close at registration, and the university has been unsuccessful in developing a systematic actuarial approach to determine which classes need to be offered more often. Some departments appear to be more successful than others in projecting enrollments, but overall the university needs to do better in this arena.

Programs of Developmental, Remedial, and Academic Support

Historical Perspective

Central Washington University has a long tradition of providing programs of developmental, remedial, and academic support to its students, particularly at the Ellensburg site. Students' participation in these programs is voluntary. However, students are required to meet certain proficiency requirements at various stages in their academic careers at Central Washington University. Since 1983, the university catalog has included information about proficiency requirements. However, the ways in which students demonstrate proficiency and the stages of their programs where proficiency demonstration is required have changed several times and have been enforced differently by different departments on campus.

Current Situation

Although developmental or remedial work is NOT required for admission to undergraduate instruction, students must demonstrate their level of proficiency in writing, reading, and computation prior to or during the first quarter of study at Central Washington University. Students must correct deficits in reading or writing prior to enrolling in English 101, a required course in the general education program, and they must

correct deficits in basic mathematics prior to enrolling in Mathematics 101. Thus, *students are required to participate in assessment activities through which their levels of proficiency are determined (2.A.6)*. The policy that establishes the proficiency and assessment requirements is printed on page 31 in the university catalog under Academic and General Regulations (Exhibit G.2: University Catalog, page 16; Exhibit G.4: "Handbook Academic Policy," See also Standard 2.B.)

Clear policies govern the procedures that are followed in the granting of credit for remedial and developmental work (2.C.6). University courses are numbered sequentially from 100 through 700. Those numbered 100 are sub-collegiate, and credits earned in such courses do not apply to the 180 credits required for the baccalaureate degree. The explanation of grading policies and regulations for 100-level courses is found in the university catalog. A student's performance in these sub-collegiate classes does not contribute to the student's overall grade point average. The courses do count toward a student's quarter class load for the purpose of calculating financial aid eligibility and full-time status.

Central Washington University provides programs of developmental, remedial, and academic support that enable students to maximize their potential to obtain baccalaureate degrees. The emphasis of Central Washington University is on preventive and support services; however, developmental, remedial, and accommodation services are provided as well. Working together with the Office of Admissions and Academic Advising Services, five programs of the university provide additional opportunities for students to be successful in meeting their academic goals.

- Academic Achievement Programs (AAP) are programs of academic assistance which support both Central Washington University's and the Higher Education Coordinating Board's goals for improving retention and graduation rates, decreasing time toward degree, and increasing campus diversity. All programs, with the exception of Supplemental Instruction, are for special populations of students: minorities, students of disability, low-income, and first generation college students (Exhibit 2.60).
- The mission of the Academic Skills Program (ASP) is to instruct and support students in the academic skills of reading, writing, reasoning, and mathematics. Through diagnosis, coursework, and individual tutoring, students' basic academic skill deficits are remedied. The ASP provides instruction in basic skills and support in courses listed as basic requirements for a degree to all students who identify a need for this assistance. Instruction in and support for the basic skills composition requirement is the oldest service provided by this unit. Needs in the areas of reasoning and mathematics have been addressed in recent years. The ASP provides both classes and self-instructional materials to assist students in improving their English, math, and reading skills (Exhibit 2.61).
- Disability Support Services (DSS) helps to ensure that Central Washington University meets the needs of students, faculty, staff, and campus visitors with disabilities. In the case of students with disabilities, DSS staff interpret disability documentation and prepare individual accommodation plans (Exhibit 2.62).
- English as a Second Language (ESL). Central Washington University has maintained a formal English as a Second Language program in International Studies and Programs since 1987. The program is entirely self-supported and has served primarily the needs of foreign nationals who are studying at the university. Resident aliens can enroll for ESL coursework, but they have not been the primary target for this service because of their small numbers. Since the early 1980s, the number of resident alien students who have enrolled at Central Washington University has grown steadily, particularly at the Lynnwood and SeaTac Centers, and the university is reviewing the needs of this population with respect to ESL services (Exhibit 2.63).

- Writing Lab. In 1993, the Department of English employed a new faculty member who was asked to develop and direct a writing center for the university community. By 1996, the facility was on-line, staffed by a faculty member, a part-time adjunct, and a teaching assistant. The center physically exists in Michaelson Hall, where 25 computers were installed to support the program. The Writing Center staff facilitated early work on writing assessment and writing across the curriculum by sponsoring a number of workshops on writing evaluation and assignment design. They also provided drop-in assistance in the form of tutoring and skills workshops for students. Support for the program has come from a variety of sources (Exhibit 2.64).

Appraisal

Many of the best and brightest graduates of the high schools in the state of Washington attend Central Washington University. These students are prepared to take full advantage of college-level learning opportunities. The same is true of the many highly competent adult learners that enter Central in pursuit of a new career or a life change. The university takes great pride in these highly accomplished students, but it is equally proud of its strong commitment to access for all qualified students from the State of Washington. Many of the university's students are first-generation college students, and some require greater assistance than others do to reach their potential. The university's aggressive allegiance to access contributes to a diverse student body that represents the full range of social, regional, racial, and ethnic strata of the state. Its most important asset is its students, their diversity, and their potential. Its programs of developmental, remedial, and academic support set Central Washington University apart from many regional universities and play a very important role in providing access and in improving retention.

Peer tutoring through Supplemental Instruction and through private tutoring is proving to be extremely effective for students, and it is becoming more popular with faculty. Some faculty routinely support student study groups and other similar, although not so formal, means of peer tutoring. These efforts by faculty and students to create an environment of mutual improvement are becoming more and more characteristic of the institution.

The Department of English made major revisions in the course requirements for English 101 and 102 as a direct result of the intermediate writing assessment that was completed in 1995-1996. Less than 25% of the students who completed the assessment demonstrated adequate writing competency on the assessment measure, and diagnostic interpretations of the results recommended a number of curricular changes. These revisions are now fully in place, and the university will have an opportunity to reassess students' intermediate writing competency very shortly in relation to the revisions. Positive results would be encouraging related to native students, and the efforts to develop similar writing criteria for the four-year and two-year schools in the state suggest that similar curricular changes will influence the performance of the large majority of transfer students. Nonetheless, intermediate assessment will be necessary fully to identify changes in performance that have accompanied these curricular changes.

Two challenges face the university with respect to its program of developmental, remedial, and academic support. First, these support services, except for Disability Support Services, which extends to all sites, are more widely available on the Ellensburg campus than at the university centers. In part, this is a function of the presence of freshmen and sophomores at the Ellensburg site and their absence at the university centers. Typically, lower classmen access all developmental services more frequently than upper classmen, and services historically have been targeted to this group. Because the university centers serve upper classmen, Central's support services were not extended to those sites, and there has been an implicit assumption that students would receive necessary services during the completion of the associate of arts degrees at the community colleges. Nonetheless, faculty, particularly at the westside centers, have noted the need for some

developmental and support services, particularly ESL and writing assistance. Compared to the residential campus, greater proportions of Central's students who are completing their programs at the university centers have a primary language other than English. These same students sometimes find it difficult to adopt standard English grammar and compositional style in their writing. A pilot initiative to offer writing support at the SeaTac and Lynnwood Centers currently is being evaluated (Exhibit 2.65).

In a number of forums, faculty have reported that they are discouraged by the number of students who enter the university underprepared to benefit from college-level instruction. Currently, students continue through their courses of study simultaneously with completing proficiency requirements, with the only exceptions being the English and mathematics prerequisite requirements that were noted earlier. Often, the very deficiencies that recommend remedial support also make it difficult for students to be successful in their coursework. At the same time, faculty could benefit from additional training and support to assist underprepared students. The challenge is to change both attitudes and incentives such that faculty and staff have an opportunity to see the benefits that accrue to students and to the university as underprepared students develop the necessary basic skills to benefit fully from the college experience.

The state-imposed standards for time to graduation do not take into account differences in the entering levels of students at schools in the state of Washington. Further, while state government questions the provision of developmental, remedial, and support services at state universities, it simultaneously requires broad-based access, rapid time to completion, and high levels of terminal competence. These competing goals create a dilemma for schools such as Central that both value and achieve access.

Virtually no one at the university is fully satisfied with the manner in which entering proficiency is assessed, and there is some sense that even students who are successful with the current entrance requirements are not adequately prepared for college level instruction. The university continues to seek better assessment measures at all stages of assessment and to develop corresponding programs to meet the needs of students who are not yet proficient in skills that are essential for success at the college level.

Qualifications of the Faculty to Deliver the Educational Programs

Historical Perspective

The faculty cohort looks quite a bit different than it did ten years ago, primarily as a result of retirements and replacements. The size of the full-time faculty is about 10% larger than it was in 1989, as is the size of the student body.

Current Situation

The faculty of the university is well qualified to deliver the educational programs at the levels offered. (2.C.7). Of the 340 full-time faculty, 196 are tenured, 110 are on tenure-track, and 34 are full-time non-tenure track. The full-time faculty provide the educational program of the university in concert with approximately 150 (51 FTE) part-time instructors. The vast majority of full-time faculty members hold the terminal degree in their fields of study, and all but one hold at least the master's degree. When faculty vacancies occur, departments establish job descriptions that attract individuals who bring particular expertise to the department, and most searches are successful. During the 1998-99 year, full-time faculty taught over 80% of the faculty contact hours that were offered. The percentage is somewhat lower for general education courses where 60% of

classes are taught by full-time faculty and somewhat higher for upper division major courses and graduate courses.

Part-time instructors averaging just over 50 FTE per quarter also support the educational program, and they too are a highly qualified and select group of people (Exhibit 2.66: Part-Time Faculty for AY 1998-99). It is sometimes the case that program growth precedes the stabilization of the faculty to deliver the program, and in these very few cases the number of part-time instructors is large in relation to the full-time faculty; for example, the Department of Law and Justice. In a few departments, part-time instructors serve a particular role; for example, part-time instructors and graduate assistants regularly are assigned to the basic English composition classes and part-time instructors supplement the full-time faculty in the Department of Music by offering private instruction in specialized areas.

Full-time faculty represent each field in which major work is offered (2.C.7). All programs of the university operate with full-time faculty, sometimes exclusively and sometimes in partnership with part-time or adjunct instructors. (See Standard 4; Exhibit 2.67: Department Faculty Profiles.)

Appraisal

The large majority of faculty at Central Washington University hold the terminal degree in their fields of study, and, as a group, the faculty has compiled an outstanding record of scholarship. The large majority are valued by students and colleagues for their teaching abilities. Faculty involve themselves with students outside of the classroom. The combined expectations of scholarship, teaching, and service enable the faculty to deliver high quality programs to students. The challenges in this area are not unique to this university. New program demands sometimes require a new faculty configuration. In times of high tenure density, reallocating support for faculty positions is difficult. The university is in a period of high turnover due to the large number of retirements, and this has provided greater flexibility. However, school and college deans and the provost are called on to make the difficult and not always popular decision of moving faculty resources from one department to another. Perhaps most challenged currently in this regard are the programs of the Department of Law and Justice. Not only do these programs attract a large number of students, but the programs are offered at multiple sites. The program has been seriously understaffed for several years, but the problem recently has been addressed through position reallocation. A tenure-track position was added and filled in 1997-98. Two additional tenure-track faculty positions have been allocated to the department for the 1999-2000 year. The first, for a new department chair, has been filled, and the search for a second full-time faculty member is in progress.

Standard 2.D: Graduate Program

Overview of Graduate Programs

Historical Perspective

Twenty-nine master's programs have been added to the curriculum since Central Washington University received permission from the state in 1947 to deliver graduate education. *CWU does not offer doctoral programs (2.D.3).* Master's degree programs have been limited in number and field so as to ensure focus on the undergraduate mission, but at the same time, they have been developed to an extent that generally meets regional needs. A few graduate students serve as teaching assistants, although most serve as research and

service assistants. The largest graduate programs have been those designed for practicing teachers and other school professionals. In other areas, faculty interests and expertise more than systematic institutional planning have driven the creation and maintenance of master's degree programs.

Since 1994, graduate student enrollment has averaged 347 graduate students per year. Overall application volume peaked at 342 completed applications in 1994 and fell to 269 in 1996. The average for the preceding five year period was 301. Acceptances were steady between 1994 and 1996 (1994 = 145, 1995 = 137, 1996 = 146, 1997 = 161, 1998 = 152). The number of rejected applicants has varied between 1994 and 1998 (1994 = 197, 1995 = 167, 1996 = 125, 1997 = 141, 1998 = 138). .Approximately half of all applicants are accepted in any given year.

Current Situation

The Office of Graduate Studies and Research (hereafter, the “Graduate School”) administers university policies governing graduate education with the guidance of the Graduate Council and in cooperation with the graduate program directors, department chairs, and the college deans to ensure that academic standards of excellence are maintained in all graduate programs. It also promotes and manages the acquisition of grants and contracts, administers faculty development funds for research and creative activities, and serves as the coordinating office for undergraduate research activities. The Graduate School oversees the Chimpanzee and Human Communications Institute and the Center for Spatial Information, including the National Center for Resource Innovations.

During the 1998-99 academic year, 680 students were enrolled in graduate degree programs. Graduate enrollment represents approximately 10% of the university’s student population of just over 7000 students. The majority of graduate programs are offered at the Ellensburg site. The remaining programs combine electronically-mediated distance delivery, adjuncts, instruction provided by faculty who travel from the Ellensburg site, and instruction from on-site faculty at the Lynnwood, SeaTac, Steilacoom, Yakima, and Wentachee centers.

Central Washington University offers graduate degrees in 16 departments and through one interdisciplinary program. The degree programs are distributed across the College of Arts and Humanities, the College of Education and Professional Studies, and the College of the Sciences. Currently, the School of Business and Economics does not offer graduate programs, although a master's in accountancy is in the planning stages. Programs and their enrollments for the past five years are included in Appendix 2.2.

The Graduate School seeks to create partnerships between graduate students and faculty that enable the students to develop, through inquiry and creative activity, a broad understanding of their fields, professions and the world around them. Graduate education provides advanced teacher training in the fields of teacher education and curriculum and supervision. It prepares graduates for specialist positions in the public schools and for positions at the community college and technical college level (Exhibit 2.68: Strategic Plan: Graduate Studies and Research).

The university offers two kinds of master’s degrees. Discipline-specific, research-oriented degrees are intended to prepare students to either continue their education at the doctoral level or to begin or continue a career in a research-oriented field. Professional or applied degrees prepare students to enter various professions with a body of knowledge and experience essential to career paths in professional areas. Approximately 7 - 10% of graduates of the master's degree programs of the university pursue doctoral studies, and the large majority of the remaining students find employment in their fields upon graduation.

Graduate study at Central Washington University is in complete alignment with the mission of the university (2.D.1). Graduate programs seek to create partnerships that promote thinking and learning through inquiry and creative activity. Through both formal and informal efforts of the graduate faculty, graduate students fully are engaged in the learning process. Moreover, the emphasis on teamwork and cohort groups in most graduate programs exposes each graduate student to other students and challenges them through the experiences of interacting, sharing information, and reaching consensus. The graduate students who serve as graduate assistants have the added experience of close interaction with undergraduates, an experience from which they learn and which contributes to the learning environment by providing mentors for undergraduate students.

The graduate program offerings are varied and are described fully in a separate section of the university catalog (Exhibit G.2). Central Washington University offers graduate programs in areas where there are sufficient resources and is particularly attentive to establishing or maintaining graduate programs only where there are sufficient faculty to serve as instructors and mentors. Students admitted to the university's programs are expected to meet at least the minimum admissions standards (Exhibit G.7: Graduate School Policy Manual). Exceptions are made when evidence strongly suggests that an applicant is likely to succeed in graduate school despite failure to meet minimum standards.

Graduate study is carried out within a framework of established standards, objectives, and policies approved by the Graduate Council, the Faculty Senate Curriculum Committee, accrediting agencies, and other appropriate groups to ensure that graduate students receive a high quality learning experience. Graduate education requires greater depth and sophistication than that experienced at the undergraduate level. Graduate students are expected to function with greater independence than undergraduates do. They are expected to possess keener writing and critical thinking skills and a broader knowledge base as well.

Individual courses of study are determined by each department consistent with university requirements and the expectations of professional organizations and accrediting bodies of the discipline. Curriculum development follows the process that is detailed in the section titled "Program Development, Curriculum Design, Review, and Approval" under Standard 2A. Graduate curriculum approval differs from undergraduate only in that the graduate dean and/or the Graduate Council review curriculum proposals for compliance with Graduate School regulations. The Graduate Council is involved with all policy-related issues concerning graduate affairs.

Programs of study at the graduate level are guided by well-defined and appropriate educational objectives and differ from undergraduate programs in requiring greater depth of study and increased demands on student intellectual or creative capacity (2.D.2). Degree programs are created on the understanding that they must offer graduate students sufficient depth and breadth in their chosen fields to enable them to acquire advanced grounding in that field of endeavor. Traditionally, graduate education is more self-directed than undergraduate work, though there is also a higher degree of interaction with graduate faculty, yielding a more intense experience. In effect, graduate students are junior colleagues in training. Courses, programs, seminars, and other learning experiences are designed to enable graduate students to progress from the introductory material to the level of sophistication deemed appropriate by the faculty for a successful master's candidate. During their graduate years, graduate students are expected to hone their critical thinking skills while acquiring the specialized knowledge and learning needed to achieve successfully their career goals.

The manner in which these values are incorporated into individual programs is best seen in the degree program descriptions in the tables and accompanying narratives in Section II of the department self-studies (Exhibit G.6: Department Self-Studies). Each academic department is asked to prepare a list of goals, objectives, assessment devices, and assessment outcomes for each degree program as part of its strategic

planning and self-study process. Departments also address questions of breadth and depth of the curriculum and describe end-of-major assessments, the data that result, and subsequent program changes. Implicit in the development of goals is the expectation that students will gain the required knowledge, skills, and understanding through course work, creative opportunities, research, and practical work, as well as through interaction with fellow students and faculty members.

Graduate degree requirements meet or exceed national norms in terms of the number of course credits and the course levels required. Both internal self-study and external program review provide an opportunity for departments to assess the effectiveness of their graduate programs and to modify them when evidence suggests the need.

Prior to the completion of 25 units of study, students submit a course of study in which they list all of the courses planned for the master's degree. The course of study must be consistent with catalog requirements for the degree and all policies of the Graduate School (Exhibit 2.69: Sample Courses of Study). Each degree program has a culminating experience, a thesis for research degrees and a thesis, practicum, project, or examination for professional degrees. These experiences act as capstone opportunities for students to demonstrate that they have acquired the level of sophistication and knowledge appropriate to the degree. Specific learning outcomes are assessed during the defense of the thesis or the project where students can be examined not only on their research activities but also on the full scope of their master's program. Assessment of outcomes is most explicit in those programs where students take a capstone examination.

Appraisal

Central Washington University has excellent graduate programs that are in alignment with its mission and serve well the citizens of the state of Washington. The excellence of the programs and their reputations can be attributed to the efforts of committed faculty. In fact, the difficulty is in convincing faculty to avoid overcommitting their time, which they sometimes do in the interest of serving students.

Graduates of the master's degree programs have an excellent placement rate in professional settings and in doctoral programs. Several graduate programs of the university have achieved regional and national prominence, for example the programs of the Department of Music, Resource Management, and the research programs in the Department of Geology. The highly regarded Chimpanzee Human Communication Institute provides internships for graduate students in experimental psychology. In 1995, a master's student in the Department of History was awarded the Western Association of Graduate School's Distinguished Thesis Award. In 1997, a resource management master's student was a runner up for this prestigious award. Graduate programs that are designed for returning teachers are particularly popular.

Programmatically, there is variation in the prescriptiveness of the university's graduate programs, some allowing for a great deal of student discretion in course selection, almost always pending approval by a faculty advisor, and others identifying a clear scope and sequence of courses that the student will complete to meet specified program goals. Natural, biological, physical, and social science programs as well as those in the humanities tend to be relatively flexible in the design of student courses of study. Those in the behavioral sciences tend to have highly defined courses of study in order to meet state or national accreditation requirements.

Central's graduate programs offer diverse programming possibilities within the fields available and a variety of excellent programs across a broad disciplinary spectrum. Most programs have developed on the basis of faculty interest, which results in outstanding faculty dedication to the programs. The role of graduate education and the manner in which it fulfills the mission of the university is not fully settled. The dilemma

centers on a desire to support graduate programs while maintaining a strong focused undergraduate education within the context of limited resources. Currently, the academic deans are reconsidering the role of graduate education at Central Washington University and the parameters for program development and expansion. This is an important discussion that has implications for the mission of the Graduate School.

Pivotal to this discussion is the need for regular and thorough program review. In 1996, the Graduate School and members of the Graduate Council conducted a series of program review interviews with chairs and program directors in each graduate program. (See Standard 2.B.) Consistent with the recent resolution of the Board of Trustees and to meet the requirements of the Higher Education Coordinating Board, ten percent of the university's graduate programs will undergo complete reviews including external evaluators and follow-up surveys beginning in 1999-2000. Program review and rational decision-making about the development, expansion, suspension, or deletion of graduate programs is particularly appropriate at a time when a large number of faculty retirements and new hires improve the university's flexibility to reallocate faculty positions.

An additional challenge is to complete the work of identifying student learning outcomes for all graduate programs. All departments and programs of the university have had the opportunity to do this work during the past two academic years, but there is unevenness in the work that has been produced.

Standard 2.E: Graduate Faculty and Related Resources

Historical Perspective

The university has for many years selected a segment of the faculty to serve as "graduate faculty." However, the designation is used to clarify an individual's qualification to serve in particular roles with respect to graduate programs rather than to identify individuals who teach only in the graduate program. It is the rare exception that a faculty member is assigned exclusively to graduate education. *The regional universities in the state of Washington are not authorized to offer the doctoral degree (2.E.6).*

Current Situation

The university makes available for graduate programs adequate resources for faculty, facilities, equipment, laboratories, library and information resources wherever the graduate programs are offered and however delivered (2.E.1).

Faculty members apply for appointment to the graduate faculty, and each member is reviewed every five years. Regular status implies sufficient college level teaching experience and a sufficient record of research to warrant service as a graduate student's committee chair. Associate status entitles a faculty member to serve on graduate student committees. The category of special membership is invoked to allow people with unique knowledge to serve on a specific graduate student's committee when that knowledge is deemed essential to the student's work. Retired faculty may serve on the graduate faculty, but may not chair theses or projects.

Faculty commitment to graduate programs is exceptional, and students that participate in the graduate programs at Central Washington University are well served. Each new cohort of faculty is bringing

increasing commitment to integrating research more fully into the agenda of the university -- as evidenced by the increase in sponsored research grant activity from \$1.99 million in 1995-96 to \$3.27 million in 1997-98. The grant activity for 1998-1999 cannot be calculated precisely before September, 1999. To date, the funding for 1998-99 is \$2.57M and grants in the amount of approximately \$3M are pending. (See Standard 4.B.) Among the agencies and organizations from which Central faculty have received grants are: NSF, NASA, the M.J. Murdock Charitable Trust, the American Association for the Advancement of Science, the U.S. Department of Education, the National Park Service, the American Psychological Association, and the National Endowment for the Humanities. Faculty are well qualified to serve as mentors for and to work with graduate students. Full-time faculty support each graduate program of the university, and 90% of graduate classes are taught by full-time faculty.

Faculty from the 17 departments and programs that offer graduate degrees and from other departments are eligible for full and associate status on this body. Approximately 75% of the full-time faculty are members of the graduate faculty, providing the opportunity for broad, multi-disciplinary input on student theses and projects. The Graduate School, in consultation with the Graduate Council, issued in 1997 a revised set of criteria and procedures governing appointment to the graduate faculty (Exhibit 2.70).

The level of instruction offered at the graduate level is commensurate with expectations of master's level work and is consistent with the institution's goals. The resources required to deliver instruction also are adequate. The new Science Facility and the remodeled Black Hall have provided state-of-the-art facilities and equipment to the programs served by the buildings. A new music facility currently is in the planning stages, and several other capital projects designed to enhance graduate-level instruction have been proposed in departments' strategic plans. Major capital ventures are planned for the university centers through collaborative arrangements with community colleges and four-year schools. (See Standard 8.) There is ongoing concern that new equipment is provided primarily as new buildings come on line and that the development of predictable funding for equipment purchase, upgrading, and maintenance should be given high priority.

Essential library services are provided at the university centers either through the statewide Cooperative Library Project agreement with community colleges and other four-year colleges or by way of the electronic resources that now characterize the university's library services. Library services to the centers are described more fully in Standard 5. Essential library services are provided to center students through a multi-tiered approach that includes cooperative agreements that enable students to have borrowing privileges at community college and state university libraries. In addition, the library offers courier services to relay books and journal articles to university center students and has expanded off-campus access to include more electronic resources such as full-text magazines, journals, and newspapers.

The university demonstrates a continuing commitment of resources to initiate graduate programs and to ensure that the graduate programs maintain pace with the expansion of knowledge and technology (2.E.2). Both by internal policy (Exhibit G.4: "Curriculum Policies and Procedures Manual") and by external requirements (Exhibit 2.71: Higher Education Coordinating Board Guidelines for Program Approval), newly proposed programs must provide evidence of institutional support. Before a new program is developed, the university conducts careful analysis of the market for the program and of existing programs and resources. The Higher Education Coordinating Board grants pre-approval to new programs ideas and sites.

Typically, graduate classes are smaller than undergraduate classes to ensure proper levels of contact between faculty and students. During fall, 1998, the mean size of undergraduate classes was 25.1. The mean size for graduate classes was 9.7.

Central Washington University is deliberative in the development of new graduate programs, and programs are added only rarely. The Graduate School last added new programs during the 1995-1996 academic year when, in response to regional demand, geology and theatre arts master's programs were approved. Meanwhile, the MS in mathematics has been put on reserve. The master's in chemistry has been taken off reserve and began admitting students in fall 1998.

Central Washington University has appropriate full-time faculty in areas appropriate to the graduate degrees offered. These faculty members' main activities lie within the institution. Faculty are related by training and research to the disciplines in which they teach and supervise research (2.E.3). In most cases, the graduate programs are fully staffed by full-time faculty of the university (Exhibit 2.72). Full time faculty teach ninety percent of graduate classes. Typically faculty members teach both undergraduate and graduate classes. During the past year, only two faculty taught only graduate classes. Inspection of the curriculum vitae for the faculty in each area demonstrates that the training, experience, and knowledge of the graduate faculty is current within their respective fields and is adequate and appropriate to the graduate programs they offer (Exhibit 2.73: Faculty Vitae).

Faculty are adequate in number and sufficiently diversified within disciplines so as to provide effective teaching, advising, scholarly and/or creative activity, as well as to participate appropriately in curriculum development, policy development, evaluation, instructional planning, and development. Typically, no fewer than 6 and an average of 13 faculty deliver the university's graduate program (2.E.4). Graduate faculty are distributed throughout the graduate programs in sufficient numbers to ensure that appropriate instruction is available to graduate students. There are currently 272 members of the graduate faculty.

When graduate programs are delivered at a site other than the Ellensburg campus, full-time faculty are involved in the program, are physically present at the site for student advisement, and participate fully in the planning, delivery, and assessment of the program (2.E. 5). All graduate programs are staffed by full-time faculty of the university, regardless of where the program is offered. In some cases, the program supervisor is housed at the university center; in other cases, the supervisor is housed elsewhere but is available at the center for student advisement. Graduate programs are offered at the university centers dependent on need, adequate resources and Higher Education Coordinating Board approval (Exhibit 2.74: Graduate Programs at the University Centers).

Faculty in the Center for Teaching and Learning currently are offering a pilot master's degree program at the Wenatchee Center. The program coordinator, a tenure-track faculty member in the College of Education and Professional Studies, is on-site. Faculty from the Ellensburg campus teach courses both on-site in Wenatchee and through electronically-mediated distance education technologies. Students meet with two Central Washington University faculty on a routine basis throughout the four-quarter program. Students also are mentored by public school faculty who are working in partnership with the university faculty to deliver this master's level teacher preparation program.

The Graduate School allocates graduate assistantships based on department need and sets the criteria. Between 90 and 95 assistantships are awarded annually. Each carries with it a stipend of \$6,664, a waiver of 87% of all tuition, and health insurance for nine months. The Graduate School pays the health insurance fee. The total value of the package for 1999-2000 will be \$11,215.

Appraisal

University faculty are well-qualified to offer graduate programs. They possess excellent teaching credentials and engage in high levels of scholarship and creative activity. These, combined with a strong commitment to

student learning, make them excellent mentors. A hallmark of Central's approach to education is the involvement of students in faculty research and creative work. Of course, the university does not offer graduate programs unless full-time faculty are available to oversee and staff them.

The university makes every effort to ensure that graduate programs are offered only when adequate resources are available, and for the most part it has been successful in achieving this outcome. When graduate programs are offered at one of the university centers, a full-time faculty member acts as program supervisor. Some programs manage their own enrollments, as a way to ensure that program capacity is not exceeded. There are, however, a few programs in which faculty load, particularly for thesis work, is excessive. Faculty contact hour credit is the same for lecture courses whether they are undergraduate or graduate, and these load points almost always are assigned. However, contributions to directed research and thesis supervision often have not been reflected in faculty loads. Further, graduate faculty are assigned the same teaching load as faculty who teach at the undergraduate level, partially because very few faculty teach exclusively at the graduate level. In the end, graduate faculty status and working with graduate students carries with it a great deal of responsibility and many intangible benefits, but the tangible benefits are few. Few graduate faculty receive release time, schedule adjustments, special remuneration, or recognition for their efforts. All are expected to serve from time to time as representatives of the Graduate Council on theses and project defenses. The problem particularly is acute in departments with very large graduate programs. Of all of these concerns, the one that has received the most attention in recent years is the failure to abide by the Faculty Code in the assignment of load credit for thesis work. Even though code language is quite clear, the rules often have been set aside within department assignments because of resource concerns and/or to address other demands.

Beginning in the 1997-98 academic year and continuing during the 1998-99 academic year, the school and college deans and the provost compiled data on faculty contributions to these and other independent projects as a first step toward more equitable and policy-based compensation. In addition, the Faculty Senate is reviewing current practice to determine the scope of the problem and to generate possible solutions. Additional discussions among the Faculty Senate, the graduate dean, the Graduate Council, college deans and department chairs are addressing means by which to implement the relevant sections of the Faculty Code, or, alternatively to seek other means for compensating graduate faculty for their service to the graduate community.

Graduate assistantships are an important recruiting tool for the university, and the students who hold these posts contribute both to the teaching and research mission of the university. Given the current graduate student enrollment, the number of assistantships available is adequate, though only barely so. The university is somewhat disadvantaged by the state formula of support for tuition waivers, which seems to inequitably penalize Central Washington University compared to other state schools. At the same time, institutional funding for the stipends is insufficient to cover the number needed (and awarded) each year. Thus the Graduate School is obliged to overcommit assistantships against the prospect of a large number of the assistants being awarded financial aid as a means of reducing the outlay from Graduate School resources.

Small class size at the graduate level is somewhat compromised during the self-support summer term, particularly in the College of Education and Professional Studies. Further, the self-support configuration of the summer school program results in limited graduate offerings in some departments.

Standard 2.F Graduate Records and Academic Credit

Historical Perspective

The policies of the Graduate School are reviewed and updated continuously. There have been revisions over the past decade in such areas as transfer of credit and admissions procedures. There have not been changes, however, in the basic policies concerning the award of academic credit or graduation requirements.

Current Situation

Central Washington University has an admissions policy and advertising program intended to provide prospective students with full and complete information about available programs and options at Central Washington University. Graduate faculty, through the Graduate Council, are responsible for setting policies governing graduate affairs, including admission criteria, transfer of credit, and graduation requirements. All current policies and procedures carefully are stated to minimize confusion, and published in the appropriate resources.

No formal, university-wide program for defining optimal graduate enrollment is in place and no systematic study of admissions standards or recruitment activities has yet been completed, though one is under way. Graduate departments generally seek to admit the number of applicants deemed optimal by the faculty, regardless of the size of the applicant pool. The larger the pool, the more selective most departments can be. Departments thus self-manage their enrollments according to the number of students that graduate faculty members feel capable of mentoring, given teaching loads and other responsibilities.

Graduate program admission policies are consistent with and supportive of the character of the graduate programs offered by the institution (2.F.1). Central Washington University is an institution where reasonable admission policies are applied to ensure that applicants seeking admission are given a fair and equitable review (Exhibit G.7: Graduate School Policy Manual). At the same time, the graduate faculty is in no way interested in admitting applicants who do not demonstrate an excellent chance of succeeding in the university's graduate programs. Decisions are based on the information provided by the applicant and by referees including, in the case of graduates of Central Washington University, input from their home departments.

A completed admissions file consists of a completed and signed application; a minimum of three letters of recommendation, preferably prepared by people capable of assessing the applicant's ability to succeed in graduate school; a statement of professional and educational objectives; payment of the \$35 application fee; and transcripts from all institutions of higher education attended (2.F.2). Some departments also require that candidates submit test scores, most typically on the Graduate Record Examination. According to the Revised Code of the State of Washington, applicants are expected to have earned a grade point average of 3.0 in the most recent 90 quarter credits (60 semester credits), although exceptions can be made. *Faculty within the graduate departments establish internal admissions criteria which may exceed those enforced by the Graduate School, however; they may not be less than those enforced by the Graduate School (2.F.3).* For example, students applying for the MFA in Art, a master's degree in English, or the Master of Music also submit samples of their work. *Admission decisions are made by the graduate dean, based on recommendations of the department to which applicants have applied (2.F.2).* Central Washington

University faculty and staff take account of an individual's background, professional development, prior academic record, letters of recommendation, test scores if any, and statement of educational objectives to ensure a good match between the student and the program. The graduate application materials specify the general requirements for graduate study and the specific requirements of individual programs (Exhibit 2.75).

Admissions materials are submitted to the Office of Admissions, and completed files are forwarded to the appropriate department for review. Typically, when the department or program receives the completed file from the Office of Admissions, a departmental or program admissions committee convenes and reviews each file. Then, on the basis of the student's qualifications and the members' best judgment and knowledge of available resources and faculty, the committee recommends to the graduate dean whether or not to admit each applicant. The dean's staff reviews each file to ensure compliance with all graduate school policies. The dean personally reviews certain cases in which applicants fail to meet minimum admissions requirements and makes a determination about admission of the candidates. Likewise, he randomly reviews the files of rejected applicants to ensure equitable policy enforcement.

Central Washington University's graduate program admission policies and regulations are available to prospective and enrolled students in a number of ways (2.F.1). Students who are interested in applying for any of Central Washington University's graduate programs may read about the admission policies of the graduate programs in the university catalog (Exhibit G.2) and on the Central Washington University website at <http://www.cwu.edu/>. The Graduate Office mails information about admission policies and regulations to all students who request application packets. Some programs list admission policies in department handbooks or on department websites, and some submit their program descriptions and admissions criteria for publication in professional organization guides.

Graduation requirements are determined by program faculty and are consistent with the requirements listed in 2.F.4. Minimum graduation requirements are set by the graduate dean in consultation with the graduate council and the graduate departments. To be eligible to earn a master's degree from Central Washington University, each graduate student must possess a grade point average of at least 3.0 overall, must satisfy all department course and other requirements, must earn at least the minimum number of credits required for the specific degree, must apply for the degree within six years from the time of first enrollment, and otherwise must satisfy all requirements, including successful completion of a thesis or project and a culminating examination and/or thesis or project defense where applicable. Additional rules are described in the Graduate School Policy Manual (Exhibit G.7) and include those related to transfer of credit, required credits accumulated in 500 level courses and above, and minimum number of credits in the program.

Each master's thesis defense is open to the public. The graduate school announces thesis defense meetings in the Campus Bulletin, and many departments require students to post a flyer advertising the time and place of their meetings. During the academic year, a member of the graduate faculty that is not a member of the department in which the degree is awarded nor a member of the candidate's committee is recruited to attend each thesis or project defense as a representative of the Graduate Council. The practice is not maintained during summer quarter because fewer faculty are on staff and available to fill this role.

Central Washington University permits graduate students to transfer a maximum of nine quarter hours of graduate-level credit from accredited institutions which offer graduate degrees, provided that the courses in question are approved in advance as part of the graduate student's official Course of Study with the Graduate School (2.F.5). Members of the department in which a degree is being earned decide if credits completed at other institutions can apply to the graduate program. The transfer of credits policy was revised in 1999. It specifies that transfer credits may not have been applied toward another degree and must be offered as part of the graduate program of the institution from which they are transferred. Typically, only credits from accredited institutions are accepted. Although there is an appeal policy, no exceptions were granted

during the current academic year. Students must provide evidence of the comparability of the nature, content, and level of credit earned at another institution to the course requirement at Central Washington University. Central Washington University does not accept in transfer credit for conferences, short courses, brokered courses, or pass/fail courses. Only courses in which a grade of "B" or better was earned are eligible for transfer. Credits that were earned more than six years before the time sought for transfer are ineligible. Central Washington University's internal policies on transfer and award of academic credit are wholly consistent with NASC **Policy 2.5. Policy on Transfer and Award of Academic Credit.**

Graduate students may receive graduate degree credit for selected internships and other field based experience that are an integral part of the program of study in which they are enrolled (2.F.6). Ten graduate programs, including three certification programs, require internships that are integral to the program of study. Another three offer internship experiences as electives (Exhibit 2.76). A variety of other field experiences also are offered, although outside of the internship requirement; other field experiences may be embedded in didactic course requirements in programs such as resource management, history, biological sciences, and chemistry.

Appraisal

Central Washington University has nationally accepted norms in place and a system of admissions and processing that is efficient and effective. The university also is flexible, thus making it an institution that reviews each case on its merits. In some programs, departments have been particularly diligent in seeking a diverse pool of candidates, but recruiting efforts in other programs are underdeveloped, resulting in less diversity in the applicant pool than desired. Limited numbers of competitive stipends and tuition waivers hinder recruitment efforts in disciplinary areas that rely heavily on the availability of assistantships to draw students. In addition, there are restrictions on the number of state-funded tuition waivers the university can offer to out-of-state students, which has impaired significantly out-of-state recruitment.

The president has identified an increase in graduate enrollment as one of several university-wide objectives. To move in this direction, the institutional leadership, the Graduate Council, and the Faculty Senate will need first to clarify the role of graduate education, to develop a system of market analysis to identify areas of need within the state, to determine the effects on the entire university of diverting resources to more and larger graduate programs, and to develop a systematic program of recruiting for graduate students.

Central should continually strive to recruit the best-qualified graduate students possible. This means that more applicants should be sought so there is a larger pool from which to draw. It also means that recruitment-related activities should be stepped up and greater attention given to the needs of non-traditional students. These goals require increasing the institution's name recognition for having quality and innovative programs, then building on that recognition to promote the university as a center for graduate studies. The university will need to identify additional means for publicizing the institution's good works. The university especially needs to emphasize its niche as an institution offering close working relationships between graduate students and faculty, develop relationships with institutions from which it can recruit students, and use the university community as a recruitment force.

*Standard 2.G: Continuing Education
and Special Learning Activities*

&

Standard 2.H. Non-Credit Programs and Courses

Special Learning Activities and Continuing Education

Historical Perspective

In 1989, most of the continuing education and special learning activities, including most activity at the university centers, was housed in the Office of Extended University Programs. The Office of International Studies and Programs, which oversees all international education activity in the university, including credit and non-credit programs, was housed separately. Both the dean of extended university programs and the director of the Office of International Studies and Programs reported to the provost.

The organization of extended university programs continued until 1992 when a new organizational structure was adopted. Administrative oversight for all programs at the university centers was transferred to the school and college deans, while administrative oversight for facilities and support staff remained in the provost's office. Extended University Programs, renamed the Office of Continuing Education, shifted its focus to special program offerings, both credit and non-credit. It also initiated the technological and operational aspects of the distance education efforts of the university.

The Office of Continuing Education took on a new, more entrepreneurial role for the university, identifying unmet program needs and piloting courses to determine the probability of success of a program of study at particular sites as well as providing non-degree options for residents of the state. Degree programs and credit-bearing courses always were administered programmatically by school and college deans. Beginning in 1992, many of them moved from self-support to state funding and also were administered fiscally by the deans. In 1997, the name of the centers was changed from "extended university centers" to "university centers." The resignation in the summer of 1998 of the dean of continuing education resulted in further realignment of the Office of Continuing Education. The office was renamed the Center for Lifelong Learning, the position of dean was eliminated, and a director was named from among the current staff of the office. Further, as the distance education initiative, which is described in a later section, became more integrated into the life of the campus, the Center for Learning Technology was established. The collective of individuals who had been most instrumental in establishing and maintaining the technological and operational aspects of distance education were moved into this new unit.

Since 1989, the Office of International Studies and Programs (OISP) has seen very significant growth in the amount and range of activities under its purview. This growth equals or exceeds that of programs conducted by the Center for Lifelong Learning. The administrative structure of OISP has remained essentially the same since 1989. A detailed presentation of its organization and accomplishments over the last ten years is presented in a separate section below.

The university also has a long history of offering non-credit learning opportunities, in support of the university's mission to meet the lifelong learning needs of its constituents. In the last ten years, the Center for

Lifelong Learning has developed a number of non-credit programs designed to meet the needs of diverse learners including:

- a driver education program for international students who attend Central Washington University as part of the Asia University America Program;
- programs of the Central Association of Lifelong Learners (C.A.L.L.);
- the Scholar-ship cruise program for senior citizens;
- the relocation of the Organization Development Center administration under the Center for Lifelong Learning operation: The OD center provides management and organization development consulting and training for businesses and government organizations;
- the creation of a non-credit continuing education certificate program structure consistent with university policy; which defines the type of training, administrative responsibilities and intended audience;
- a partnership with Northwest Food Processors Association Learning Institute to provide association specific training; and
- a community music preparatory program in collaboration with the Department of Music.

Current Situation

The responsibility for the administration of continuing education and special learning activities is clearly defined and an integral organizational component of the university's organization (2.G.4). Currently, in addition to the school and college deans, three units of the university address the purposes outlined by the Commission on Colleges as “continuing education and special learning activities.” The Center for Lifelong Learning (CLL) identifies market needs, coordinates certificate programs of the university, and manages all non-credit offerings of the university. The Office of Institutional Studies and Programs (OISP) coordinates international educational efforts of the University, including exchange programs and international opportunities for students and faculty, advising and ESL support for international students, international faculty development opportunities, support and advocacy internationalizing the curriculum, and other internationally related activities for the campus and community. The Center for Learning Technology (CLT) assists with the technical aspects of electronically mediated distance delivery and the development of web-based courses. The director of the CLL reports through the associate vice president to the provost. The director of the CTL reports to the Assistant to the Provost for Learning Technology. The director of the OISP reports to the provost and is a member of the provost's Academic Council.

The common elements in the manner in which these separate units meet NASC standards 2.G and 2.H are addressed in this section of the report. In two subsequent sections, international studies and programs and electronically mediated distance education initiatives are showcased.

The off-campus and special programs of Central Washington University, including non-credit programs and courses, are compatible with the institution's mission and goals (2.G.1). The current mission statement of the university describes the intent of the university to "serve the needs of Washington citizens" and to "enrich the lives of community members through instructional and library resources..." Outreach is one of ten goals of the university (Appendix 1.1: Central Washington University Mission Statement). The university centers make it possible for the university to both offer educational programs throughout the state and to provide corresponding services to students enrolled in programs at those sites. Another goal states that "the university will promote diversity and encourage multicultural and international opportunities." The university centers assist the university in achieving this goal by attracting a much more diverse student body than the Ellensburg campus (Exhibit 2.77: Demographics by Site) and the Office of International Studies and Programs assists by providing international and multicultural opportunities for our students. The expressed mission of the Center

for Lifelong Learning is to provide outreach learning opportunities to existing markets, identify the learning needs of underserved markets, and meet these needs (Exhibit 2.78).

The Center for Lifelong Learning provides three important functions for the university. First, it enables the university to meet the lifelong learning needs of its constituency. Second, it allows the reach of the university to be extended through program offerings that are not dependent on state resources. Third, it coordinates market testing of degree courses or programs to determine the viability of programs in new locations. The CLL encourages and facilitates alternative delivery styles and sites. A major function of the Center for Lifelong Learning is the provision of non-degree-related programs and courses. Some of the courses and programs are credit generating; some are not. These programs are most consistent with Central Washington University's definition of "continuing education and special learning activities."

Both constituents and faculty identify markets for programs that are not degree programs of the university. These may include professional development for those working in business, industry, government and education; life enrichment programs for learners of all ages; contract training; and market-driven credit programs in new venues. All non-degree program offerings are guided by university policy and typically are offered as "certificate programs." Certificate programs are "courses of study that normally require less than one-quarter of the credits in a degree program at a similar level. They are usually highly specialized career programs and occasionally are geared for admission to licensing or career entrance tests" (Exhibit G.4: "Curriculum Policies and Procedures Manual"). The formalized certificate option provides clear procedures and tangible certificates for students who complete special program offerings. The certificate programs discussed here are awarded by Central Washington University and should be distinguished from programs that lead to recommendations by Central Washington University for certification by another body. For example, Central Washington University recommends students for teacher or school counselor certification based upon program completion, but the certificates are awarded by the state of Washington. Central's certificate programs are prescribed courses of study designed (a) to provide a specialty within an academic program or (b) to guide competency in an applied field of study. The university offers three types of certificate programs which are fully described in the "Curriculum Policies and Procedures Manual," two of which involve credit-bearing classes and one of which does not.

The continuing education and special programs of Central Washington University are designed, approved, administered, and periodically evaluated by appropriate university committees under clearly established curriculum procedures. Full-time faculty representing the appropriate disciplines and fields of work are involved in the planning and evaluation of the university's continuing education and special learning activities (2.G.1, 2.G.3, 2.G.8). Credit-bearing academic programs of the university, regardless of the site of their delivery or the funding mechanism - state-support or self-support - are subject to the same university requirements for curriculum design and approval. The faculty retain primary authority for the design and approval of the curriculum, and all curriculum flows through the same approval process. The role of the faculty is described clearly in the curriculum manual. Transmittal forms accompany each credit-bearing course and program offering of the university and provide the evidence that the system is implemented as planned. In all cases, the approvals of the school/college dean and the academic department in which credit is granted are required. New programs may be and are developed for special purposes and to meet emerging needs, but the approval process remains the same.

The granting of credits for continuing education courses and special learning activities is based upon university policy, consistent throughout the university, and applied wherever located and however delivered. The standard of one quarter hour of credit for 30 hours of student involvement is maintained for all credit-generating instructional programs and courses (2.G.7). Course credit for all credit-generating courses, including those offered through the Center for Lifelong Learning and the Office of International Studies and Programs, is posted on student transcripts in the registrar's office in the same manner as credit is posted for all

classes. The units that establish self-support courses maintain course rosters for a period of time after the course is completed, but the transcript becomes the official documentation that the course was completed.

Non-credit programs also are guided by university policies, regulations, and procedures. They are characterized by high quality instruction with qualified instructors. Faculty are involved, as appropriate, in planning and evaluating non-credit programs (2.H.1). The Center for Lifelong Learning (CLL) routinely involves faculty in the development or delivery of almost all non-credit programs. A CLL policy describes the ways in which faculty can be involved in program development and delivery for non-credit programs. Involvement might include a) initiating a program idea, b) consulting on program design, c) designing the program, d) recruiting program participants, e) recommending qualified instructors, f) supporting the program through guest instruction or as guest columnist to the program newsletter, g) teaching the course/program, or h) evaluating the course/program.

Four options exist currently under the rubric of non-credit programs: non-credit certificate programs, life enrichment programs, intensive language and cultural programs for international students, continuing education units, and clock hours. Non-credit certificate programs target primarily non-matriculating students and offer a set of instructional experiences developed, delivered, and administered by the Center for Lifelong Learning independent of but often in consultation with Central Washington University's school and colleges. The programs consist of a prescribed set of noncredit courses designed to build competency in an applied field of study. Unlike the certificate programs that consist of credit-bearing courses, these programs are not subjected to the standard curriculum-review process. Instead, the Center for Lifelong Learning seeks input from colleges/schools or departments as appropriate, and the programs are available for review and comment for a two-week period in the provost's office. The Office of International Studies and Programs reviews programs designed for international clientele. Sample non-credit certificate programs are included in Exhibit 2.79.

Life-enrichment programs are developed to meet the non-credit learning needs of diverse groups. Programs are developed and administered under specific internal and external guidelines, policies, and procedures. Faculty are consulted in program development or involved directly with instruction as appropriate.

The Music Preparatory Program is a collaborative effort between the Center for Lifelong Learning and the Department of Music. The program serves Kittitas County youth and was developed in response to the need for beginning strings instruction and musical skill development. The faculty in the Department of Music provide oversight of program design and instruction. The program operates under standards for non-degree granting institutions set forth by the National Association of Schools of Music and subscribes to the mission and philosophy of the National Guild of Community Schools of the Arts. Beginning in fall 1999, administrative oversight for the music preparatory program will be transferred to the Department of Music (Exhibit 2.80).

Programs for retired citizens include the Scholar-ship cruise program which is affiliated with the highly acclaimed Senior Ventures program and learning opportunities offered through the Central Association for Lifelong Learning (C. A. L.L.). Central Washington University's Senior Ventures program was developed as part of the Senior Ventures network and operates under the Charter of the Senior Ventures Network (Exhibit 2.81). The Scholar-ship program features an Alaskan cruise with daily seminars provided by university faculty. C.A.L.L., a community service organization that relies on volunteers, operates under the constitution and by-laws established for the C.A.L.L. organization (C.A.L.L.; Exhibit 2.82: By-Laws).

The driver-education program is designed for visiting Asia University America Program students. A Central Washington University safety studies faculty member was consulted in the initial design of the program and

helped to establish minimum qualifications for behind-the-wheel driving instructors. The program clearly is defined and entrance requirements identified in the written program description (Exhibit 2.83).

In response to training needs, the Center for Lifelong Learning works with specific organizations to develop appropriate programs. For example, to meet training needs of food industry workers, a partnership was established with Northwest Food Processors Association (NWFPA) Learning Institute. Trainers were selected based on their content knowledge of the training subject within the context of the food industry. The initial arrangements and programs developed involved the Dean of Continuing Education (prior to the elimination of the position) and later the director of the Center for Lifelong Learning and the director of the NWFPA Learning Institute (Exhibit 2.84).

When offering courses that award Continuing Education Units (CEU), the institution follows national guidelines for awarding and recording such units. Each CEU is equivalent to 10 hours of instruction and appropriate to the objectives of the course (2.H.3). Central Washington University rarely offers CEUs, but when CEUs are awarded, written operational procedures and documentation ensure that national guidelines are followed (Exhibit 2.85).

Central Washington University is authorized by the Office of the Superintendent of Public Instruction of the state of Washington to issue clock hours for educational learning activities. One clock hour equals one hour of seat time or participation. The Washington Administrative Code specifies the policies and procedures for the award of clock hours including how to evaluate an educational learning activity and the process through which a learning activity is approved. Exhibit 2.86 provides examples of educational learning activities that were approved for the award of clock hours during the past academic year. Students earning clock hours do not earn CEUs or academic credit at the same time. Faculty members typically are not involved in the evaluation of educational learning activities for the purpose of awarding clock hours. A committee of three Center for Lifelong Learning staff review program proposals and instructor qualifications in compliance with the Washington Administrative Code to insure program quality and soundness of instructor credentials.

The university takes sole responsible for the academic and fiscal elements of all instructional programs it offers (2.G.2). Central Washington University's continuing education and special learning activities conform to the same academic and fiscal policies as all other programs of the university. The university embraces various constituencies to assist in strengthening the programs of the university through consortia and other partnerships; however, these groups serve as advisory bodies and may not usurp the important responsibility of the university to manage its own programs.

The university fee structure and refund policies are equitable and published for student review (2.G.6). Fees for academic credit courses are submitted annually for approval through Academic Affairs, the Office of the Provost, the President's Cabinet, and ultimately the Board of Trustees. Students necessarily shoulder a greater share of the cost for self-support courses and programs than they do for courses and programs that are offered through state-support. However, the procedures through which fees are established are well-documented and defensible. Fees for programs offered through the Office of International Studies and Programs are set to cover direct and indirect costs with the approval of the Board of Trustees. Refund policies are communicated to students in appropriate promotional and registration materials (Exhibit 2.87).

Central Washington University does not grant credit for prior experiential learning (2.G.9) although it did previously in one program of study. Prior to its deletion in fall 1999, students admitted to the vocational technical trade and industrial major could earn up to 45 credits for industrial experience. Students were required to provide evidence of work in industry, perform satisfactorily in written, oral and performance examinations, and be recommended by the academic department for credit. *Central Washington University does NOT grant external degrees (2.G.10).*

When credit is measured by outcomes alone or other nontraditional means, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of traditional instructional practice (2.G.11). Central Washington University offers the opportunity for students to challenge courses through examination. The privilege is offered only to matriculated students enrolled on a full-time basis. The university catalog lists the procedures to be followed in the case of a challenge and includes a course challenge list. Central Washington University also encourages advanced placement of students into course sequences, often on the basis of meeting a criterion on a national test (Exhibit G.2: Central Washington University Catalog).

Asia University America Program is a non-credit program of Central Washington University (although students do receive credit through Asia University) and is administered under appropriate institutional policies, regulations, and procedures through the Office of International Studies and Programs. A staff/instructor training and policy manual describes the policies that apply both to students and staff/instructors (Exhibit 2.88: Asia University America Program Materials). The classes follow a required curriculum established by Asia University and the participating AUAP university sites. The instructors in the AUAP are defined as faculty by the faculty code, although they are non-tenure track faculty. The instructors participate on curriculum committees to make proposed changes to courses or to develop new ones at the request of Asia University. All curriculum is submitted to and approved by the AUAP Committee at Asia University.

University English as a Second Language (UESL) also is a non-credit program of the university. It is a self-supporting, intensive English program open to students from all language backgrounds and at all levels of English proficiency. The program provides language instruction, academic preparation, and orientation to American culture for approximately 95 students per quarter. Faculty who teach in the program hold master's degrees in teaching English as a second language and have considerable experience teaching in the United States as well as abroad. Yearly-contracted faculty serve on the program's personnel and curriculum committees, which provides them with a role in the decision-making process. Faculty are subject to Central Washington University's Faculty Code, but do not hold tenure at the university. Both the AUAP program and the UESL program are described in greater detail in the section that follows.

The institution maintains records for audit purposes, which describe the nature, level, and quantity of service provided through non-credit instruction (2.H.2). The Center for Lifelong Learning and, in the case of extensive language and cultural activities, the Office of International Studies and Programs, maintain financial, student, and program records for external review of all non-credit offerings. Files are maintained for seven years and typically contain a program brochure or program description, payroll information, copies of purchasing requisitions, copies of contracts or agreements if the program was developed with a partner, and a list of participants and their evaluation. Non-credit offerings do not appear on university transcripts. AUAP administrative staff maintain all of the financial, academic, and inventory records for the program according to normal university procedures. UESL program accounts are administered through the university's business and accounting office. The program's records indicate the nature, level and quantity of services provided by this non-credit program and are available for audit. The program underwent an audit in 1995; minor adjustments were made as a result, and follow-up by the Auditor's Office indicated that all recommended adjustments had been made (Exhibit 2.89: University English as a Second Language Materials).

Appraisal

Central Washington University has two primary kinds of programs: degree programs and special learning activities. A particular strength of the university is the connection to and ownership by the academic departments for all credit-generating courses, certificate programs, and degree programs offered at any site. Programs are delivered at the Ellensburg site, at the six university centers throughout the state, and on occasion to other sites through electronically-mediated distance technology. In all cases, development and expansion of programs is guided by well-articulated policy that is periodically reviewed and revised. Whereas the school and college deans take primary responsibility for the development of degree programs, the Center for Lifelong Learning (CLL) and the Office of International Studies and Programs (OISP) take primary responsibility for the development of "special learning activities." Logistical issues are assigned to the appropriate group on the basis of funding and other program characteristics.

The CLL also assists the university by developing strong community ties, for example with the state of Washington Office of the Superintendent of Public Instruction, state educational service districts, school districts and professional organizations. These strong relationships allow for collaborative efforts in the identification and development of courses and programs. The administrative and support staff of the CLL demonstrate a strong entrepreneurial spirit, customer service orientation, market sensitivity, and fiscal management.

The university's non-credit programs provide the avenue through which the university can design and implement particular programs that meet specific needs of learners. Non-credit programs offer a flexible structure that can be very responsive to learners' needs. A strong effort is made to design programs with input from potential consumers. Programs and support services consistently are given high marks by participants and are changed based on feedback.

Another benefit of the university's non-credit programs is that they bring to the Ellensburg campus both younger and older learners not typically associated with a residential campus. This exposes participants from different parts of the country to a university campus and in turn exposes university faculty and students to a more diverse population. In addition, the AUAP and UESL programs of the Office of International Studies and Programs provide exposure to other cultures for students and faculty as well as community members. As a result of this exposure, many Central Washington University students have gone on to study abroad in Japan as well as in other countries. The presence of these programs has contributed substantially to cultural diversity on campus. The programs also have sparked civic interest in developing sister relationships with cities in other parts of the world.

The CLL also assists the university by serving as the fiscal and coordinating agent for providing programs in areas of the state that have short-lived but critical educational needs. For example, a new company in an area may require specialized training or upper-division undergraduate business courses for one or two cohorts of students but may not be able to sustain a program through more than these two cycles. The CLL provides the avenue through which the university can respond to these emerging demands. The center fulfills a marketing role for the university by assessing and identifying educational needs in areas currently not served by the university. Both surveys and pilot tests clarify educational needs and program sustainability.

Constrained by appropriate policy safeguards, the CLL also provides the avenue through which innovative programs can be piloted. Innovations may take the form of existing programs provided through an alternate instructional delivery system or to a new site, or they may be new programs that require field testing through piloted courses and educational experiences. Such efforts can be coordinated through the CLL as self-support operations. The challenge is to ensure that responses to emerging demands are timely without

sacrificing program integrity. Place and time-bound students must be served in a manner that is convenient for them, but their programs must be staffed by faculty whose qualifications are equal to those who staff the more mainline programs.

A recent initiative of the Center for Lifelong Learning is to facilitate a series of courses during evening and weekend hours. Examples include collaborating with the School of Business to deliver business classes via interactive television, establishing a vocational education teacher preparation program for individuals from business and industry at four regional sites statewide, and offering courses at the Ellensburg campus and the university centers. Another positive step has been the development of a revenue-sharing incentive system to encourage departments to work with the CLL. When departments sponsor academic courses on a self-support basis, the department receives 40% of the profit after all direct and indirect costs are met.

There are some areas in which operational refinements would enhance further the university's ability to meet special learning and emerging needs of the state of Washington. Because the entire operation of the CLL is self-supporting, each undertaking must not only support itself, but must also provide the additional revenue to assess adequately program needs throughout the state and to inform citizens of available programs and resources. It also must support the administrative overhead of the unit.

In addition, the university needs to develop more sophisticated methods for assessing and establishing need for both its credit and non-credit programs. Although a great deal of excellent work has been done in this arena, the efforts are somewhat fragmented with no set of guiding principles other than reacting to emerging demands. The university could benefit from an on-going and deliberate program of needs assessment, particularly at the university centers.

The university must improve its ability to respond to the increasing expectation of learners that programs will meet their specific learning needs at times and places that are convenient for them. The demand for electronically-mediated instruction, including web-based instruction, almost certainly will increase as a younger generation of computer-savvy users demand non-credit learning opportunities. The Center for Lifelong Learning must continue to investigate and develop alternative approaches to meet this demand. At the same time, the university is challenged to develop programs that are competitive and cost-effective without compromising their quality. Learning opportunities abound for those with an interest in life-long learning. Numerous public and for-profit organizations offer courses and programs. Program quality and demands vary across these programs, and consumers sometimes are inclined to participate in programs that require lesser time or effort. Recent efforts of the university to provide staff and funding for innovation through the Center for Learning Technology should ameliorate some of these problems, but the up-front costs of these kinds of programs present a clear challenge for all institutions of higher education. A source of venture capital would enhance greatly the capability of the CLL to explore new markets and opportunities.

International Studies and Programs

Historical Perspective

Since the accreditation visit ten years ago, the university has rededicated itself to the task of preparing students for the emerging global community. As a result, the Office of International Studies and Programs has grown from an office dedicated to advising a limited number of international students to an office that supports a comprehensive program of international education at Central Washington University.

During the last 10 years, the opportunities for international education have grown significantly. During the decade, the university

- obtained the Asia University America Program (AUAP), an innovative study abroad program for students from Asia University in Japan;
- reinvigorated the University English as a Second Language Program (UESL);
- created various study abroad programs, including various short-term programs by CWU faculty, a successful program in Chile for students from around the nation, and a FIPSE funded program for social service majors;
- established a program for faculty development which has included a small grants program and the award of five Fulbright/Hays Group Projects Abroad grants;
- expanded services to support international students on campus, including increased advising staff and the creation of various campus and community-wide activities;
- expanded significantly the number of exchange opportunities for students and faculty through international linkages with other institutions;
- succeeded in obtaining new state legislation which allows increased opportunities for the exchange of students;
- successfully advocated for internationalizing other academic and non-academic administrative units on campus; and
- established policies and procedures for OISP's many varied programs and activities.

Current Situation

The primary mission of the Office of International Studies and Programs (OISP) is to develop and implement a comprehensive plan and concomitant program for the growth of international education at Central Washington University and in the community (Exhibit 2.90: OISP Mission Statement). OISP fulfills its institutional mission by offering a diverse set of international education opportunities including international exchange, study and teaching abroad, intercultural activities, support for internationalizing the curriculum, contract language and cultural programs, and an open enrollment ESL program.

The influence of OISP at Central Washington University has grown dramatically in this reporting period. The number of students involved in studies abroad has grown from approximately 10 in 1989 to over 250 today. During 1998-99, more than 45 students participated in exchange programs within the United States. Nearly 400 students from other countries enrolled in classes on the Central Washington University campus. During the same period, more than twelve faculty have participated in the university's faculty teaching abroad and exchange programs.

At Central Washington University, all credit-bearing international programs are self-supporting through application and program fees paid by students or through revenues from other international programs. All financial arrangements for international programs at Central Washington University are consistent with university policies. These policies include Central Washington University employment practices, travel, printing, contracting, purchasing, and payment policies (Exhibit G.4: University Policies and Procedures Manual).

The International Studies and Programs Advisory Committee (ISPAC), a university-wide committee consisting of faculty from all the colleges and area study programs, serves in an advisory capacity to the Office of International Studies and Programs. ISPAC reviews all changes or additions to policies and procedures and advises the director on all OISP academic activities (Exhibit 2.91: Various Central Washington University Policies Governing OISP).

There are six divisions within OISP: Asia University, America Program (AUAP), University English as a Second Language (UESL), Study Abroad/Exchange (SA/E), and Advising for International Students and Scholars (AISS; Exhibit 2.92: OISP Organizational Chart). While all programs within OISP observe state and university policies and procedures, the international programs involve many non-traditional activities for a state agency which require additional guidelines at the university and program level. Therefore, each of the divisions of OISP has developed internal policies and procedures (Exhibit 2.93: OISP Policies and Procedures Manual) to govern their activities. The OISP operates in compliance with **Policy 2.5: Policy on Transfer and Award of Academic Credit** (Exhibit 2.94: Compliance with Policy 2.5). The OISP has signed a memorandum of understanding detailing the requirements for credit transfer with the Office of the Registrar.

Asia University America Program (AUAP). The Asia University America Program (AUAP), a study-abroad program for sophomores from Asia University (AU) in Tokyo, Japan began at CWU in 1989; over 1,000 students have participated in the program since its inception. The program offers students the opportunity to improve their English skills, learn about American culture, and earn one semester of Asia University credit in their majors of law, business, economics, and international relations during the five-month program. Central Washington University, Western Washington University, and Eastern Washington University participate in this program. At Central Washington University, the program enjoys the support of the Divisions of Academic Affairs, Business Affairs, and Student Affairs (Exhibit 2.88: Asia University/America Program Materials).

University English as a Second Language (UESL). In 1989, the UESL Program consisted of two units: a year-round intensive English program and the pilot program for the Asia University America Program. Short-term summer programs barely were developed and were operated by adjunct faculty hired only for that purpose. In 1990, UESL became an entity separate from the AUAP and over the course of the next nine years, the program changed dramatically. Today, the UESL offers both a year-round, intensive English program and a series of short-term programs. The year-round program is open to students from all language backgrounds and at all levels of English proficiency. It provides language instruction, academic preparation, and orientation to American culture for approximately 95 students per quarter. Most students come with the goal of entering a Washington state college or university once their language and academic skills are adequate. Central Washington University continues to be the primary institutional choice for UESL students in the state of Washington. The program is staffed by six outstanding professional faculty members.

When new students arrive, UESL faculty and staff orient them to the UESL program and to campus life. They are tested and placed in one of the program's five levels, which are designed to develop all language skills as well as provide students with meaningful academic tools such as computer use and research writing. Each quarter, students are given an opportunity to evaluate all of their classes. When they leave the program, exit interviews provide additional feedback on the students' experiences; grammatic refinements are made on the basis of their feedback.

While the intensive English program was experiencing significant growth, the short-term programs also were developing into highly professional endeavors. These programs are offered primarily for Central Washington University's partner institutions overseas and support a variety of cooperative exchange agreements. Currently, the UESL Program offers five to seven short-term programs each summer and occasionally an additional program during another part of the year (Exhibit 2.88: University English as a Second Language Materials).

Study-Abroad Program. Central Washington University's study-abroad programs are in compliance with **Policy 2.4: Policy on Study Abroad Programs** (See Exhibit 2.95: Compliance with NASC Policy 2.4). Courses that are included in the university's internally managed study abroad programs require prior approval through the regular Central Washington University curriculum-approval process (Exhibit 2.91: University Policies Governing OISP). To expedite the process, OISP asks department chairs to review and pre-approve the level and the number of credits given for study-abroad courses prior to initiating the university curriculum-approval process (Exhibit 2.96: Course Approvals For International Courses). Students who plan to participate in externally managed study-abroad programs are encouraged strongly to obtain prior approval by their department advisors for courses related to their major and pre-approval for any general education credits from Academic Services. These steps are necessary to ensure that credits for courses taken outside of the United States will earn credits at Central Washington University. Students strongly are advised to notify advisors and Academic Services of any changes to their courses of study once abroad.

Central Washington University's program has evolved over the last 25 years from primarily an island program model to a variety of study abroad programs. In the island program model, American students were recruited as a cohort, went abroad together to receive instruction in the liberal arts, which generally satisfied general education requirements or specific degree requirements, and were accompanied overseas by an American faculty member. In this model, the resident director is generally a faculty member of one of the American sponsoring institutions or is employed by the sponsoring institutions. Agreements between universities to offer such programs were usually limited to regional consortia consisting of a small number of member institutions. New models for programs were developed in response to desires for more integration into the host country culture. Simultaneously, there has been an expansion in the use of consortia study programs and direct exchange programs. Membership in study abroad consortia is now a widely accepted practice among American universities seeking to expand the number of countries which students can visit and the variety of academic interests that can be pursued through study abroad. Central Washington University has joined several well-known national consortia and participates in several regional consortia (Exhibit 2.97: International Agreements).

The university offers students a variety of opportunities to participate in overseas study. Presently, Central Washington University has a portfolio of over 200 programs in over 45 different countries (Exhibit 2.98: Comprehensive List of Study Abroad Programs). Advocacy by international educators has resulted in changes in legislation that allow universities to charge resident tuition rates to international students involved in reciprocal international exchange. During the last 10 years, and particularly during the last five years, OISP has increased the number of direct exchange opportunities through interinstitutional linkage agreements. At present Central participates in over 20 university linkages, and students are able to negotiate exchange opportunities with most of them.

During this same time, staff have encouraged Central Washington University faculty and departments to develop study abroad programs related to their major programs. During the 1997-98 academic year, five direct short-term international programs related to major areas of study were implemented, enrolling approximately 65 students. Each program was developed consistent with OISP policy for developing study abroad programs (Exhibit 2.99: Study Abroad and Exchange Program Policies Manual; Exhibit 2.100: Manual for Short-Term Faculty Run Programs).

During the 1996-97 academic year, OISP developed a semester-long program for students interested in studying Spanish, Chilean history and culture, and coursework related to a major area,. The program is located in Valdivia, Chile at the Universidad Austral de Chile, one of the 17 traditional universities in Chile. The program enrolled over 30 students primarily from Central Washington University, Western

Washington University, and the University of Washington. The College Consortium for International Study (CCIS)

recently approved the program as one of its sponsored programs. The office also has developed procedures through which students who wish to participate in a program outside of the university's current portfolio of programs can verify if the program meets CCIS guidelines (Exhibit 2.99: Study Abroad and Exchange Programs Policies Manual, Page 5).

In addition to the other international opportunities, travel programs that involve substantive instruction can earn credit, which is offered through appropriate departments and programs. For example, during 1997-98, both the Department of Geography and the Department of Business Administration sponsored successful study programs during spring break. Each program submitted and received approval for special topics courses, in addition to submitting a detailed itinerary and budget for the program (Exhibit 2.100).

Consistent with the recommendations in the concluding paragraphs of Policy 2.4, Central Washington University has increased its reliance on consortia programs. To some extent, the consortial arrangements remove the university from ensuring directly that each and every program that a consortium offers comprehensively satisfies the guidelines of Policy 2.4. However, all of the consortia in which the university participates are well known and well respected at the regional, national, and/or international levels, and the university takes care to choose membership only in consortia that develop programs consistent with the guidelines in Policy 2.4.

OISP exercises its contract authority under the authority granted by the Central Washington University Board of Trustees. OISP issues contract for programs with international educational institutions and US government granting agencies. The Central Washington University Contracts Office reviews the contracts, per university policy, before they are signed. Either the president or provost signs contracts in excess of \$2,500. Most of the contracts are for educational services which OISP and its constituent divisions provide to others outside of the university, most common being contracts to offer language and cultural programs. In these cases, Central Washington University does not extend the prestige of its accreditation.

Central Washington University also enters into interinstitutional agreements covering student and faculty exchange and other forms of cooperation. In addition, Central Washington University and the Universidad Austral de Chile have agreed cooperatively to provide Central Washington University's Chile Study Abroad Program (2.101: Interinstitutional Agreements).

Appraisal

The task of preparing students for the emerging global community requires contributions from throughout the university community. Clearly, the Office of International Studies and Programs has made a major contribution in this arena both by bringing non-native students to the Central campus and by sending Central Washington University students and faculty to campuses throughout the world. In this decade, the climate of Central Washington University has changed markedly. A walk through today's campus evidences the increased diversity of the university's student population compared to a decade ago. Visitors cannot help but notice that the campus in Ellensburg is home to students from Asia and other parts of the world

This increase in both scope of programming and number of participants has occurred through creative leveraging of limited state assistance into significant self-support revenue, and OISP now is an important source of financial support for Central Washington University. Recent estimates are that OISP now generates about 4.5% of total university revenues up from just under 3% five years ago. University revenues from

OISP include tuition from international students, contract and self-support revenues, housing and auxiliary service revenues, and grant revenues. Estimates of the economic contribution of OISP to Central Washington University over the past 8 years are summarized in Exhibit 2:102 (OISP Enrollment and Economic Contribution to Central Washington University: 1990-1998). These estimates demonstrate clearly that OISP has been a dynamic force at the university during the last decade.

The AUAP and UESL programs offered through the Office of International Studies and Programs provide a source of non-traditional education and exposure for Central Washington University students and faculty as well as community members. Because of this exposure to another culture, many Central Washington University students have gone on to study abroad in Japan as well as in other countries. Many students have worked in the AUAP as International Peer Advisors, and these experiences have encouraged them to continue in the field of international education. UESL continues to act as a high quality recruiting program for international students. Increasing numbers of students impressed by the UESL program and by Central Washington University are deciding to enroll in regular academic programs. This has contributed substantially to cultural diversity on campus and to the financial well being of the university.

Six characteristics of OISP are noteworthy. First, strides have been made in developing an appropriate administrative structure with supporting policies and procedures (Exhibit 2.93: OISP Policies and Procedures Manual). Second, well-qualified staff support the program. Third, both incoming and outbound students and faculty enjoy extensive orientation and advising programs. Fourth, the work of OISP has become more inclusive of and has better outreach to the campus and the larger community. Fifth, the diversity of offerings that are associated with OISP support the efforts of academic departments to internationalize their curricula. And sixth, OISP has developed strong on-campus partnerships with academic departments, the Conference Center, the Office of Residential Services, and the Division of Student Affairs.

At the same time, OISP faces four critical challenges in its continuing efforts to strengthen international education at Central. First, OISP must continue to build effective partnerships with academic and non-academic departments and the schools and colleges. The tendency to assume that OISP can fund all international initiatives from self-support funds must be curbed, particularly for faculty exchange and area studies programs, and departments must be assured of full funding to support the teaching load for faculty who participate in faculty exchange. Second, the office would like to increase faculty participation in and commitment to international educational opportunities. When program faculty advise students of the benefits of overseas study and encourage them to participate, student participation is greater than when only the OISP staff is promoting the programs. Third, increasing reliance on self-support revenues to finance academic and non-academic support services for regularly matriculated students has resulted in a reduction in funding available to support international education on campus, particularly student and faculty exchange. Fourth, in an environment where time-to-degree looms ever large as an accountability measure, faculty and staff from within the university and constituents and legislators from outside the university must hold fast to a belief that the international and global experience is valuable and, in fact, helps define an educated person.

OISP will continue to look for ways to articulate more clearly and in multiple forums the international mission of the unit. The goal is to expand the number of department faculty, department chairs, and deans who understand fully the importance of international education for Central Washington University students. The office will continue to work with departments and colleges to devise international options that work in the context of individual majors and programs. Already, OISP staff is taking advantage of the newly created University 100: Advising Seminar to provide information about international exchange opportunities to entering freshmen at a time when they can plan their programs to incorporate them within a four-year model. OISP will continue to seek additional sources of funding that will enable expansion of services and of the number of participants in supported programs.

Due to the declining number of college-aged students in Japan and the current economic crisis in Japan, there is some possibility that the number of students coming to Central Washington University from Asia University will decrease in the coming years. These students have provided a rich source of diversity for the residential campus in Ellensburg, and the university would be wise to foster similar relationships with universities in other countries throughout the world.

On the other hand the UESL programs promise to grow in the near future. The university has stepped up its efforts to recruit students from other parts of the world and non-native residents to its degree programs. These efforts, combined with increased cooperation with academic departments, continuing education and the conference center in developing short-term training programs, should help to strengthen the UESL program. The challenge will be to provide adequate UESL opportunities for ESL students at the university centers as well as on the residential campus.

Electronically-Mediated Distance Technology

Historical Perspective

Central Washington University has been a leader in reaching under-served populations through distance delivery systems since 1909. The first university centers were established in 1975 to provide on-site courses, admissions, registration, financial aid, and library resources for place-bound students. During the period 1990 to 1998, the percent of the total university enrollment completing their work at the university centers ranged from 9% to 20%.

The university's 1998 – 2003 Strategic Plan clarifies the university's intent to enhance delivery of services to place-bound and time-bound learners through electronically-mediated distance education, including all available and financially-feasible computing and video technology. The university actively participates in the implementation of the statewide technological infrastructure, which the Washington State Legislature funded in 1996 through the K-20 Project. The primary aim of the K-20 Project is to provide better access to higher education for citizens in the state.

During 1996 – 1997, the Faculty Senate studied policy development for electronically-mediated distance delivery. An Ad Hoc Distance Learning Task Force was created to develop policy recommendations related to faculty recruitment for distance education courses and programs, quality assurance, credit transfer, compensation and faculty incentives, course size, and intellectual property rights (Exhibit 2.103: Ad Hoc Distance Learning Task Force Report – May 14, 1997). In August 1997 the Academic Affairs Council adopted a policy on payment for faculty delivery of multiple-section courses through interactive video (2.104: Full-time Payment Options for Multiple-Section Courses Taught through Interactive Video).

Subsequently, the Faculty Senate charged the Faculty Senate Code Committee with providing recommendations for code changes related to electronic distance education delivery. The recommendations were tabled at the May 1998 Faculty Senate meeting pending further study. The President's Cabinet approved a definition of Electronic Distance Education at its May 20, 1998 meeting (Exhibit 2.105). Finally, the increased attention to distance education by university faculty and administrators alike was evidenced by meetings attended by interested faculty and administrators beginning with the 1997 – 1998 academic year (Exhibit 2.106: Distance Education Meeting Minutes). The meetings focused on strategies that could be used to enhance current distance delivery and on developing physical, fiscal, and human resources to more clearly support the effort.

Current Situation

Central Washington University has adopted a broad definition of electronically-mediated distance delivery. Desktop conferencing, web-enhanced instruction, and two-way interactive video are the primary methods currently in use at Central Washington University (Exhibit 2.107: Distance Delivery Offerings Since Winter, 1995). However, the rapid technological advances and the positioning of Central Washington University to take advantage of them suggests that additional approaches will be incorporated into the system in the near future. Electronically-mediated distance delivery is one of many instructional options used to accomplish the university's mission. As such, its major purpose is to provide alternative instructional delivery strategies that will accomplish the university's academic mission and extend access to under-served regions of our state. However, it may serve additional functions in the future.

Appendix 2.18 describes electronically-mediated distance delivery classes at Central Washington University for the 1998-99 academic year. Only college-credit-bearing courses are included in this table, which includes the site of origination, the remote sites, and the number of students enrolled at each site.

The university currently offers one full program that is designed explicitly to use electronically-mediated distance delivery as the instructional delivery system. The program, the Master of Science in Organization Development, had used an alternative delivery approach throughout its fifteen-year history. Courses have been offered on the Ellensburg campus for three-day weekends across two academic years. In the fall of 1997, the program was expanded to the SeaTac Center by incorporating electronically-mediated distance delivery technology. The expansion continued the weekend format except that there are now two cohorts, one in Ellensburg and one at SeaTac, and each cohort serves as the studio class for half of the courses each weekend. During any given weekend in which the MSOD Program meets, the faculty for three of the courses for a particular cohort are at the Ellensburg classroom and faculty for the other three courses are in the SeaTac classroom. The faculty reverse their location for the subsequent three-day weekend. Exhibit 2.108 contains a current brochure and a set of syllabi for first year MSOD courses delivered in this manner. Although other programs incorporate electronically-mediated distance technology for a large percentage of the coursework, this program was the first Central Washington University program to apply for approval through the Higher Education Coordinating Board as a fully electronically-mediated program.

The university also has recognized the advantages of electronically-mediated delivery in enhancing curricular opportunities of students in community colleges and high schools. For example, an Introduction to Biological Anthropology course has been taught via distance education to this end (Exhibit 2.109). Several pedagogical tools are used in the delivery of this course, including 1) a web page with syllabus, assignments, student-professor discussion, and links to relevant sites; 2) video and CD-ROM tools relating to the topics covered in the course; and 3) oral presentations by students from Central Washington University and Wenatchee Valley College. The faculty report that they enjoy this distance-mediated delivery mode very much, and student outcomes in the distance environment appear to match those in live classes and in the studio classes at the sites of origination. Although many students displayed some hesitancy at first, the overall response has been primarily positive. In fact, the dynamic team teaching mode, when combined with a skilled operator at both sites, can turn what some may consider a handicap -- teaching via simulcast -- into a successful teaching tool.

Similarly, a consortium of instructors from Wenatchee Valley College, Yakima Valley Community College, and Central Washington University have developed a model for the collaborative delivery of a distance education course in organic chemistry with a laboratory component (Exhibit 2.110: Distance Education Organic Chemistry at Central Washington University). The inclusion of a laboratory has been a significant challenge and, given the lack of existing models for distance delivery of a laboratory course in organic

chemistry, has required considerable innovation on behalf of faculty and technical personnel alike. This experience has shown that, with extensive planning and flexibility to make spontaneous changes, the distance delivery mode can work for organic chemistry laboratory instruction.

Typically, electronically-mediated courses and programs originate from the Ellensburg campus, but origination from other sites is becoming increasingly common. In the School of Business and Economics, for example, 90% of the electronically mediated distance courses originate in Ellensburg. This is rapidly changing, however, and origination from one of the centers may range from 10 to 50% in any given quarter across the university. Faculty who teach distance education courses typically conduct one or more class meetings from one of the distance sites.

Programs and courses offered through electronically-mediated or other distance delivery systems provide ready access to appropriate learning resources and provide sufficient time and opportunities (electronic or others) for students to interact with faculty (2.G.5). By 1997, the university was committed deeply to electronically-mediated distance delivery as an exciting option for improving services to place and time-bound students. In early 1998, the university submitted a **Substantive Change Prospectus** (Exhibit G.3) to the NASC Commission on Colleges. The Commission approved the proposal, but also asked that the university prepare a focused interim report on the matter to be included in the current full-scale visit. They asked that the university particularly respond to faculty training, assessment, and goal attainment (Exhibit 2.111: Commission's Letter Regarding Substantive Change Prospectus).

Faculty commitment and willingness to participate has varied across the faculty. Departments were asked in their strategic plans to comment on their current efforts and plans related to technology-mediated distance education efforts (Exhibit G.6). Some departments clearly decline to use the technology as an acceptable means of providing educational programs within higher education. Others are more positive, even excited, about the potential that electronically-mediated distance technologies provide for extending educational opportunities outside traditional boundaries. The university's current status regarding electronically-mediated distance delivery systems is in accordance with the requirements specified in **Policy 2.6: Distance Delivery of Courses, Certificate, and Degree Programs**.

Approval and Purpose. Courses and programs that are offered through electronically-mediated distance delivery meet the same standards of course and program approval as do other courses and programs of the university. They are subjected to internal review by individual academic departments, deans, and the Faculty Senate Curriculum Committee in accordance with the requirements specified in the "Curriculum Policies and Procedures Manual." Typically, courses and programs are developed and taught on-site prior to their transition to an electronically-mediated environment, although this may not always be the case. In addition, the state's Higher Education Coordinating Board reviews all new academic programs and new delivery sites for existing programs. The same stringent criteria are brought to bear regardless of delivery mechanism.

The approval mechanism that the university followed in extending the already approved and existing Master of Science in Organization Development (MSOD) program to a new site and to electronically-mediated distance delivery is instructive. Exhibit 2.112 contains documentation related to its Higher Education Coordinating Board approval (Resolution No. 97-13) for the MSOD SeaTac cohort.

Curriculum Courses and Programs. The sections that follow use the university's convention of organizing its centers according to the state's geography. Sites west of the Cascade Mountains -- Lynnwood Center/Edmonds Community College, Ft. Steilacoom Center/Pierce Community College, SeaTac Center/Highline Community College, and North Snohomish Island Skagit County/Skagit Valley Community College -- are referred to as "westside locations." Sites east of the Cascades -- Moses Lake Center/Big Bend

Community College, Omak Center/Wenatchee Center/Wenatchee Valley Community College, Yakima Center/Yakima Valley Community College -- are referred to as "eastside locations."

At the current time, SeaTac is the only westside location with distance education facilities. The Lynnwood Community College Center will begin delivering interactive distance programming in fall 1999. Exhibit 2.113 shows the current status and future plans for distance education under K-20 Development at the university.

Central Washington University's eastside distance education delivery (two-way interactive television) began in January of 1995 with connection from the Ellensburg campus to the Wenatchee Center. An additional connection was established in Yakima in the fall of 1997 with three classrooms (Yakima Center, Washington State University, and Yakima Valley Community College). Beginning spring 1998, Big Bend Community College (BBCC) in Moses Lake and Moses Lake Center entered into an agreement to share BBCC's distance education classroom for upper-division undergraduate courses through Central, which would then provide for a second classroom with joint usage beginning fall 1999. An additional distance education classroom became operational in fall 1998 at Moses Lake High School. Three-way simultaneous delivery has been accomplished recently among these eastside distance delivery sites.

Exhibit 2.114 contains a set of syllabi for representative courses currently being taught in a distance format at the SeaTac Center. Exhibit 2.115 contains syllabi for a set of representative courses currently being taught in a distance format at the Wenatchee Center. Exhibit 2.116 contains selected syllabi from the School of Business and Economics for sections of the same course delivered through electronically-mediated distance delivery and through the conventional, single-site mode.

A quick perusal of these syllabi reveals the comparability of requirements across the two delivery mechanisms. There is no distinction among the two delivery modes in terms of course syllabi, and this is not surprising given that the course content and scope is established by the department at the time the course or program is approved through the curriculum process.

Faculty Support. In the early days of implementation of electronically-mediated distance delivery, faculty development was limited to self-research and implementation, peer suggestion, and specific equipment training. Faculty received a stipend to deliver programs through the new medium as a way to encourage them to develop expertise in this approach to instruction. Currently, faculty receive a stipend in the form of either additional load credit or additional pay for their work in the electronically-mediated environment as described in the policy entitled "Full-time Payment Options for Multiple-Section Courses Taught through Interactive Video" (Exhibit 2.104). In addition, the Center for Learning Technology has set aside funding for specific faculty development projects and new initiatives, and faculty are encouraged to submit proposals for these funds (Exhibit 2.117).

A full-time instructional technology coordinator has been assigned to support distance delivery at the SeaTac Center. He performs some classroom administrative functions such as sending and receiving faxes, photocopying, and monitoring of tests and a limited amount of faculty support. Other staff in the office assist to the degree possible around their other duties.

At the Wenatchee Center, faculty development for electronic course delivery is addressed through orientation sessions prior to the beginning of each quarter (Exhibit 2.118). Technical personnel explain operations and multi-media options, while faculty share their experiences and teaching strategies for distance delivery.

Faculty support services on the eastside are provided by a communication link between campus departments, center staff and operators at the distant and main campus sites. Printed materials are sent via courier, FAX or email and are prepared for distribution to center students in the Wenatchee Center office. Exams are proctored by either the center operator or a center staff person – depending on the type of exam and the specific needs of the situation. Distance classes are videotaped, including during exams.

At the March 1, 1998 distance education meeting, faculty were asked to identify training and support needs for faculty who participate in electronically-mediated distance technology. Their responses are summarized in Exhibit 2.119 and will form the basis for faculty development and support in the 1999-2000 academic year.

Students and Student Services. There are no separate admission requirements in relation to programs that are provided through distance technology. Students who are unfamiliar with the technology receive an orientation and pertinent logistical information at the beginning of each quarter. These services are provided both by library staff and by faculty. Students who complete their courses on the Ellensburg campus or at one of the university centers have access to the student services that are provided at those sites and at the Ellensburg site. (See Standard 3.) The problem is more complex for students who are completing their educational courses through asynchronous means, perhaps in their own living rooms. Currently, visits to one of the campuses, telephones, and electronic mail provide the linkages through which students can access student services.

Advertising and Recruiting. Most advertising, recruiting, and admissions materials do not identify the delivery system that will be used to offer courses or programs, although there are some exceptions. The advertising materials for the Master of Science in Organizational Development program indicate that the distance education format and technology will be used. The eastside centers offer nearly 70 % of their classes via distance education, and their promotional materials identify courses that will be offered in a distance format. Orientation sessions with specific disciplines during the quarter provide an opportunity for students to hear about and see two-way interactive classrooms.

Computer Services. Computer linkages provide an important means through which students and faculty can maintain both individual and group contact in the context of a distance delivery environment. Many students have home computers, but a number of others depend on the computer laboratories at the university and at the centers. The university provides an adequate number of computer stations on the Ellensburg campus (Standard 8). There currently are two computer laboratories at the SeaTac Center that combined have 43 stations. The labs are used by individual students and for class instruction. Computers are a vital tool not only in computer-related classes, but also for communication between students and instructors. The student's access to a computer becomes critical when the instructor is at a distant location. For this reason, in winter quarter 1998, the hours of the computer lab at SeaTac were increased to better match those of the distance education class schedule. Students often leave a distance education class and go directly to the computer lab to send electronic mail to an instructor regarding topics or questions related to the class.

The Central Washington University Wenatchee Center currently has one 7-station computer lab and one 14-station lab shared with Wenatchee Valley Community College for use by Central Washington University students. The eastside centers provide students with access to computer labs via a partnership with the community colleges. The community college computer labs are open during the day and in the evening. Central Washington University students acquire computer passes for access to the community college labs. The computer lab at the Wenatchee Center is open in the evening and during the weekend as classes are scheduled. Distance education students use the labs for electronic mail between students and faculty and for research using the Internet. When required, K-12 classrooms are available on a cooperative basis.

Learning Resources. All students and faculty at off-campus sites located at a community college have library privileges at the community college library at that location (Lynnwood, Steilacoom, Wenatchee, and Yakima). Basic library services, such as use of print and serial collections, computer workstations, and electronic resources, as well as reference assistance and interlibrary loan services are provided by the community college libraries. A state-wide cooperative project gives students at state institutions of higher education access to all state IHE libraries through the ICCL borrowing card. This is particularly useful to westside center students who can access the vast resources of the libraries at the University of Washington. In addition, Central Washington University has a small branch library at the SeaTac site with reference and reserve materials, as well as a limited number of books and periodicals. Limited space, resources and staffing are drawbacks for SeaTac, and plans are underway for expansion in order to provide additional library services.

In addition to the resources available to students locally, Central Washington University provides document delivery of books and journal articles from Ellensburg via a courier service. Some full-text journal articles now are available on-line. Timely delivery has been raised as an issue for students who want a quicker turn-around time on their requests. Electronic resources also are available to center students through the library's web pages (www.lib.cwu.edu). In addition to a web-based library catalog, students also have access to over 35 web-based electronic databases such as Lexis/Nexis and Hoover's Online. Remote access to the electronic databases works well for off-campus access as long as the user has a web browser such as Netscape or Internet Explorer and an Internet connection. Expansion of the computer labs at the center sites allows more students to use more fully the library's electronic resources. (See Standard 5.)

Commitment to Support. Support is of three types. First, the state of Washington, the university administration, and the Board of Trustees have placed a high priority on the development of a well-integrated and fully functioning system of electronically-mediated distance education. Much of the last half of this decade has been devoted to building an infrastructure that will support technological improvements. The Faculty Senate also has taken a position that supports electronically-mediated distance education and that provides a stipend for faculty who agree to use the method. In the past five years, the university has committed \$3,500,000 from its operating budget in addition to grants and contracts to ensure the development of the technological aspects of the delivery system, and, more recently, the university has promoted greater support for faculty development related to its use.

Second, the university's internal approval process requires that the initiation of a new program or of an existing program at new sites includes evidence of adequate resources to provide a program of quality. Thus, on a program-by-program basis, administrators must address and commit to the availability of resources for the program.

Third, the Higher Education Coordinating Board of the state of Washington requires that programs, once begun, must provide for all enrolled students to complete the program before it is eliminated. They define a program both by title and by delivery site. Thus, programs that are begun at remote sites must be completed at those sites, regardless of the method of delivery. However, a program can be eliminated from a particular site once a full cycle of the program is completed.

Evaluation and Assessment. This section presents data related to student satisfaction and achievement in electronically-mediated distance education as compared to non-distance delivery courses. The university systematically collects student evaluation of instruction (SEOI) data each quarter, along with the primary indicator of student achievement, student course grades or grade point average (GPA). For two quarters

(winter 1998 and spring 1998), Dr. James Beaghan conducted an assessment of one distance education class (Marketing 360) regarding its effectiveness through distance delivery.

Exhibit 2.120 contains comparative GPAs for multi-site distance and non-distance classes offered in the past two years by the School of Business and Economics. The data indicate comparable, if not better, performance by remote site students. A comparison of Student Evaluation of Instruction data (on a scale of 1 – 5) also is presented in Exhibit 2.120, along with sample comments and surveys regarding distance education courses for the School of Business and Economics. The student evaluation data show no consistent trend on any of the items on the evaluation: sometimes they are lower for the remote sites, sometimes they are similar or higher.

During fall 1998, students who attended two courses in the School of Business and Economics that were delivered via two- (MGT 380) and three-way (BUS 352) simultaneous distance delivery formats participated in focus groups. In addition, focus group data were obtained from students in the first year of the MSOD Program. Five questions were derived from the NASC Accreditation Handbook, 1996 Edition, Standard 2.G.5:

- Are sufficient learning resources made available to support your learning in the distance learning environment?
- Do you have reasonable and adequate access to the range of student services appropriate to support your learning?
- Did advertising, recruiting, and admissions materials clearly and accurately represent the program(s) and services available?
- Is the instructional interaction adequate among faculty and students and among students?
- Do you have adequate access to interaction with faculty in terms of time and opportunities?

Student comments were obtained both by asking students to write their individual answers to each of these five questions and in a follow-up group discussion with each class. Exhibit 2.121 provides a listing of these comments for individual and oral discussion formats.

Appraisal

Electronically-mediated distance education at Central Washington University thus far has been viewed primarily as an alternative way to offer classes to place-bound students, as well as a means to leverage faculty resources to combine smaller groups at remote sites into one larger class. Students taking classes at the university centers are, for the most part, pursuing a degree as part of the university's undergraduate and graduate programs. Consequently, these students are required to meet the same requirements and standards as all students.

An examination of the course syllabi reveals no differences in course structure or requirements between distance and non-distance delivered classes. Most instructors make few, if any, changes in content to accommodate the distance delivery format. The overall size of the class, both distance and non-distance, is a more significant factor in course changes than the distance delivery format per se. All formats, including lecture, discussion, in-class exercises, group presentations, and individual presentations, seem to work nearly as well in the distance-delivery environment once everyone becomes acquainted with the format and technical requirements.

The university is well-positioned now to refine its provision of educational opportunities through technology. Increased funding and opportunities for faculty development, support staff, and shared experiences among

faculty are beginning to provide benefits. Although some faculty and departments (Exhibit G.6: Department Strategic Plans) continue to argue that the ideal situation is a live instructor on-site, many others have warmed considerably to the possibilities of electronically-mediated distance education. Recent and planned efforts to provide clear evidence of comparability of outcomes between students who study at a distance and those who study live will help to identify areas for improvement and to allay the fears of faculty.

Electronically-mediated distance delivery is here to stay. Distance education takes work, planning, creativity, and preparation, but it can and does provide a workable educational alternative to on-site coursework. To date, the university has poured most of its resources into synchronous delivery options, but this slowly is changing. Central Washington University currently is participating in the development of two state-wide asynchronously provided programs, one in business and one in criminal justice.

Perhaps the most limiting aspect thus far concerns the reliability of the technology. It has not performed as consistently as expected and presents many frustrating challenges to faculty and students alike. From instructional and student viewpoints, the majority of complaints come from differences in technical capability from site to site and the failure of the technology to perform as it should. For example, not every site has the capability to deliver visual information through Power Point or related software. Many of the television screens are too small. Experience suggests that 36-inches is the absolute minimum and 48-inches is preferable. Operators need to be attentive and responsive to the teaching style of individual faculty. A good distance education presentation must be dynamic, and this dynamism is translated to the receiving site in part through the skill of the operator. Some of the distance education classrooms are less than optimally designed. Additional redesign will be necessary to achieve spaces that facilitate teaching and function as production studios. Further, the early systems were not designed for those faculty who use sophisticated computer applications in their courses, for example, Powerpoint. All of these matters are being addressed. Although the pioneering spirit that accompanied these ventures shows vision and courage, faculty opinions of the capabilities of electronically-mediated instruction may have been damaged by the early problems.

The library resources for students studying at the centers have improved considerably in the last two years, and most of the improvements also serve students who study via the web from their home. Students and faculty can link to the library web page from distance sites and so theoretically have access to the same resources as do Ellensburg students, although almost everyone notes that the inability to browse the stacks is a clear limitation. Despite the excellent progress and the strong support of the library faculty and staff, students continue to report that they are underserved. Both faculty and students sometimes fail to recognize that timelines for library research need to reflect the added time required for receiving resources through the courier and other interlibrary loan services.

There are limitations for use of the library print collections, e.g., non-circulating materials in reference, serials, and government documents. Copies of library resources, such as journal articles, microforms and other materials are sent to students via a courier service that runs on a limited basis to the center sites, but many students seem unaware of these services. Recently, the library implemented the use of electronic transmission of journal articles to the SeaTac Center, and this service is needed at other sites as well. There is some evidence that faculty and students may be more undertrained than underserved with respect to the availability of library resources. For example, electronic databases that provide electronic indexes, abstracts and full-text articles in many disciplines now are available for students at the centers, but many students and even some faculty require additional training to access them and use them optimally. Both the library staff and those who coordinate distance delivery need to increase the training opportunities related to obtaining library materials and the use of electronic resources, although they have limited time to do so. In addition, some students have reported that some of the staff at the state's university libraries refuse to honor the ICCL borrowing cards.

Student services delivery at the centers is improving constantly, and an infusion of funds for the 1999-2000 academic year promises additional gains. As asynchronous delivery of programs increases, the university will need to explore more fully the question of student services delivery to those who choose to study in their own homes and on their own time schedules.

The university continues to try to understand the kind of tracking and monitoring systems that should be in place for electronically-mediated distance delivery. There is a very well-defined curriculum approval process to which all courses and programs, regardless of the instructional delivery mechanism are subjected. The question is the degree to which the kind of delivery mechanism should result in unique oversight and tracking. These questions are being discussed both theoretically and in the context of the design of the university's new relational database system.

The university's forays into electronically-mediated distance delivery are in their infancy. Some of the specific initiatives that are either planned or are currently underway to further enhance the university's positioning include:

- Seeking HECB and NASC approval to expand distance education to 23 programs and 158 courses to serve the needs of approximately 348 FTE place-bound/time-bound students who are not served currently.
- Expanding training to faculty for development and delivery of asynchronous web-based and interactive video classroom courses. This would include more systematic programs of orientation for faculty who are using the technology for the first time.
- Installing video conferencing technology in all sites in areas available for students, staff, and faculty to discuss at a distance their advising, financial aid, and other service needs.
- Addressing more vigorously strategies for assessing and implementing new digital technologies for distance education including asynchronous Web curriculum.
- Establishing new methods of feedback from faculty and students on course success and failure.

Recently, university reorganization resulted in the creation of a Center for Learning Technologies (CLT), which includes major service support units for distance education and instructional design/faculty development. These units serve instructional programs and media needs of the faculty, staff, students, and administration for Central Washington University and other state agencies. The CLT serves as the single point of entry for all instruction-related production requests. CLT is partially responsible for providing faculty training and development and has one administrative-exempt staff member, designated as an instructional technologies specialist, to fill this function. The addition of an instructional designer position was recently approved to accommodate future needs in the area of instructional technology. Also, the Center for Learning Technologies recently has expanded its facilities to include a Silicon Graphics Server. The purpose of this Unix-based server is to provide video and audio streaming capability for integration with on-line courses. Applications for this technology for on-line courses will include the archiving and storage of lectures, other instructional video content, and digital still images for accessibility over the web. The newly created position of instructional designer will assist with course design and adaptation. In addition, the technological expertise required to administer a course server dictates the need for highly skilled professionals in the field of information technology.

The duties of the instructional technologies specialist are being expanded to include training of faculty for development of web-based courses. Subject matter for training workshops will include introductory to advanced-level instruction in database design/web connectivity, web page design, presentation software, and use of graphic production tools such as scanners, digital cameras, and production software for the web. New workshops, which provide information on creating on-line exams, on-line forms, JavaScript, asynchronous chat capability, and surveys, are being offered. Future use of databases and connectivity with the web for developing on-line courses is currently undergoing research and implementation.

The ability to implement on-line instruction effectively may be dependent on striking a balance between adequacy of facilities and the adequacy of faculty development. Certainly a team of people to deal with broad technological issues is of great importance. Of equal importance is the availability of qualified professionals to respond to a forever-evolving set of needs imminent on the horizon of electronically-mediated distance education. To this end, the university is investigating a variety of strategies for developing web-based instruction, including the possibilities provided through private companies. These companies offer turnkey solutions that include grade books, on-line syllabi, on-line testing, and video/audio streaming. Companies like these provide examples of different ways to implement on-line courses, as well as insight into possible solutions, pitfalls, and components to include when putting courses on-line.

In summary, this transitional time has been both invigorating and challenging. The decision to build the infrastructure that would allow the university to move into the electronic age had its critics. However, the university now finds itself well-positioned to take advantage of rapid technological advances as a way to fulfill its primary mission: providing higher education to citizens of the state of Washington. Universities have now reached the point in their history where not only the quality of the programs that are available but also the manner in which they are made available ultimately will decide the future of the university.

Standard 2

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August 31, 1999

College of Arts and Humanities

Historical Perspective

Beginning in 1994-95, the College of Letters, Arts, and Sciences (CLAS), composed of 20 departments and many interdisciplinary programs, was gradually divided into two smaller units, the College of Arts and Humanities (CAH) and the College of the Sciences (COTS). The College of Arts and Humanities is comprised of eight departments and two programs—Art, Communication, The Douglas Honors College, English, Foreign Language, History, the Humanities program, the Latin American Studies program, Music, Philosophy, and Theatre Arts. The dean of CLAS became the dean of the College of Arts and Humanities, and a former associate dean of CLAS became dean of COTS. The two daughter colleges continued to share the CLAS support staff, including an associate dean, administrative assistance, senior secretary, and office assistant through 1998. Many of the university records systems continued to treat the new colleges as a single unit over the following two years. The budgets of the new colleges were not separated until 1997.

A new dean of the College of Arts and Humanities was appointed in the fall of 1996 following the retirement of the first dean, and the new dean began to work with chairs and faculty to build the individual identity of the college. COTS later moved to a new location on campus, and both colleges were staffed successfully at the appropriate level.

Current Situation

All of the departments of CAH offer undergraduate majors and minors. Several departments offer master's degrees. CAH also provides approximately 32% of the general education program course offerings and extensive service coursework for the entire university. The college plays a major role in Central's teacher education programs, offering bachelor's and master's degrees for students preparing to be secondary teachers and providing course work in educational foundations and discipline-specific methods for teacher education majors. Several unique program offerings are included in the curricular offerings of the college, including computer-based graphic art, music business, teaching English as a second language, and theater management. The college is particularly proud of the William O. Douglas Honors College, an advanced general education program for exceptional students that focuses on the world's great philosophies and literatures.

Building on a legacy of teaching excellence, CAH faculty are engaged in research, creative activities and service, involving students in the scholarship and practical applications of their various academic specializations, while making important contributions to the intellectual tradition and to society at large. CAH departments are highly active on campus, providing diverse intellectual, creative, and educational programs. Activities include a wide range of art exhibits, musical concerts, theater productions, lectures, symposia, and creative writing. The Department of Music is home to the Kairos Quartet, a chamber music quartet funded by an endowment. The college is proud of its efforts to reach out to the residents of the state. Programs such as Washington State History Day, high school music camps, and the Department of Theatre Arts' annual tour reach over ten thousand public school students each year. College departments specifically support student work through formats such as the publication of the student newspaper, support for student newsletter and creative writing, disciplinary clubs such as the Philosophy Club, student arts shows, student musical concerts, and student theater productions.

Recently, the college has undertaken a series of initiatives to establish its identity and to support faculty efforts. CAH has formed a Scholars Program Committee for the development of programs and speakers.

The most recent example was a series of lectures, films, and discussions focused on the Holocaust. The college has developed an Interdisciplinary Teaching Project that supports the collaborative instructional work of two faculty from different disciplines. For the 1998-99 academic years, a music professor and an English literature professor collaborated on a class devoted to Othello: Play and Opera. The college also supports a variety of faculty development efforts including travel funds for full and part-time faculty and for department chairs, summer scholarship/creativity grants, and equipment purchases. These efforts, together with programs at the departmental level, help develop and maintain a strong and well-qualified faculty.

The college participates in the university's strategic planning process through the development of its own plan (Exhibit G.10) and the review of department strategic plans (Exhibit G.6). The planning process helps the college establish its direction, develop budget requests, and support effective staffing.

Mission and Goals. "The mission of the College of Arts and Humanities is to advance knowledge, foster intellectual inquiry, and cultivate creative endeavor among faculty and students through teaching, research, scholarship, artistry, and public and professional involvement. All the components of our mission--teaching, scholarship/creativity, and service--are integral ventures that support and cross-fertilize each other, enriching the educational experience of our students. We in the College of Arts and Humanities, in partnership with other academic units, strive to act as stewards of the disciplines in our domain and of the liberal educational core of the university program. Through our versatile offerings in the fine and performing arts, communication and the humanities, and the Douglas Honors College, we seek to enhance understanding of and appreciation for the complex physical, cultural, and imaginative worlds of human existence, and to infuse in our students a lifelong thirst for knowledge and a capacity for aesthetic growth. In addition to fostering learning across the span of academic fields and subjects in our domain, we take seriously our responsibility to help people develop their powers of speaking, writing, reasoning, and creativity, thus equipping them for the challenges of contemporary life, and enabling them to take their places in an informed citizenry."

The current goals of the college are consistent with the university mission and the mission statements of CAH departments. The dean works with the departments in developing their unit mission and goals so that they are consistent with those of the college. The following summary of the college's current goals was developed by incorporating departmental strategic goals with goals of the college.

- Work with the provost and other school/college deans to continue the development of a budget building process that funds academic programs according to need, that responds to growth and change, and that contributes to a stable and adequate funding base for the College of Arts and Humanities.
 - Continue to implement sound management of all of its resources.
 - Augment funding base for adjunct instruction.
- Augment faculty well-being, opportunity, and achievement within the college.
 - Work with the provost to address deficient salaries among faculty, including low remuneration, inequity, and compression; work to implement the salary adjustments that ensue from the forthcoming salary equity study.
 - Provide forums for faculty to exchange ideas, discuss issues, form collaborative relationships, develop collegiality, and express their views and concerns to the dean and the administration, and to address as directly as possible morale issues facing faculty.
 - Continue to create opportunities for faculty to communicate, in groups and individually, directly with the dean and associate dean about issues of concern.
 - Continue to provide increased fiscal support for and validation of faculty scholarship and creative work.
 - Enhance the quality and diversity of CAH faculty through recruitment and hiring.

- Develop policies for adjunct and part-time faculty that both enhance the learning mission of the college and treat employees with fairness and respect.
- Strengthen the position of departments and units in the college to enable them to maintain the quality and integrity of their programs.
 - Work with departments to develop improved enrollment management that assures maximum advantage from existing resources.
 - Cultivate effective recruitment, advising, and mentoring of students.
 - Support the Department of English's efforts to build a more cohesive and continuous university writing program
 - Advance international education in the college.
 - Foster interdisciplinary teaching and learning.
 - Enhance quality and visibility of graduate education in CAH.
- Facilitate CAH's active participation in university-wide initiatives and mandates.
 - Bring NASC accreditation process to a successful conclusion.
 - Work with the provost and university to help achieve the university's accountability targets.
 - Continue to participate in formulation and review of general education program.
 - Help to reconceptualize the Center for Teaching and Learning and revise its governance and reporting structure to increase the collegial involvement of the three colleges which comprise it.

Organizational Structure. The College of Arts and Humanities is one of four schools and colleges under the Vice-President for Academic Affairs. The dean of the college reports to the provost. In addition to the departments and programs described above, the college supports the CAH Scholars Program Committee, the Tenure and Promotion Task Force, the CAH Humanities Program Committee, the Latin American Studies Interest Group, and the Center for Teaching and Learning. Through a series of inter-locking committees, the college is allied with the organizational structure of the university at large.

Planning and Effectiveness. The College of Arts and Humanities bases its plans on a combination of parameters provided by the university's mission and goals, the strategic plans of the departments within the college, and the dean's vision for the college. The dean works with the department chairs to develop short and long-term goals, objectives, and strategies for the college. Plans are developed and modified on a continuing basis as conditions facing the college change. The dean holds day-long retreats at the beginning of the fall quarter with the department chairs of the college to identify issues and work through mutual concerns. She also sponsors periodic half-day retreats. The dean makes an effort to visit faculty, students, and staff at the university centers at least quarterly.

The college plan is built on a combination of the goals of the college and the plans of the departments. The college operates its planning cycle within the guidelines developed by the Strategic Planning Committee. The dean and associate dean read the plans, collate staffing and budget requests, and discuss requests with department chairs. Based on a full discussion, a college staffing plan and budget request is developed. The dean attempts to balance the needs of each department with the needs of the college. This generally results in consensus; however, the priorities developed do not always meet with universal agreement.

Planning for the specific mission of the college, particularly in general education, curriculum, and in funding of the arts (Art, Music, and Theatre Arts) takes place within the larger planning context. The college is plagued with inadequate funding to perform the function in the manner desired in each of these areas, making budget decisions difficult. No program has adequate funding, and planning focuses on the best use of resources to meet developing needs. Not all planning, however, is budget-based. The college has made

excellent progress in areas such as college identity, curriculum, interdisciplinary collaboration, and program initiatives through its planning process. The college planning process continues to develop and contributes greatly to the cohesiveness of the unit.

The college's policy manual, the CAH Department Chairs' Handbook (Exhibit 2.122), contains policies related to planning, evaluation of department chairs, and of faculty. The college evaluates the effectiveness of its plans through obtaining feedback from faculty, chairs, the provost, and staff. Feedback also is obtained through the analysis of decision impacts. Various types of data -- enrollment reports, faculty load calculations, student surveys, and budget reports -- provide evidence of the effectiveness of the college's operations. These data are examined, conclusions are drawn, and modifications are made to current practices or to college plans. The greatest challenges lie in the areas of accurate data, systematic use of the data, and in generating a college-wide view of decision-making. Chairs and faculty understandably view decisions from a departmental point of view. The challenge for the college is to encourage them to view the college as a cohesive and interdependent unit.

Accomplishments and Disappointments. Each year, the college identifies its major accomplishments and disappointments in relation to the previous year's goals. For a full description, please see the college plan in Exhibit G.10. Also see department strategic plans for departmental accomplishments and disappointments.

Accomplishments. Among its most important accomplishments, the college

- Recruited and hired a diverse group of excellent faculty for tenure-track and full-time positions in five departments in the college. In each case, the first choice candidate was successfully hired.
- Designed initiatives to support faculty development and scholarly and creative activity, including the creation of the College of Arts and Humanities Scholars Program, the funding and implementation of travel grants for tenure-track and adjunct faculty, the creation of a summer scholarship/creativity grant program, the planning of a CAH Colloquium on a major academic topic, the institution of a travel fund to promote chair development and professional opportunity, and the creation of a special fund to support interdisciplinary teaching projects between teams of faculty within and outside the college.
- Sharpened and clarified policies and procedures governing appointment and review of faculty to assure that they are articulated clearly and are consistent, fair, and straightforward. Designed review instruments and instruction packets to simplify and bring congruity to the preparation of faculty review dossiers. Appointed a College of Arts and Humanities tenure and promotion task force to establish college review standards and criteria and foster compatibility across departments.
- Developed clearer expectations for probationary faculty and processes for informing, supporting, and mentoring them as they move through the early phases of their careers at the department and college levels.
- Restructured the college budget to reflect fiscal year planning and budget-building, separated and monitored discrete accounts, organized information in computerized data-bases and spread sheets, reconciled with FRS, increased control over expenditures, enabled more prudent use of resources, and encouraged more budget responsibility from individual departments in the college.
- Developed and codified college policies and procedures (primarily gathered together in the CAH Department Chairs' Handbook) governing a wide range of areas including budget and resource management; enrollment and scheduling; faculty recruitment, hiring, and evaluation; chair responsibilities, elections, and evaluation; merit review; faculty development; work load assignment; program and curriculum review and planning, to achieve clarity, consistency, even-handedness, and accessibility.

Disappointments. There also were disappointments during the period:

- Faculty salaries in the college remained low vis a vis the university, the region, and the various national disciplinary averages.
- New resources for programmatic growth have been limited.
- The college's adjunct budget base is smaller than desirable, given the size of CAH's contribution to general education.
- University funding of computer upgrades for faculty has not materialized.

Educational Degree Programs. Appendix 2.2 lists all degree programs for the College of Arts and Humanities together with majors and graduates in each major over the past five years. The table includes data for both undergraduate and graduate programs. The data shows trends and changes for the time period under analysis.

Statistical Picture of the College of Arts and Humanities. College and department profiles (Appendix 2.1) provide enrollment figures for the college. The changes in the past two years in student credit hours have resulted from two sources: a) the change in the university's general education program that slightly reduced the involvement of the college, and b) reduction in time to degree for college students. A comparison of the number of degrees granted by college departments shows a 33% increase over the past five years, a very positive trend. The class sizes for college departments is slightly lower as compared to the other schools and colleges in the university. This is primarily due to the nature of departmental programs, particularly in the Departments of Art, Music, and Theatre Arts, where small class sizes are critical to effective educational programs. Overall, the statistical picture for the College of Arts and Humanities portrays an active, vital college effectively serving the needs of its students.

Fiscal and Physical Resources. Fiscal resources for the college are barely adequate to meet needs. Of primary concern are funding for the general education program, equipment for faculty, instructional support equipment (including technology), and funds to support new initiatives.

Physical resources for the college are adequate. The Department of Art has requested renovation to Randall Hall for ventilation, heating, and lighting. The Department of Music is in the pre-planning stage for a new building. The Department of Theatre Arts has requested safety renovations to its aging primary theater, McConnel Auditorium. The remaining college departments are housed in modern facilities with adequate to good space for students and for faculty.

Library and Information Resources. The college appreciates the rapid advances in on-line resources available and commends the library staff for its work in the area. The college shares the concern of departments in the dwindling resources allocated for the purchase of new books and serials. This is a particular issue for the college's graduate programs.

Curriculum Development. CAH departments are conscientious regarding curriculum development. All departments participate actively in academic and professional associations related to their disciplines and use information gathered through these contacts to keep curriculum current with national trends. Through the encouragement of university assessment efforts, departments have done a much better job in recent years with sequencing curriculum and in using assessment data to make necessary changes. Faculty make every effort to ensure that the curriculum meets the needs of the students, the discipline, and society. Please see department strategic plans for details on curriculum development.

Educational Program Goals and Objectives. The college supports the development of program goals and objectives as a means of serving students more effectively and in making the best use of available resources. The departments of the college are making good progress in developing clear program goals and objectives (Exhibit G-6: Department Strategic Plans, particularly Tables 2.1 and 2.1A). Some departments have very well developed student learning outcomes and attendant assessment programs. These outcomes and programs are used to determine the effectiveness of their major programs. Others are in the beginning stages.

End-of-Major Assessment Results. All departments conduct end-of-major assessment, employing a variety of methods (See Appendix 2.16). The most common methods include student portfolios (used in Art, Communication, English, Philosophy, and Theatre Arts), capstone courses (English, History, and Philosophy), end of major examinations (Communication), and reviews of student projects (Art, English, Music, and Theatre Arts). Data from these assessment procedures are used in three primary ways: a) for curriculum development and improvement, b) for individual course change and development, and c) for needed faculty development. In areas where student performance is paramount (Art, Music, Theatre Arts), the departments continually use the strengths and weaknesses of student performance as a vehicle to analyze curriculum and faculty performance. Departments are seeing the value of these assessment programs in the continuing improvement of their students.

Specialized Accreditation and Program Review. Exhibit 2.7 describes the specialized accreditation and external program reviews of the College of Arts and Humanities during the decade. The Department of Music is accredited by the National Association of Schools of Music. Several other programs are reviewed by their professional organizations.

Appraisal

The college's strengths lie in its evolving vision of itself as an academic unit, and its faculty, programs, and service to students. The mission of the college focuses on strong support for the liberal arts as the cornerstone of a quality university education. Through efforts of the faculty, chairs, and dean, this mission is coming to fruition. The college is proud of the vibrancy of cultural activities offered by its departments; the art shows, recitals and concerts, plays, lectures, and symposia offered by departments vastly enrich the university community and the community at large. The college's role in providing the university's general education program is of particular note as it gives students fundamental knowledge of the world and critical skills for success in that world. In addition, the college strongly supports the preparation of K-12 teachers.

Of primary importance for the future of the college are the new faculty hired in the past five years. It is vitally important to the college and the university that these faculty are provided a climate in which they can flourish and develop. This means adequate faculty development funds, effective evaluation and feedback systems, and careful monitoring of progress toward tenure. The college's task force on tenure and promotion is actively working with departments to address these issues.

The college continues to face the issue of funding, particularly for general education, for support equipment, and for instruction, although new budgeting and accounting priorities at the university level are improving this picture. An improved level of resources would allow the college to enhance program development, outreach to university centers, and faculty development. The college will continue to be aggressive in seeking increased funding from both internal and external sources.

Staffing, particularly the use of part-time instructors, remains an unresolved problem. While college reliance on part-time instructors is diminishing somewhat, part-time instructors continue to seek improvements in pay,

benefits, recognition of service length, and integration into the university's governance structure. The college will work with the provost in resolving these issues and on personnel procedures.

The college also needs to develop greater consistency across departments in the use of student learning outcomes and assessment. The value of assessment has been well demonstrated by a number of college departments, most notably Communication, English, and Music. The college will continue to encourage departments to develop effective assessment instruments for academic programs and then use the results to improve the curriculum.

The future brings new opportunities and challenges. The College of Arts and Humanities will continue to refine and focus its identity within the university through careful planning and collaborative work with the departments and across the university. Given the centrality of the college to the mission of the university, the future looks positive indeed.

August 31, 1999

College of Education and Professional Studies

History

The School of Professional Studies was established in 1980 to coordinate a variety of professional training programs of the university. Included was its role as the organizing unit for professional preparation programs for the K-12 schools. In 1995, as the result of recommendations of a faculty task force, the college was renamed the College of Education and Professional Studies to emphasize the importance of teacher preparation at the university as well as within the college. At the same time, the Department of Education was divided into two departments: The [Department of Teacher Education Programs](#) (TEP) offers undergraduate majors in reading, bilingual education, early childhood education, elementary education, and special education and graduate programs in educational administration. The [Department of Curriculum and Supervision](#) coordinates the theoretical and pedagogical components for teacher preparation and provides master's level work for practicing teachers. The Department of Home Economics Department was renamed the Department of [Family and Consumer Sciences](#) better to reflect its programs which include family and consumer studies, apparel design, food science, nutrition and dietetics, nutrition science, and food service management. The Department of Business Education was renamed the Department of [Administrative Management](#) and Business Education to emphasize its programs in business education, administrative management, retail management, advertising, and business education. The Department of [Industrial Engineering and Technology](#) offers programs in electrical engineering technology, mechanical engineering technology, manufacturing technology, vocational-technical trades, industrial education, electronics, construction management, flight technology, technology education, occupational education, loss control management, and safety education (driver education). The Department of [Physical Education, Health, and Leisure Services](#) offers programs in physical education, fitness and sports management, paramedics, athletic training, school and community health education, and leisure services. The Departments of Military Sciences (AROTC) and Aerospace Studies (AFROTC) offer courses in military science and in aerospace studies respectively.

Current Situation

The College of Education and Professional Studies offers a wide variety of programs to meet the needs of students interested in professions ranging from teaching to leadership in the military. The quality of the program offerings is reflected in the number of programs that have achieved specialized accreditation (Exhibit 2.7). Of the nearly 7500 students attending CWU, almost 30% are enrolled in programs offered by the College of Education and Professional Studies.

An especially important function of the programs of the College of Education and Professional Studies is to coordinate programs of preparation for K-12 school personnel. Students complete training programs leading to state certification in three of the university's colleges. The teacher preparation and administrator preparation programs are the largest in the state and have been for the last forty years. To continue to be a major teacher training institution in the region requires a strong faculty with a innovative spirit to explore ways of improving the preparation of teachers. An example of such innovation is the year-long student teaching experience that will be piloted in four public school districts during the 1999-2000 academic year.

Center for Teaching and Learning (CTL). The center, previously the Center for the Preparation of School Personnel, was established in 1992 to serve as the university's governance unit for the preparation

of K-12 school professionals. The center was developed to reflect the commitment of faculty across three academic units -- the College of Arts and Humanities, the College of Education and Professional Studies, and the College of the Sciences -- to the preparation of school personnel. It serves as the umbrella organization for all school personnel programs and has as its primary goal to facilitate communication, cooperation, and collaboration. The CTL recognizes that it takes a whole university to prepare a teacher.

Funding for the administrative functions of the Center for Teaching and Learning is included in the budget of the College of Education and Professional Studies, although the courses leading to the individual teacher and educational specialist degree programs are funded in each of the three participating colleges of the CTL. Exhibit 2.123 depicts the interrelations among the three colleges and the degree programs offered in each. The University Professional Education Council is a university committee that serves as the legislative arm of the Center for Teaching and Learning; this committee serves as the first approval body for all curriculum related to preparation of K-12 school personnel and provides advice to the center director on all policy matters related to personnel preparation.

Certification of K-12 School Professionals. A major function of the College of Education and Professional Studies is to recommend individuals for certification by the Office of the Superintendent of Public Instruction of the state of Washington. The associate dean of the college oversees the [Office of Certification](#) where the staff processes applications for admission to the teacher education program, monitors student compliance with state certification regulations, clears students for student teaching through numerous checks including the WSP and FBI fingerprint checks that are required by the Office of the Superintendent of Public Instruction, processes applications for final certification and makes recommendation to the state for the initial teaching and educational staff associate certificates.

During the decade, the university received state support for complete remodeling and expansion of Black Hall, the facility that houses the Center for Teaching and Learning and the Departments of Teacher Education Programs and Curriculum and Supervision. The new facility features state-of-the art instructional capability to the departments and creates an environment in which students can develop sophisticated technological skills. Funds also have been allocated to improve facilities for flight technology (located at the county airport) and remodeling of the facilities for business education (located in Shaw-Smyser Hall).

Mission and Goals. The mission of the College of Education and Professional Studies is to prepare enlightened leaders for the professions and for society. It aspires to create leaders who will contribute to and influence their respective professions and who will commit themselves to socially responsible citizenship in a global society. The overarching goals of the College of Education and Professional Studies are to:

- Maximize the learning potential of all students.
- Prepare students for the professions.
- Prepare students for a world in which diversity is celebrated.
- Promote civility and nurture the spirit of democracy.

Six objectives were emphasized during the 1998-99 academic year:

- Strengthen and enhance the quality of learning opportunities for students.
- Recruit and retain students with potential.
- Maintain and promote professional competencies of faculty and staff.
- Increase student access for those that are place or work bound.
- Examine the college organizational structure.
- Improve communications across the college.

A more detailed review of objectives and strategies is contained in the College of Education and Professional Studies' strategic plan for 1999 (Exhibit G.10). The goals and objectives of each department are contained in the department self-studies (Exhibit G.6).

Organizational Structure. The organizational structure of the college is described in Exhibit 2.124. The dean of the college is the chief academic, budgetary, and personnel officer. The dean's staff consists of an associate dean, administrative assistant, and certification staff. The director of the Center for Teaching and Learning also reports to the dean.

There are four standing committees of the college:

1. The CEPS Cabinet, which includes the chairs of the eight departments, is the advisory group for the college dean.
2. The University Professional Education Council, which oversees programs related to school personnel preparation.
3. The Professional Education Advisory Boards: Four committees provide advice on teacher preparation, administrator preparation, school counselor preparation, and school psychologist preparation respectively. The first two of these report to the dean of CEPS. The other two report to the program directors of the school counselor and school psychology programs, which are housed in the Department of Psychology in the College of the Sciences.

Departments maintain curriculum approval and personnel committees. The latter address policy and makes recommendations related to reappointment, tenure, merit, and promotion. From time to time, ad hoc task forces are created to address emerging issues within the college, for example, accreditation or policy development.

Planning and Effectiveness. During the past two years, the dean and the cabinet have overseen the development of department and unit strategic plans. At the department level, chairs facilitate the development of their respective plans via discussion with all faculty (in smaller departments) or via strategic planning committees (in larger departments). The CEPS Cabinet developed the college strategic plan goals during a fall quarter retreat. The plan, particularly the goals of the college, was shared with college faculty, and their suggestions were considered in revisions of the plan.

Based on the goals established in the annual planning process, department and college-wide objectives are identified and related activities are outlined. Throughout the academic year, progress is monitored. The CEPS program review process is designed to gather and analyze data relative to obtaining the objectives. (See Exhibit G.6, particularly individual department evaluation strategies.)

Each fall, the cabinet identifies department and college-wide activities that have occurred to address goals. Informal discussions with the faculty are employed to solicit input related to unmet goals; the college identifies courses of action to correct areas that have been identified for improvements. Five-year budget forecasting also addresses unmet goals.

In the past few years, the college has taken the following specific actions based on feedback about program functioning and effectiveness.

- Increased emphasis on curriculum revisions
- Investigated program reconfiguration
- Developed new pilot programs
- Increased the number of programs at university centers
- Reviewed reallocation of resources

- Strengthened recruitment efforts for specific programs
- Redefined the expectations of faculty in teaching, research, and service
- Reviewed all personnel requests by the Cabinet
- Created a Technology Task Force
- Increased emphasis on grant writing
- Created faculty incentives for research projects and faculty development
- Emphasized that faculty evaluation begins at the departmental level
- Converted course objectives to learner outcomes and identifying assessment strategies.
- Completed performance benchmarks in teacher cohort programs and in administrator preparation programs.
- Completed the NCATE specialized accreditation visit, which appears to have been successful. The team praised innovative student teaching arrangements; performance-based assessment, and partnerships with K-12 practitioners. The team also praised the efforts of faculty to model the use of technology in instruction and to prepare students to use technology in their own teaching.
- Collected data in the areas of faculty load, credit hour production, follow-up of first and third year graduates, class size, and course enrollment patterns.

Accomplishments and Disappointment. The accomplishments and disappointments of each department are found in its strategic plan/self-study. Common elements and highlights are described here.

Accomplishments. During the past year, the college:

- Reallocated vacant faculty positions to address "over capacity" programs.
- Identified learner outcomes for 95% of CEPS programs.
- Occupied the remodeled Black Hall.
- Created "Scholarship Incentive Grants" and "Professional Development Grants" for faculty.
- Provided new computing equipment for all TEP and C&S faculty.
- Added fifth cohort to the SeaTac Center.
- Faculty developed and offered on-line courses.
- Implemented the Addictionology Program at the SeaTac Center.
- Increased the cultural pluralism activities in the Department of Family and Consumer Science.
- Increased the number of grant submissions.
- Developed partnerships with Wenatchee, Bellevue, Eastmost, and Ellensburg School Districts.
- Sustained high enrollments in summer school offerings.
- Hired a director for the Center for Teaching and Learning.
- Developed and adopted college-wide policies.
- Opened the Educational Technology Center in Black Hall.
- Secured a grant to locate the Special Education Technology Center in Black Hall.
- Increased support for faculty development and attendance at conferences.
- Increased enrollment options in the flight technology program.
- Increased diversity in the faculty of the college.
- Implemented the masters program in Business and Marketing at the SeaTac Center.

Disappointments. During 1998-99, there were some disappointments. Specifically:

- Some faculty searches were unsuccessful.
- Lack of adequate funding to support equipment needs of faculty.
- Insufficient number of faculty to fully implement school district partnerships.
- Insufficient computer lab facilities for F&CS and IE&T students.
- Unsuccessful efforts to obtain funding for requested capital projects.

Educational Degree Programs. Appendix 2.2 lists the number of declared majors and degrees granted in each of the undergraduate and graduate degree programs of the College of Education and Professional Studies for the past five years. As indicated above, Central Washington University has the largest number of graduating teachers of any teacher preparation program in the state. Trends from internal data as well as data provided by the state superintendent's office reveal that large numbers of aspiring teachers are being certified in the surplus areas (for example, elementary education and social studies). At the same time fewer students are entering the areas of teaching where there are existing shortages (for example, special education, bilingual education, the sciences, mathematics, and vocational education).

Statistical Picture of the College of Education and Professional Studies. The statistical picture of the College of Education and Professional Studies (Appendix 2.1) reflects a steady growth in enrollment over the past three years from 1931 to 2103 FTES. The average class size in the college has held consistently between 22 and 23 students for the last three academic years. Due to faculty retirement, the number of full professors has declined from 40% to 30% in the last three years. The number of bachelor's degrees awarded has held steady at between 650 and 700 per year. The master's degree has also been holding at an average of 50 per year. Most of the graduate degrees are earned in educational administration, the largest school administrator-training program in the State of Washington. Teaching certificates dropped off somewhat during the current year. Even so, Central Washington University boasts the largest teacher-training program in the state.

The College of Education and Professional Studies has opportunities to broaden its program offerings in teacher education, school administration, instructional technology, industrial engineering, and chemical dependency. Alternative ways of delivering these courses need to be explored (e.g., video, web-based, weekends, etc.). Opportunities exist to increase enrollment. The challenge will be in facilitating the follow through in bringing the students and faculty together.

Fiscal and Physical Resources. The College of Education and Professional Studies has been adequately funded during the past five years. Facilities in the College of Education and Professional Studies range from satisfactory in the Industrial Engineering and Technology areas (Hogue Hall) to fairly good for Family and Consumer Studies (Michaelsen Hall) to good for Business Education and Physical Education (Shaw/Smyser and the PE Bldg) to "state of the art" for Curriculum and Supervision and Teacher Education Programs (Black Hall).

Library and Information Resources. The addition in 1998 of the Educational Technology Center greatly enhanced the information resources available for the preparation of K-12 professionals. The university long has supported a pre-service center that provided curriculum materials related to the K-12 schools, but much of the material had become outdated. The new equipment and materials is state-of-the-art and is accessible via the Internet to all students of the university regardless of where they are completing their degrees. The library staff has been responsive to the needs of students in the College of Education and Professional Studies. The challenge will be to maintain the currency of the materials in the Education Technology Center. The current upgrades were supported as capital budget items in the Black Hall remodeling project. A priority for the 1999-2000 year will be to establish a revolving fund to ensure current curriculum materials are available for students and K-12 practitioners.

Curriculum Development. In this college as in all colleges of the university, the curriculum is viewed as the vehicle through which the university accomplishes its academic goals. Each department describes in its self-study the manner in which curriculum development proceeds within the department. Some larger departments have curriculum committees within the department. Generally, though, these committees assist in developing curriculum that eventually is approved by the entire department before moving through the curriculum process. The associate dean reviews curriculum changes to ensure their conformity with university policies and resources.

Because of the interdisciplinary nature of the K-12 school professional preparation programs, curriculum and policy modifications that involve these programs submit to an additional review through the University Professional Education Committee. The membership of the committee is recommended by the Faculty Senate Executive Committee and the college/school deans and appointed by the provost. The committee reports to the dean of the College of Education and Professional Studies and also serves as the legislative arm of the Center for Teaching and Learning. Curriculum and policy modifications must be approved by UPEC before proceeding either to the Graduate Council or to the Faculty Senate Curriculum Committee.

Curriculum modifications can be proposed by any member of the university community, but typically originate with department faculty.

Educational Program Goals and Objectives. Departments have been engaged actively in developing student learning goals and corresponding assessment strategies. Departments have identified both course and program outcomes for degree programs. Learner outcomes and assessment strategies are published on the Internet (www.cwu.edu/~ceps/coestart.htm) under "syllabi". Students also have print copy of learner outcomes and assessment strategies presented to them at the first meeting of the course. (See Exhibit G.6: Department Strategic Plans, Table 2.1; Exhibit 2.125: CEPS Learner Outcomes Notebook.) During the 1998-99 academic year, all course syllabi related to educator preparation were redesigned and entered on the Internet at the following website <http://www.cwu.edu/~ceps/courstar.htm>.

Each program also includes some form of end-of-major assessment (Exhibit G.6: Department Strategic Plans, Table 2.1a; Appendix 2.16: End-of-Major Assessment Summary Table). During the 1998-99 academic year, along with publishing of learner outcomes for each course in the educator preparation program, departments developed "Strategies for Assessment." Learner outcomes and strategies for assessment can be located at the following website <http://www.cwu.edu/~ceps/courstar.htm>. Table 2.1a also describes program changes that have occurred as a result of end-of-major assessment. For graduate student, the terminal thesis, comprehensive examination, or project serves as the universal end-of-program assessment method.

Program Review. In 1998-99, the college completed the second year of a three-year college-wide program review plan (Exhibit 2.126). The process was designed to gather and analyze data relative to program quality. During the first year, departments in the college identified a single set of learner outcomes for the core courses of each of their programs. Learner outcomes include a strand of work-place skills including written and oral communication, critical thinking, group interaction, collaboration, and problem-solving skills. Departments were guided by the feedback they received from student focus groups and by the requirements of various specialized accreditation bodies. They also collected data related to the number of majors, faculty load, student credit hour generation, and course enrollment patterns. During the second year, faculty members identified minimum performance benchmark standards for their learner outcomes and accompanying assessment strategies. They collected additional program data and began in earnest to shift their thinking from an instructional paradigm to a learning paradigm. The third phase calls for reconfiguration of programs based on learner outcomes and the creation of a prior learning assessment process. The learner outcomes, benchmarks, and assessment strategies for each program in the college are included in Exhibit 2.125. Each unit within the college completes a strategic plan and self-study each year in which is described the goals, objectives, and accomplishments of the unit.

Specialized Accreditation. Several programs of the college submit to specialized accreditation review. (See Exhibit 2.7.) The professional preparation programs of the Center for Teaching and Learning, which includes the majority of programs in the College of Education and Professional Studies, submitted to a full-scale review by NCATE in 1992 following a brief period during which the university lost its accreditation. The programs were reaccredited in 1992. The interim review that was scheduled for 1997 was delayed pending the completion of the new Black Hall facility; the review was completed in April 1999. The university has not yet received the final recommendations from the NCATE examining board, but preliminary feedback

suggests that the review was successful. In compliance with NCATE accreditation requirements, the following programs submitted folios to their professional societies as part of continuing program review: Biology, Early Child. Education, Elementary Education, Earth Science, Educational Leadership, History, Physical Education, Reading, School Psychology, Social Studies (including Economics, Geography, History, Sociology, and Political Science), and Special Education.

The following organizations also approve programs of the college. (See Exhibit 2.7.)

- National Council for Accreditation of Teacher Education
- American Council for Construction Education
- National Recreation and Parks Association
- Committee on Allied Health Education and Accreditation
- University Aviation Association
- Technology Accreditation Commission of Accreditation Board for Engineering and Technology
- American Dietetics Association

In addition, the department self-studies (strategic plans) that were developed to inform university-wide goal setting and in preparation for the NASC accreditation visit required departments to review and comment on their educational degree programs (Exhibit G.6).

Appraisal

The College of Education and Professional Studies encompasses a diverse group of programs designed to prepare baccalaureate graduates to perform such varied roles as teaching preschool children, flying airplanes, managing construction projects, and providing military leadership. The college's primary mission is to prepare students to be leaders in such professions as health and family care, nutrition, business, manufacturing, military and aerospace sciences, and education. Its mission also is to prepare students to appreciate the uniqueness and contributions of the professions and the diversity of individuals and groups.

The College of Education and Professional Studies is in a transition phase. While the eight departments are redesigning and rethinking innovative ways of delivering their programs on campus and at the university centers, the college also is undergoing change. The interim dean has the challenge and opportunity to facilitate the development of programs and services to prepare students in a rapidly changing career environment.

Particular opportunities and challenges facing the College of Education and Professional Studies are grouped into five primary areas.

The first area of opportunity and challenge is the recruitment of faculty and students. With a large number of retiring faculty, there is the opportunity to recruit faculty with diverse backgrounds and experiences. The challenge before the college is to attract highly qualified faculty that can compliment the already existing talents of the current faculty. Equally challenging is the necessity of attracting highly capable students to enter the teaching preparation programs here at Central Washington University.

The second opportunity and challenge is in the area of service to students of the college. Strategies need to be developed to improve advising and mentoring of students. Ways to improve student access to advising needs to be explored. Strategies on how to increase the success rate of students in the programs of the college need to be considered. Finally, exemplary students and successful graduates of the college need to be recognized by their peers and the faculty.

The third opportunity and challenge is the redesign of preparation programs for students about to enter a much more demanding market place that requires diverse skills in collaboration, flexibility in adapting to new job skills, and the ability to communicate ideas and solutions to complex problems. These new preparation programs will require college faculty to be innovative and collaborate with colleagues across campus and with K-12 administrators and teachers. Strategies will need to be put in place to collect data and assess results of these innovative efforts and to develop ways to replicate the successful programs.

The fourth opportunity and challenge for the faculty and administration will be to communicate the programs, services, and activities of the College of Education and Professional Studies. More effective ways will need to be found to communicate with current students and recent graduates about programs and services, with alumni about pilot programs and scholarly endeavors by faculty, with colleagues across campus about the achievements and issues of the college, and with policy makers about the impact of legislation on the college.

The fifth opportunity and challenge is to improve the morale and well being of faculty of the college. Steps need to be taken to nurture new faculty into the culture and related demands associated with teaching, scholarship, and service. Strategies need to be developed to increase tolerance of diverse ideas and concepts. Finally, activities need to be planned where faculty members can be recognized for professional achievements.

The recent NCATE accreditation visit validated the direction and achievements of the College of Education and Professional Studies. While the NCATE accreditation visit relates primarily to the preparation of common school personnel, the preliminary report confirms what was intended to happen -- the creation of a positive environment for risk takers involved in program change, strong ties to K-12 practitioners, faculty modeling the use of technology to enhance instruction, and students prepared in the use of technology to improve learning.

The College of Education and Professional Studies has not reached all goals nor fulfilled its mission, but through the efforts of an active faculty, it is moving closer and reaching its targets along the journey.

August 31, 1999

College of the Sciences

Historical Perspective

In 1994, the College of Letters, Arts, and Sciences (CLAS), then composed of 20 departments and many interdisciplinary programs, was divided into two smaller units: the College of the Arts and Humanities (CAH) and the College of the Sciences (COTS). The twelve departments representing mathematics, computer science, and the natural and social sciences were collected into COTS. The dean of CLAS became the dean of CAH and a former associate dean of CLAS became dean of COTS. The two daughter colleges continued to share the CLAS support staff, including an associate dean, administrative assistant, senior secretary, and office assistant, as well as the former CLAS quarters in Hebel Hall. The division was gradually adopted in different university records systems from 1994 to 1998. The budgets of the new colleges were not separated until 1996-97.

In January 1998, a full-time associate dean position was created for COTS, and in August 1998, a successful national search resulted in the appointment of a new dean of the College of the Sciences. Soon after, the dean's office moved to its present location in the newly constructed Science Facility.

Current Situation

The College of the Sciences successfully has established its own identity within the university. Along with CAH, COTS participates in the delivery of the university's general education program. COTS has strengthened ties to the College of Education and Professional Studies, its partner in the university's teacher preparation program.

During this decade, the university achieved state support for the construction of a state-of-the-art instructional and research facility for the natural sciences. This structure, dedicated in fall 1998, houses the departments of chemistry and biology, the science education program, and the dean's office.

The college's dominant theme is to promote excellent instruction in the natural and social sciences for general education students, disciplinary majors, students preparing to be teachers, and graduate students in selected disciplines. The college is striving to build a cohesive team of faculty, to pursue external funding for an expanding program of faculty research scholarship, to offer effective programs at university centers, and to maintain its traditional emphasis on undergraduate research and practicum partnerships.

The college and each of its departments have completed strategic plans/self-studies during each of the past two years. The self-studies describe the goals, accomplishments, planning and assessment activities, and future directions of each unit. The current versions are contained in Exhibit G.6: Department Self-Studies. The planning process helps the college establish its direction, develop budget plans, and support effective staffing. The self-studies provide a base for responding to information requests throughout the year. Descriptions of many aspects of the college, its strategic plan/self-study, its policy manual and other documents and forms, and links to its departmental web sites may be found on the college's web site, <http://www.cwu.edu/~cots/>.

Mission and Goals. The mission of the College of the Sciences is to provide students with knowledge and skills in the behavioral, natural, and social sciences. This knowledge is intended to enable students to understand the physical and social world in which they live, to become more effective in their human relationships, and to sustain their state and nation in the demanding years ahead. The primary focus of the college is excellence in instruction, recognizing that teaching, research, and service are interdependent activities.

As an essential part of its mission, the college is responsible for extensive course offerings within the general education curriculum. Its departments also play a major role in the university's teacher preparation programs, offering bachelor's and master's degrees for students preparing to be secondary teachers and providing coursework in educational foundations and discipline-specific content and pedagogy.

The college's mission emerges from the mission statements of its separate departments, and theirs from discussions among their faculties. A review of the 1999-2000 strategic plans of the college's departments (Exhibit 2.127: Topic Summary of COTS Departments' Mission Statements) shows widespread endorsement of the following values:

- A student-centered curriculum reflected in an emphasis on small classes, opportunities for individual instruction, and scholarly partnerships with students.
- Disciplinary breadth in curricula for majors.
- Service to the university's general education curriculum, bringing the tools of science to bear on the informed citizen's tasks of critical thinking and problem solving.
- The social mission of the sciences, including promoting cultural diversity in its curriculum, its students, and its faculty.
- Unique regional qualities of the Northwest are emphasized in the college's curriculum, where appropriate.
- Interdisciplinary teams for research, for teaching individual courses, or for developing and presenting entire programs.
- Development of the disciplinary expertise of sciences faculty.

The current goals of the college are founded on its values and are consistent with the university-wide mission. The following summary of the college's current goals was developed by identifying recurring themes in departmental goal statements (Exhibit 2.128: Topic Summary of COTS Departments' Goal Statements).

- Maintain and strengthen instructional programs.
- Increase support of faculty development activities.
- Improve the physical resources available to faculty and students.
- Actively assess the effectiveness of faculty, students, and instructional programs.
- Strengthen regional service capabilities.
- Recruit and support high quality faculty and staff within the college.
- Enhance and support the involvement of students within college programs.

Strategies for achieving these goals are described in the COTS strategic plan (Exhibit G.10) and in the college's departmental plans (Exhibit G.6).

Organizational Structure. The College of the Sciences is comprised of 12 departments and several affiliated programs representing disciplines in the behavioral, natural, and social sciences, mathematics, and computer science. The departments and programs within the college offer bachelor's degrees, master's degrees, minors which supplement other degree programs, and an extensive range of service coursework for the entire university.

The dean of COTS is the chief academic, budgetary, and personnel officer. The dean's staff consists of an associate dean, administrative assistant, and office assistant. There are two standing committees of the college: the Executive Committee of Department Chairs and the College Personnel Committee. The roles of these committees are described in the college policy manual (see Exhibit 2.129: College of the Sciences Policy Manual or the college web site). A college Research Development Committee will be formed in fall 1999, to select research projects for support using a portion of external grant indirect cost funds. One ad hoc committee, on computer resources, is currently constituted.

The faculties of the following departments report to the dean. Each department offers at least one bachelor's degree. Departments with an asterisk offer at least one master's degree. A complete list of bachelor's and master's degrees may be found in Appendix 2.2.

- Department of Anthropology and Museology
- Department of Biological Sciences *
- Department of Chemistry *
- Department of Computer Science
- Department of Geography & Land Studies *
- Department of Geology *
- Department of Law & Justice
- Department of Mathematics *
- Department of Physics
- Department of Political Science
- Department of Psychology *
- Department of Sociology

The college supports the following specialized departmental and interdepartmental programs that offer undergraduate majors or minors or master's degrees. Participating departments are listed for each program.

- Actuarial Science Program (Mathematics)
- Asia/Pacific Rim Studies Major Program (Political Science, History)
- Energy Studies Minor Program (Geography)
- Environmental Studies Minor Program (Geography, Anthropology, Geology)
- Ethnic Studies Minor Program (Sociology)
- Gerontology Major Program (Sociology)
- Medical Technology Certificate Program (Biology)
- Organization Development Masters Program (Psychology, Business Administration)
- Primate Behavior and Ecology Major Program (Anthropology, Psychology, Biology)
- Pre-professional programs: Allied Health Sciences (Biology), Pre-Dentistry (Biology), Pre-Engineering (Physics), Pre-Law (Political Science), Pre-Medicine (Biology), Pre-Occupational Therapy (Biology), Pre-Optometry (Biology), Pre-Pharmacy (Chemistry), Pre-Physical Therapy (Biology), Pre-Veterinary (Biology)
- Public Policy Major Program (Political Science, Economics, Geography)
- Resource Management Masters Program (Geography, Anthropology)
- Science Education Program (Chemistry, Biology, Physics)
- Women Studies Minor Program (Political Science)

College of the Sciences faculty members participate in the Social Science Major Program (History, Anthropology, Geography, Economics, Political Science, Sociology), a teacher preparation program. Faculty members from every department except Law and Justice belong to the Center for Teaching and Learning, the university's unit for teacher preparation.

The following research and service institutes engage faculty members from the indicated department and report to the department chair: Central Washington Archaeological Survey (Anthropology); Applied Social Data Center (Sociology); Community Psychological Services Center (Psychology). The Dean of Graduate Studies and Research administers three other research and service institutes, staffed by College of the Sciences faculty members from the indicated departments: Chimpanzee and Human Communication Institute (Psychology, Anthropology); Center for Spatial Information (Geography, Anthropology, Geology); Pacific Northwest Geodetic Array and Data Analysis Center (Geology).

This traditional description of the college's structure is adequate but incomplete. It overlooks the lines of collegiality that coalesce around important functional foci such as undergraduate or graduate program emphasis; service to general education, teacher preparation, interdisciplinary, or disciplinary major programs; location in Ellensburg or at a university center; length of university service, and the like. These patterns cut across departmental lines, and some have formal status, such as location at a center or membership in the Center for Teaching and Learning. Their influences are widely acknowledged.

Planning and Effectiveness. Common elements related to planning in the college are discussed here. Reflections on each department's specific circumstances may be found in its strategic plan/self-study document.

Staffing and Budgetary Planning. The annual staffing and budget planning cycle begins in winter quarter with a call for departmental staffing requests and budget estimates for the coming year. By this time, departments have engaged in their own strategic planning discussions and submit their updated strategic plans with narratives that explain their staffing, goods and services, and capital improvement budget requests. The dean and associate dean read the strategic plans and collate the requests for discussion with the Executive Committee of Department Chairs. Requests are prioritized based on written support in the strategic plans, presentations during Executive Committee meetings, and individual discussions with chairs. They become an important element in the budget presentation made by the dean to the provost each spring.

Effective staffing and budgetary planning is indicated by the low frequency of unanticipated requests for part-time faculty or other supplemental funds during the year, satisfactory progress of students toward their degree objectives, and reports of adequate support during the year and in the following year's departmental self-study. If the college's base funding is inadequate to achieve these goals, the objective is adequately to fund the most essential elements of the instructional program: general education courses, courses in majors, and service courses to other programs. In prior years the college has been able to fulfill these latter goals by requesting supplemental funds. Inadequate base budgets and uncertain supplemental funds have impaired effective planning. The 1999-2000 academic year will be the first in COTS's existence to begin with a balanced budget.

Research and Scholarly Support Planning. Planning for the college's productive program of research and scholarship involves anticipating needs for equipment, technical assistants, released time, travel, and collaborative consultation. The college's research seems more stable and less affected by short-term funding crises than the instructional program, so more proactive planning is possible. The college encourages faculty-student research teams by supporting grant-writing activity, by providing external grant-matching commitments to the best of its ability, by advocating the expansion of technical support positions, and by lending support to requests for equipment upgrades and capital improvements that provide a favorable setting for scholarly activity. In recent years the dean has been able to fund modest

research "start-up" costs and computer needs of new faculty; however, there have been no college-based funds for independently funding research and scholarly activities, including faculty travel.

Effective research and scholarship planning is indicated by frequent submission of scholarly proposals for external funding, a high number of faculty-student scholarly presentations at professional meetings and campus symposia, publication of faculty work in peer-reviewed publications, and evidence of integration of new scholarship in the curriculum. The latter is indicated by offering of special topics courses, individual studies courses, and the addition of new regular courses and programs to the curriculum. The college's accomplishments in these areas have been outstanding. Improvements would result from funding to support purchase of equipment, software, and development time.

Curriculum Planning. The curriculum planning process is described in some detail in a later section. Effective curriculum planning is indicated by smooth adoption of curriculum changes, collaborative relations with other programs, timely progress of students toward their degree goals, satisfactory end-of-major assessment measures, successful placement of graduates in professions and graduate schools, and concordance with disciplinary standards expressed by professional associations and accrediting standards. Performance on these measures has been commendable. Improvements could be effected by selectively pruning the curriculum, identifying and funding the costs of the general education program and better assessment of general education student outcomes.

Accomplishments and Disappointments. The accomplishments and disappointments of each department are found in its strategic plan/self-study. Common elements and highlights are described here.

Accomplishments. The vitality of the science programs of Central Washington University is at a peak in its recent history. Infusions of new faculty, new successes in winning external funds, new disciplinary and interdisciplinary degree programs, and new student populations have built upon the tradition of high quality instruction and student partnerships established by senior faculty.

About a third of the university's faculty are in the College of the Sciences. In the last four years, 41 full time positions have been filled with new faculty members, close to 40% of the college's current complement of 132 FTE faculty. The new appointees have moved into responsible positions on departmental and university committees. A few new faculty members have been hired as chairs of their departments and have brought stability to unsettled conditions. The college's faculty have developed new interdisciplinary degrees in Primate Behavior and Ecology, Asia/Pacific Rim Studies, and Public Policy. Dormant masters degrees in chemistry and geology have been revitalized.

The process of orienting new faculty has highlighted a need for review and publication of college and department policies. The college has undertaken thorough documentation of college and departmental policies, especially those policies relating to professional review and advancement. Policy statements and manuals are available in department offices, in the dean's office, and on the college web site. The process of thoughtful public discussion about policies has been very helpful.

Student research in field settings and externally funded research have flourished in recent years. Faculty-student research programs have been established in Indonesia, Mexico, and Bermuda, as well as many locations in the western United States. The traditional strength of COTS departments in externally funded projects and scholarly publication has been maintained. Grants awarded to COTS faculty generated approximately 56% (1997-98) and 35% (1998-99, as of this writing) of all funding received by the university for external grant and contract awards. Especially noteworthy have been (a) a \$300,000 grant from the M. J. Murdock Charitable Trust to develop research partnerships in chemistry, (b) a

leadership position in National Science Foundation's multi-institutional Pacific Northwest Geodetic Array project, (c) Bureau of Reclamation funding to support Native American students enrolled in the Resource Management master's program, (d) Project Teach, an NSF-sponsored collaboration of Central Washington University and Green River Community College to identify and nurture future science and mathematics teachers, and (e) a FIPSE grant to begin a field-based training program in Mexico for social service students. The Office of Graduate Studies and Research web site carries a complete report of externally funded grant awards (<http://www.cwu.edu/~gradstud/gradstud.htmlx>).

Students join with faculty in scholarly work. Student-faculty scholarship routinely is presented at state, regional, and national professional society meetings. Many venues are provided on campus for the presentation of scholarly work. For example, the college has sponsored the interdisciplinary Symposium on Undergraduate Research and Creative Expression (SOURCE) for three years, and a poster session of undergraduate research from throughout the college has been mounted every quarter for the past two years. This year over 90 students joined with faculty advisors for a day of poster presentations and oral presentations of their scholarly accomplishments. (See <http://www.cwu.edu/~uresrch/source/>.)

Throughout every year, the biweekly Natural Science Seminar series, organized by Biological Sciences faculty and students, provides a forum for interdisciplinary presentations and discussions among faculty and students from all science disciplines and the entire academic community. Department lecture series in Geography, Geology, and Physics further enhance the college's extracurricular offerings.

In most COTS departments, departmental student associations or honor societies provide faculty-student contact. The local chapter of the Society of Physics Students, for example, was one of 15 (out of 620) chapters to receive an Outstanding Chapter award this year for the fifth consecutive year. In biology, chemistry, psychology, and law and justice, student groups raise funds to sponsor student attendance and presentations at regional and national meetings.

Finally, the college has sought to diversify its mission and personnel across age, gender, ethnic, and geographic boundaries. Activities are too numerous to list here, but they range from a day of hands-on science career presentations for middle school-aged girls to active recruitment of faculty members from underrepresented groups to new programs and trial courses at the university centers. The college is especially pleased that new women and minority ethnic faculty appointees provide important role models to encourage science students from previously underserved populations. In the last 10 years, 24 of 56 new faculty have been women (43%) and 9 (16%) have been members of ethnic minorities.

Disappointments: In recent years the college's beginning annual budgets have been from \$200,000 to \$400,000 less than the amount needed to support its instructional program and recent assessments for an internally funded faculty salary increase, an administrative information system upgrade, and new telephone line charges. The budget process has not been clearly connected to planning or to program expansion carried out in response to university mandates. Budget supplements are requested during the year and have resulted in adequate support by year's end, but the chronic budget crisis environment has generated several undesirable side effects: Planning is postponed or trivialized, administrative efforts are diverted to documenting and presenting budget appeals, and there is little motivation for program expansion because the added support costs only deepen the college's deficits. College funds for travel, equipment, and faculty development have been all but eliminated. In recognition of these difficulties, the provost has undertaken an orderly redistribution of college budgets for the 1999-2000 academic year.

Department self-study documents reflect these unsettled budgetary conditions. The disappointments mentioned by departments frequently refer to inability to hire adequate technical support staff, to

remodel and improve instructional and research facilities, to replace equipment, or to risk a commitment to program expansion.

The budgetary limitations of the College of the Sciences have not been experienced by all other schools and colleges. This has led to an inability to participate fully in interdisciplinary initiatives. For example, when the College of Education and Professional Studies has reallocated funds expand teacher preparation programs to new sites, the College of the Sciences has been unable to fund new sections of the psychology classes that are integral to the teacher preparation program. There is hope that the new budget redistribution plan will remedy these difficulties.

Finally, the college's efforts at orderly program assessment and coherent planning of general education and teacher preparation service programs are incomplete. These will be discussed at the end of this document with other future directions.

Educational Degree Programs. Tables in Appendix 2.2 display the numbers of declared majors and degrees granted in each of the undergraduate and graduate degree programs of the College of the Sciences for the past five years. According to these data, undergraduate major enrollments have been relatively constant over this period. Increases in anthropology, chemistry, and geology majors have been offset by decreases in mathematics and law and justice majors. The mathematics program is sustained by a major role in the university's general education program and the law and justice program is exploring a substantial outreach expansion to the Hispanic and Native American communities of the lower Yakima Valley. The physics major has a small number of students, balanced by larger enrollments in its general education classes and the indispensable role of physics in support of biology, chemistry, geology, and science education.

Graduate programs in the sciences have grown gradually in the last five years. The organization development program has expanded to the SeaTac center, the resource management program has expanded with increased contact with Native American groups, and the experimental psychology program benefits from national media exposure of the Chimpanzee and Human Communication Institute. Enrollments in the counseling psychology program have softened somewhat and are expected to rebound if the department's bid for accreditation from the Council for Accreditation of Counseling and Related Educational Programs is successful.

The tables do not separately show enrollments in the Medical Technology program, one of only three such programs in the state. Eight or fewer students enroll each year in this twelve-month program. They are instructed by two full time faculty members. The program is a vital service to the medical community of eastern Washington and reflects the university's commitment to the welfare of its region.

Statistical Picture of the College of the Sciences. Examination of the standard statistical profile of the College of the Sciences (Appendix 2.1: College Profiles) provides data that augments the qualitative descriptions elsewhere in this section of Standard II. The enrollments of the college over the last three years have been essentially constant, as have the numbers of undergraduate majors, bachelors degrees awarded, and masters degrees awarded. The college and university recognize that improved recruitment and retention efforts will be needed before enrollments can be expected to rise substantially. Significant growth in student numbers will need to be accompanied by growth in resources to maintain standards of instructional quality and contact with students.

The average regular class size (26.1) and FTE student/faculty ratio (19.8) of COTS are higher than the institutional averages of those figures (22.2 and 18.6, respectively). With a high proportion of laboratory classes and a substantial graduate program, one might expect these figures to be smaller than the university

average. One could hypothesize that there are appropriately small laboratory, upper division, and graduate classes in the sciences, more than balanced by very large lower division, general education classes. The college profiles show, however, that class sizes in the college are higher than the university average at every level, from 100 to graduate classes.

The statistical profile groups together practica, field experience, and individual study courses and reports the number of courses in this group offered per quarter. Almost half (300/634 per quarter, or 47.3%) of the university total is offered by COTS faculty. This data substantiates the college's commitment to intensive, individualized scholarly partnerships with students. Most individual study courses have been undertaken voluntarily by faculty members, although the college has been moving toward teaching load equivalency compensation in the last two years. Changes in the Faculty Code in Fall 1999 will assist in properly crediting faculty for these activities.

The statistical profiles show that, for the last three years, COTS has contributed a greater proportion of its course offerings (27.3%) to the university's general education program than other colleges have, although the role of the College of Arts and Humanities (23.3% of the college's offerings) is roughly the same. For the departments of Anthropology (56.5%), Mathematics (51.7%), Geology (46.5%), and Chemistry (37.3%), over a third of the course offerings can be applied to general education requirements. The college's commitment to general education is accompanied by heightened faculty and administrative attention to general education policy and articulation with community colleges, to interdisciplinary and integrative courses, and to the overarching themes of the liberal arts and sciences.

Fiscal and Physical Resources: Fiscal support of the College of the Sciences has not been adequate to carry on a full program of instruction, research, service, and ancillary support of these activities. Unique features of the college's mission with budgetary implications include the demands of nine graduate programs, class size limitations of laboratory classes, and the staffing and goods and services burden imposed by modern scientific equipment. The scope of this problem is described in the "Disappointments" section, above. A fiscal summary (Exhibit 2.130) compares budgets per FTES and FTEF for all schools and colleges and confirms that the College of the Sciences has received substantial budget supplements in recent years to support its instructional program. Reformulation of budget allocation procedures is expected to alleviate disparities across colleges in the near future.

The physical resources of the college range from adequate to superior. The major improvement in facilities in the past ten years has been the construction of the \$54 million Science Facility, accepted as complete by the Board of Trustees at its July 7, 1999 meeting. Some of the features of this state-of-the-art teaching and research facility may be viewed on the World Wide Web, at http://www.cwu.edu/~sci_bldg/home.htm. Its teaching and research facilities and equipment are outstanding.

Remodeling projects have improved the geology, geography, and physics facilities in Lind Hall, and psychology facilities in the Psychology Building. Construction of the Chimpanzee and Human Research Facility freed research space in the Psychology Building. Inadequate space and obsolete computers in the department of Law and Justice have been upgraded recently. Current needs include minor capital improvements in Anthropology, Sociology, Psychology, and Geography, computer upgrades in Computer Science and Mathematics, and conversion of classrooms to multimedia presentation standards in five buildings.

At the university centers, space for Law and Justice faculty offices, student gathering areas, and advisement areas is limited at the Steilacoom center, but classroom, computer, and library facilities have been improved

at all centers. Equipment reliability, training, and support personnel for technology-assisted distance education have improved in the last two years, but use of this medium has not yet become routine.

Library and Information Resources. In the last ten years access to electronic information resources has burgeoned. The staff of the library has moved proactively to convert the library's catalog to electronic format and to expand access to standard electronic scientific databases. Licenses for Westlaw access have been purchased for use by Law and Justice students and faculty. Access to electronic resources is the same as that found at any comparable institution and adequate for the undergraduate mission. The library staff augments book and journal allocations for disciplines with graduate programs. For specialized research, however, interlibrary loan and visits to larger libraries often are necessary.

In recent years faculty and student library access at the university centers has been a matter of concern but new computer rooms and electronic document transmission procedures have improved access. In the College of the Sciences, Law and Justice students are most affected by information access at the centers, particularly by access to an adequate print media law library and online legal research services. Limitations in these areas have been addressed by improvements in the last year or two. The university has arranged borrowing privileges for students at the centers at any public or academic library in the state.

An active program of inservice training at the Center for Learning Technologies provides short courses in common software at the beginning, intermediate and advanced levels. Consultants are available for help with individual problems. The center has provided templates for instructors to move to course materials onto the World Wide Web. These services allow faculty members to make their scholarship available to the campus community. Again, these services are more available at the Ellensburg campus than at the university centers.

Advances in electronic resources have been offset to some degree by reductions in conventional print media. In particular, reductions in journal subscriptions have been bothersome. Scientific journals are more expensive than those in other fields are and the library has commensurately allocated a large share of its journal budget to the sciences. Even so, rising subscription prices have forced difficult choices about the non-renewal of thousands of dollars worth of journal subscriptions. Some losses were averted by switching to an electronic version of one journal to avoid canceling another. Future journal cancellations seem inevitable and proposals for new subscriptions will be difficult to defend. The university's well informed library staff has tried to minimize the impact of reductions on the academic program, but mounting subscription costs may gradually erode access to contemporary scientific discourse.

Curriculum Development. Throughout the university, there is pervasive respect for the faculty's ownership of the curriculum and the central role of the curriculum as the vehicle for accomplishing the academic goals of the university. Thus, departmental self-study documents are the best guides to the college's curriculum development process. There is no college curriculum committee. The associate dean reviews all curriculum change for conformity to university policies and fiscal feasibility. Special attention is paid to the effects of one department's curriculum changes on other departments and to statements of learning outcomes and assessment methods.

Curriculum planning takes place throughout the year but peaks just before the January cutoff date for consideration by the Faculty Senate. Curriculum issues are considered at department meetings and at department retreats. Most departments act as a whole on curriculum matters, and six departments have separate curriculum committees. Substantial curriculum changes are usually preceded by discussions between the dean, associate dean, department chairs, university center personnel, and representatives of other colleges or departments that might be affected by the proposal. The dean's office helps with preparation of curriculum change forms and serves as an intermediary between proposing departments and administrative reviewers.

Major/Minor Curricula. Departments typically select a core of courses to present a coherent introduction to fundamental elements of their disciplines. The choice of fundamental elements is guided by professional organization curriculum standards, faculty engagement in contemporary scholarship, professional employment trends, and general agreements about the structure of a discipline. Where appropriate, core courses are arranged in orderly sequences and students are guided through sequences by course prerequisites, faculty advisement, and course numbering. Unfortunately, the university's current registration software cannot ensure that prerequisite requirements have been met, so students can circumvent the faculty's intentions. Installation of the new PeopleSoft administrative software, now in progress, should eliminate this problem.

Major curricula typically offer students broad choices of specialization at the upper division, built around faculty expertise and employment opportunities. Graduate curricula tend to be more narrowly structured around faculty expertise to prepare students for doctoral study or professions in which the masters degree has established standing. Currency of the curriculum is ensured by active engagement of the faculty in research and scholarship, professional association contacts and presentations, scholarly partnerships with students on research projects, and, in some cases, review by external bodies. The most important factor, however, is the individual faculty member's commitment as a professional educator and member of his or her discipline.

Interdisciplinary Curricula. The university's size and evolutionary history has encouraged the growth of interdisciplinary programs. A list of the college's interdisciplinary programs is provided in an earlier section of this document. Interdisciplinary curricula are discussed in periodic meetings among participating faculty, led by a program director or co-directors. All interdisciplinary programs offer courses, often taught by a team of instructors, that integrate the perspectives of their constituent disciplines.

General Education Curriculum. College of the Sciences faculty members make up half of the university's eight-person General Education Committee. About two-thirds of the typical student's general education is comprised of mathematics, social science, and natural science courses. The college-level role in curriculum planning focuses on encouraging active faculty participation on the general education committee, working with departments to assess the impact of proposed changes, seeking resources to support changes, and supporting innovative curriculum initiatives. In the last five years a study was completed by the provost's office to determine the funding requirements of the general education program, but no clear connection between staffing and funding was established at that time.

Teacher Preparation Curriculum. Thirty-one College of the Sciences faculty are members of the Center for Teaching and Learning, the university's teacher preparation unit. There are participating faculty and teaching majors or minors in every discipline of the college except law and justice. The psychology department teaches two courses required of all teacher candidates. The University Professional Education Council and the Center for Teaching and Learning coordinate the activities of the colleges that participate in teacher preparation. In the last two years, rapid growth in teacher preparation program sites has led to some coordination lapses, and these bodies have responded with greater attention to consultation across colleges.

Educational Program Goals and Objectives. A survey of departmental self-studies (Exhibit G.6, Department Strategic Plans, especially Table 2.1) will reveal wide variability across departments in the articulation of student learning goals and assessment methods. Some departments have detailed plans for each program, others have more general statements. All departments publish their student learning goals and

make them available on their World-Wide Web page, in printed form in the department office, or both. The faculty have long thought about and discussed program objectives but only recently have been called on to write about them systematically. In the last three years a university assessment administrator has worked with departments to improve statements of program goals by sponsoring workshops, meeting with individuals and groups, and funding department retreats. As a consequence, detailed descriptions of student learning goals and assessment methods are becoming common on individual course proposals. Program-wide statements have evolved more slowly.

Various forms of end-of-major assessment gauge accomplishment of program goals. A broad array of assessment methods appear in departmental reports (Exhibit G.6: Department Strategic Plans, especially Table 2.1A) and every department in the college conducts some form of undergraduate end-of-major assessment. Exit or competency examinations and senior seminar or capstone courses are the most common assessment methods. A summary of these methods is included in Appendix 2.16: Table of Department End-of-Program Assessment Strategies. Table 2.1A in each department self-study describes any program changes based on end-of- major assessment.

For graduate students, the thesis/project requirement is a universal end-of-program assessment method. In the sciences, the most common form of this requirement is the traditional research thesis, but master's students in the Organization Development program often complete a practical project or applied research thesis.

Program Review: Each department engages in continuous review of its curriculum. All departments every year complete comprehensive reviews of academic processes and products in the course of writing their annual strategic plan/self-studies (Exhibit G.6). Between 1996 and the adoption of the expanded strategic plan/self-study process in 1998, a few programs underwent systematic self study and review by an outside examiner as directed by the state Higher Education Coordinating Board. Graduate programs all were reviewed internally in 1995-96. External bodies, such as professional organizations, accrediting organizations, or advisory boards, review some programs in the sciences. These programs, dates of review, and their current accreditation statuses are listed in the table in Exhibit 2.7.

The university conducts surveys of graduating seniors, alumni, and employers and makes the results of these surveys available to departments. These surveys have indicated a need for better advising, so many departments have adopted a more systematic approach to student advising and COTS faculty members volunteer to teach the UNIV 100 course, a freshman orientation course. Each departmental strategic plan/self-study describes the department's advisement program.

Curricula are changed in response to feedback from program review. For examples, a course on consulting has been added to the master's program in school psychology and a course on inorganic laboratory techniques has been added to the chemistry curriculum in response to external review board evaluations. The coagulation curriculum was changed in the medical technology program after its advisory board reviewed student performance on certification examinations. Teacher preparation majors in every department except law and justice respond to conform to changes in state endorsement requirements and Essential Academic Required Learnings.

Finally, it is immediately obvious that NASC visits provide program review information. The 1989 visit pointed out needs for improvement in desktop computing equipment, modernized non-computing equipment, greater balance in the biology curriculum, greater involvement by physics in the general education program, and gender balance in faculty hiring. These have all been addressed by changes in the intervening years.

Appraisal

The greatest strengths of the College of the Sciences are found in the university's most important settings: classrooms, laboratories, field sites, faculty offices, hallways -- wherever students and faculty members come together to carry out the academic mission of the university. The values expressed in "Mission and Goals," above, are reflected in the everyday conduct of the talented and committed faculty. The college's students share in the faculty's growing research sophistication. Undergraduates have hands-on research and scholarly partnership opportunities that are available only to graduate students at many other universities. Student organizations, local symposia, and sponsored travel to regional and national professional meetings allow undergraduates an opportunity to present their research to informed audiences.

The college is pleased with the regional flavor of its programs. The resource management, medical technology, counseling, school psychology, geology, law and justice, sociology, and anthropology programs all integrate local and regional issues into the study of the general principles of their disciplines. An active commitment to issues of national and international scope and a cosmopolitan faculty prevents this regional quality from becoming isolationism.

Under new leadership, the college is rediscovering its common interests and developing a spirit of cohesiveness among its faculty and administrative team. The growing esprit de corps of the college has survived many recent university fiscal and leadership crises, and the college is ready to deal openly and frankly with its challenges: The college needs to discuss and clarify the desirable balance of faculty commitment to teaching and individual research. The support needs of graduate programs require greater attention. Outstanding programs should receive the public attention and recruiting prominence they have earned. There is a need for greater collaboration with community colleges to attract promising students to the college's excellent programs and provide them with a clear path to timely completion of their degrees. Despite some successes, the college has not exploited sources of support in the business and professional community. There is no orderly program of equipment maintenance and replacement. Competing proposals for improving facilities by remodeling Lind, Hebel, and Dean Halls will need to be reconciled with funding realities and program needs. Mature and collegial confrontation of these challenges will be necessary to maintain the health of the College of the Sciences in the future.

The college's participation in instruction at university centers varies across programs. The most assertive presence is provided by the Law and Justice program, which graduates half of its majors at the centers and calls on supportive courses in psychology, sociology, and political science. The Organization Development masters program is conducted simultaneously at the Ellensburg and SeaTac campuses. Psychology courses support the teacher preparation program and chemical dependency programs wherever they are offered at university centers. Trial presentations of laboratory courses in organic chemistry via distance technology have been offered, but the potential for natural science programs at the centers is largely unexplored. Growth at the centers will depend on realistic needs assessments, facilitating faculty flexibility, equitable funding derived from increased enrollments, and professional recognition for participation in extended programs.

The specific challenges described in the last section provide ample direction for the future. If more general future issues are to be described, the following three areas seem important at present:

Assessment Efforts. Despite substantial progress in the last ten years, a coherent assessment regimen is not yet in place. Many of the pieces of an effective system are in place, but they do not yet function as an integrated system and are not yet a routine part of the instructional life of the university. Intermediate

assessment of student progress and matching curriculum change to assessment results have been the most difficult elements to install. On the other hand, establishing course learning objectives and end-of-major assessment have become routine.

Service Curriculum Programs. The faculty of the College of the Sciences is proud of its contributions to the university's general education and teacher preparation programs. More could be done, though, to present every Central Washington University student with a coherent, integrated, practical knowledge of the perspectives and methods of the natural and social sciences and mathematics.

Summer Session. The university's summer session is not well integrated into the curriculum of science majors or the academic careers of the students. The history of the university, the lack of state support for summer session, and the traditional role of summer school in American education all work to make summer instruction an appendix to the academic year. Summer scheduling of the college's courses is inchoate. The college will work to produce a more predictable and programmatically fruitful set of summer offerings.

Summer is an especially opportune time in this northern climate for field research courses in the natural sciences and an excellent time for field practicum experiences in the social sciences. As a long-range goal, the college hopes to integrate summer instruction into the regular flow of its programs.

August 31, 1999

School of Business and Economics

Historical Perspective

The School of Business and Economics (SBE) was established in 1974. Following its emergence as a separate school in 1974, the number of full-time equivalent students served by the school grew steadily for several decades. The number peaked at nearly 1,200 in the early 1990s and has declined slightly in each of the past five years through 1998-99. Still, the SBE serves a relatively large number of students given its number of full-time faculty.

A unique aspect of the SBE is that it has been aggressive in its desire to offer business programs to time- and place-bound students away from the main campus. The SBE is the principal tenant in two off-campus centers in the greater-Seattle area—one at Lynnwood, about fifteen miles north of Seattle, and the other at SeaTac, about ten miles south. Combined, the SBE programs at these centers account for about forty percent of the full-time equivalent students in the SBE. The high population growth rate in the Puget Sound coupled with its economic vitality and the non-availability of a quality state-supported business program for non-traditional students led to full capacity enrollments for the SBE at the centers in the 1980s and early 1990s. However, the competitive environment changed significantly by the mid-1990s. The increasing availability of business programs in that region will require ongoing examination of the strategies for success and the allocation of SBE resources between the main campus and the two Seattle-area centers.

Current Situation

The SBE continues to operate under the philosophy “One program delivered to multiple sites,” with full-time faculty members deployed at three sites. Overcoming the communication difficulties associated with the three-site deployment, the school’s faculty members operate effectively as a single body. Advances in technology have had a profound impact on the SBE’s ability to move forward as a single body. Technology advances have benefited the school and its students in other ways. The school has been a leader at Central Washington University in the development of distance learning pedagogies involving interactive video. A relatively small distance learning program is delivered to Wenatchee, located seventy miles northeast of Ellensburg. The Wenatchee program relies heavily on multi-site interactive video classes that originate in Ellensburg.

Mission and Goals. The SBE’s internal governance document, the *SBE Charter*, specifies the guidelines and operating procedures for SBE standing committees, including the SBE Executive Committee. This document directs the SBE Executive Committee to review the mission annually. The *SBE Charter* is included in the SBE Policy Manual and may be viewed on the school’s web site, <http://www.cwu.edu/~sbe/>.

In 1997, the SBE Executive Committee, after careful analysis, decided a much shorter mission followed by assessable, bullet-point distinctive characteristic statements, would provide an even better guide for SBE operations than the mission then in place. The revised mission was designed to ensure a high degree of consonance with the university mission. The following groups were involved in the 1997 mission change process: SBE Executive Committee, Board of Visitors (the SBE’s external advisory group), students, faculty, SBE standing committees, University Assessment Committee, and the Academic Affairs Council. Consensus emerged that the new short-form mission along with the distinctive characteristics accurately described both “What the SBE is” and “What the SBE would like to be.”

SBE Mission (1997)

Central Washington University’s School of Business and Economics prepares students for success in business and other employment opportunities through an educational environment that values continuous improvement, personal integrity, and enlightened citizenship.

Distinctive Characteristics of the SBE Educational Environment (1997)

The SBE believes its ability to fulfill its mission is directly related to maintaining and building on these distinctive characteristics related to students, faculty, and curricula.

Distinctive Characteristics of SBE Students

- **Students are versatile.** They achieve a comprehensive set of business concepts and multiple skills valued by employers.
- **Students are flexible.** They understand the need to adapt to constantly changing domestic and global environments and the role of life-long learning in adjusting to change.
- **Students are active learners.** They share responsibility for learning and participate as partners with the faculty in the learning community.
- **Students seek additional learning opportunities.** Students often take advantage of non-classroom learning opportunities, including: student organizations, internships, field experiences, small-business consulting, service learning, and international study programs.
- **Students are diverse.** Students benefit from being part of a demographically diverse student body by learning to understand and value different cultures, ethnicity, and life circumstances.

Distinctive Characteristics of SBE Faculty

- **Faculty are teachers first.** Given multiple roles and responsibilities, the principal role of faculty is to facilitate student learning. Faculty are encouraged to pursue excellence through the development of innovative teaching styles and pedagogies.
- **Faculty are current.** They endorse the concept that currency in one’s teaching area(s) is maintained and improved through regular intellectual contributions, professional and service activities, and personal development programs.
- **Faculty are accessible.** They provide advisement, individualized instruction, support of student activities, and help with career planning and placement.

- **Faculty are “bridge-builders.”** They develop and maintain active relationships with various stakeholders, including: alumni, professional organizations, community college partners, community groups, and current and potential employers.

Distinctive Characteristics of SBE Curricula

- **Programs lead to well-rounded graduates.** Degree programs balance rigorous major coursework with general education coursework, leading to well-rounded graduates.
- **Courses have a common focus.** Courses in the accounting, business administration, and economics programs build a strong foundation of knowledge, values, and skills, focusing on the practical application of theory.
- **Program review ensures effectiveness.** All programs are systematically reviewed and revised to reflect new outcomes and to incorporate advances in contemporary theory and practice. The Board of Visitors, the SBE’s external advisory group, provides additional leadership and direction.
- **Class sizes are relatively small.** The academic setting within the SBE is characterized by relatively small classes, thus ensuring the availability of personal attention from the faculty.

The current goals of the school, summarized here, flow from the SBE mission and were developed as part of the school’s strategic planning process.

- Fulfill the mission of the SBE in the continuous quality environment required to achieve and maintain accreditation by AACSB—The International Association for Management Education.
- Continue to deliver quality academic programs at all sites in which the School of Business and Economics operates.
- Seek and develop quality faculty and staff with skills and qualifications that will help the SBE better achieve its mission.
 - Create an environment in the SBE that encourages the development of relationships with business, industrial, and government leaders, resulting in an increased degree of support for the activities of the SBE.

The detailed objectives and strategies currently being pursued in support of these goals may be viewed in the SBE Strategic Plan for 1999-00.

Organizational Structure. The School of Business and Economics is comprised of three departments—Accounting, Business Administration, and Economics. The SBE deploys fifty full-time faculty members at three sites, Ellensburg, Lynnwood, and SeaTac. The dean of the school is the chief academic, budgetary, and personnel officer of the school. The dean’s staff includes an associate dean, two administrative assistants (one full-time, one half time), and a half-time computer support analyst. Five standing committees operate within the school: a) Executive, b) Faculty Policy, c) Curriculum and Academic Policy, d) Library, Computer, and Information Resources Policy, and e) Student Policy. The composition and roles of the school's standing committees are described in the *SBE Charter*.

The individual academic departments housed within the SBE have their own distinct mission statements and desired student outcomes. The

departments' mission statements show a high degree of consonance with the school mission.

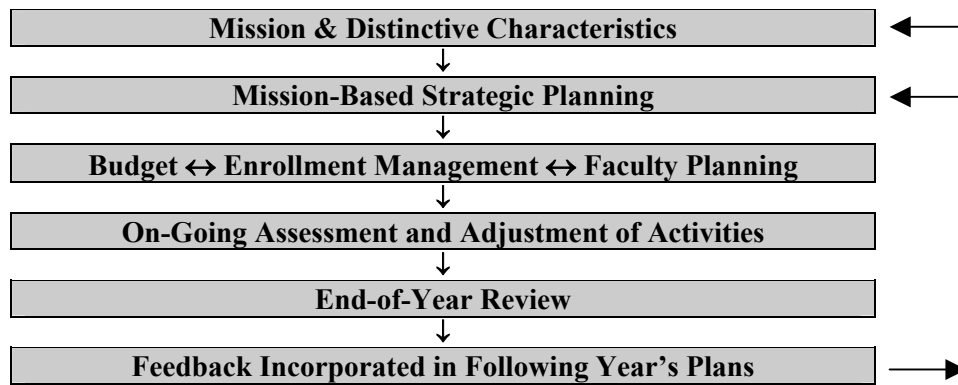
Accounting. The Department of Accounting is well known throughout the Pacific Northwest for the quality and performance of its graduates. Graduates of the program have a reputation for being able to “hit the ground running” as they transition from the classroom to the workplace. The accounting faculty are properly characterized as a student-centered group, willing to devote considerable effort to student career planning and placement activities. Placement and performance on professional certification exams are included in the educational outcomes for students completing the accounting program.

Business Administration. The Department of Business Administration, with thirty full-time faculty, is the largest in the SBE. Department faculty support the concept of a strong cross-functional business core for all BSBA students coupled with an opportunity for some specialization in an area of interest. Available

specializations include Finance, General Business, Human Resource Management, International Business, Management and Organization, Marketing, and Operations Management/Information Systems. The human resource management specialization has received regional and national recognition for its program. Faculty are available at both the main campus and the westside university centers to deliver each specialization.

Economics. The Department of Economics focuses on student outcomes related to analytical tools, knowledge, and communication skills. The department maintains high standards in all traditional faculty areas—instructional effectiveness, research, and service. Graduate schools, government, and private employers recruit students who graduate from the Economics program for their demonstrated knowledge and skills.

Planning and Effectiveness. Led by the SBE Executive Committee, the school pursues an annual mission-based strategic planning exercise. All goals, objectives, and strategies in the SBE are formulated and implemented in full view of the mission and of the school's distinctive characteristics. Two considerations—openness and continuous improvement—pervade all steps of the planning cycle. The SBE's planning process is illustrated in the following diagram.



As the SBE’s strategic planning process flows directly from the mission, the mission plays a dominant role in the school’s continuous improvement environment. The SBE’s short-term planning processes also flow logically from the mission to the strategic plan, then to the short-term planning steps where budget, enrollment management, and faculty planning are integrated. In preparation for initial specialized accreditation by AACSB—The International Association for Management Education, the SBE has directed much of its effort toward aligning its activities with its mission. In addition, special attention over the decade has been directed to restoring, maintaining, and upgrading current academic and professional qualifications of its faculty.

Accomplishments and Disappointments. The decade of the 1990s brought many accomplishments and some disappointments to the SBE.

Accomplishments. The following program components showed noteworthy improvements over the past decade.

- **Faculty Profile.** Faculty are the most important resource of the SBE. A significant effort was made to recruit, develop, and retain high-caliber faculty. The SBE has been successful in this endeavor over the past decade, resulting in the addition of a number of high-performing individuals to the faculty. All faculty hired during the period are contributing significantly to the advancement

of the SBE mission as well as to the advancement of their personal careers.

- Curriculum Content and Evaluation. The assessment movement is maturing in the SBE. The SBE routinely reviews the extent to which the key perspectives that form the context for business are included in the curriculum. One of the SBE's standing committees, the Curriculum and Academic Policy Committee, usually performs this review and reports the results to the SBE's Executive Committee. Certain skills are desired for all SBE majors. Reviews are also conducted to gauge the extent to which SBE students develop their skills related to: a) written communication, b) oral communication, c) computer applications, d) library and Internet research skills, and e) team building.
- Instructional Resources and Responsibilities. Students, faculty, and staff of the SBE benefit from excellent instructional technology and support. Regarding physical facilities, students, faculty, and staff on the Ellensburg

campus occupy a newly remodeled building. In the area of collective faculty responsibilities, the faculty of the SBE have made significant strides during the decade to improve collectively instructional effectiveness in a properly functioning continuous improvement environment. Specific accomplishments include: a) adoption of a model syllabus, b) development and implementation of key student outcomes for the required courses in SBE curricula, c) creation and development of properly functioning school-wide committees, d) shift in faculty intellectual, professional, faculty development activities to include pedagogical innovations/research consistent with the SBE's mission, and e) improved control of the delivery of the curriculum through increased use of instructional technologies.

- *Students. The faculty and staff of the SBE are justifiably proud of the successes of its students. The students are the customers, and many new programs have been initiated*

to serve them better. Some of the specific initiatives include: a) better advising through the establishment of a "walk-in" pre-major advising office in Ellensburg, b) improved retention through the expansion of SBE scholarships to the point where approximately \$27,000 is awarded annually, c) more relevant curriculum through the heavy promotion and expansion of the cooperative education program, d) enhanced recruitment and retention through the strong support of business related student organizations, and e) more recognition of the achievements of SBE students through the hosting of an end-of-year honors banquet, currently moving into its seventh year.

Disappointments. The decade also included several major disappointments.

- *AACSB Specialized Accreditation. The SBE prepared and submitted two self-evaluation reports, one in 1994 and another in 1998, to support its effort to garner initial specialized accreditation. Although evaluators noted*

considerable progress by the SBE in its effort to comply with all standards, the overall quality was not deemed sufficient to warrant an accreditation recommendation. The effort to gain initial accreditation is continuing.

- *West-Side Center Facilities.* *While the SBE students matriculating at the Ellensburg campus have enjoyed the use of a state-of-the-art facility, Shaw-Smyser Hall, the SBE students at the Lynnwood and SeaTac Centers have not been supported similarly. Given the significant number of students at the centers, the instructional facilities at Lynnwood and at SeaTac have not been of approximately equal quality to that of Ellensburg. In addition, program growth at the centers has been physically constrained by classroom and faculty office space considerations.*

Educational Degree Programs. *Undergraduate enrollments in SBE major programs have declined slightly in recent years, although the decline is not yet evident in the number of*

degrees granted. The number of degrees granted in SBE majors over the past five years has averaged 462 per year. An average of 209 BS Accounting degrees (45%), 236 BS Business Administration degrees (51%), and 17 BS Economics degrees (4%) per year were granted during this period.

A number of students pursuing the BS Accounting degree accelerated their programs in advance of a change adopted by the Washington State Board of Accountancy. Effective Fall 2000, the so-called "fifth-year rule" becomes effective, and students must have completed 225 quarter credits to be eligible to sit for the Uniform CPA exam. The number of students pursuing a major in Business Administration dropped somewhat, while the number pursuing a major in Economics remained relatively small. Overall, the SBE would like to reverse the trend of slightly declining enrollments; in addition, it would like to increase the number of students pursuing degrees in Business Administration and in Economics.

Statistical Picture of the School of Business and Economics. Over the past five years, the SBE has experienced a slight, but persistent, decline in the number of full-time equivalent students (FTES) served. Despite the decline, the SBE continues to serve a relatively large number of students given its level of full-time faculty resources. The SBE's overall average class size for the most recent three-year period, 30, exceeds the university's average for the same period by 33 percent. Also, the SBE's ratio of full-time equivalent students (FTES) served to full-time equivalent faculty (FTEF) employed significantly exceeds the university average. The SBE's ratio of FTES served to FTEF employed is 22, about 18 percent higher than the university average.

Consistent with enrollment management planning within the SBE, the average class size decreases markedly at each successive level, 100- to 400-level. Given the increasing level of faculty involvement required to help students accomplish the course objectives at higher level courses, it is not surprising that the SBE

averaged 89 enrollments at the 100-level, 44 at the 200-level, 30 at the 300-level, and finally 22 at the 400-level during 1998-99.

Fiscal and Physical Resources. Considering all sources of fiscal support—state budgets, self-support budgets, and private (foundation) budgets—the fiscal resources available to the SBE are adequate to support the full range of activities commensurate with the SBE’s mission. The state budgets are devoted almost exclusively to salaries of the faculty and staff, while self-support and foundation budgets provide nearly all the monetary support for the intellectual/professional activities and computer hardware/software upgrades for the faculty and staff. Faculty salaries in the SBE, although higher than the averages of CWU faculty overall, are significantly lower than the median salaries of business school faculty of peer institutions nationwide.

The physical resources of the school range from outstanding to adequate. Shaw-Smyser Hall, the home of the SBE on the Ellensburg campus,

underwent a \$10 million plus remodeling in the early 1990s. Consequently, SBE students matriculating at the Ellensburg campus enjoy the use of an outstanding state-of-the-art facility. SBE students at the Lynnwood and SeaTac Centers have not been similarly supported.

However, the situation at the westside centers is expected to improve dramatically over the next few years. The legislature has funded both pre-design and "fast-track" construction for a new building on the campus of Edmonds Community College. The facility will be co-owned by the community college and Central Washington University. The work, currently underway, is scheduled for completion during the 1999-2001 biennium. In addition, the governor's ten-year plan calls for the design of a Central Washington University-owned facility on the campus of Highline Community College during the 2001-2003 biennium and construction during the 2003-2005 biennium. These improvements will create a situation that is more consistent than the current situation with SBE's "one program delivered to multiple sites"

operating philosophy. In the interim, significant leasehold improvements were completed during 1998-1999 at the Glacier School, the present home of the SeaTac Center.

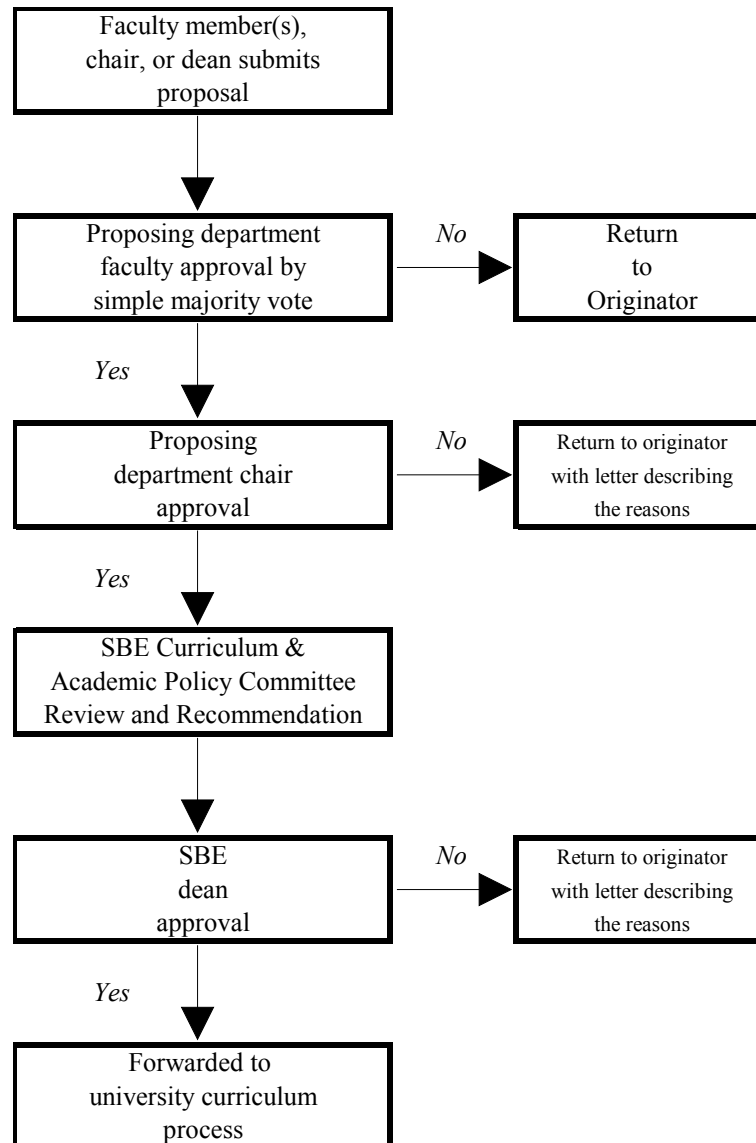
Library and Information Resources. *SBE students, faculty, and staff increasingly rely on Internet-based library resources to support their educational programs and research agendas. The university's library staff have been very supportive of the SBE's on-line needs. All students, regardless of the matriculation site, may access a comprehensive set of research tools through the library. All tools are available from the university's networked computers in Ellensburg and at the university centers; some are also available to registered students and faculty from non-networked computers through the university web site and private Internet service providers. The SBE has partnered with the library to acquire several additional business-related databases. All SBE students are expected to develop library and Internet research skills as part of their programs. Assessment findings indicated that development*

of library and Internet research skills was a major outcome in SBE students' programs. Given the on-line availability of many library resources to the

university community, including the university centers, all SBE students have sufficient access to meet their program goals and objectives.

Curriculum Development. The following diagram reflects the process through which curriculum is changed in the SBE in response to ongoing assessment and continuous improvement activities. The SBE's policy in this area may be viewed on the school's web site, <http://www.cwu.edu/~sbe/>.

Curriculum Development in the SBE



The curriculum for each degree program results from a careful curriculum planning process and results in a relevant curriculum that is consistent with the SBE mission.

Educational Program Goals and Objectives. SBE-wide educational outcomes are embodied in the mission’s Distinctive Characteristics of SBE Students included on page 2 of this section. The analysis in this part shifts to the specific degree programs of the departments housed in the SBE. The mission for each department and the educational outcomes associated with their programs are discussed.

Accounting Program. *The mission of the Department of Accounting is to attract qualified students and train them to become successful professionals. The department intends to serve traditional and place-bound students, to maintain strong ties to the professional community, and to promote its students. Three key outcomes related to the accounting program have been identified.*

- *Program Outcome—Knowledge.* *Students completing the program will demonstrate knowledge in the core areas of accounting, including financial accounting and reporting, auditing, business law, professional responsibilities, and other accounting and reporting areas.*
- *Program Outcome—Placement.* *Students completing the program should possess the accounting and communication skills to find ready employment in the field.*
- *Program Outcome—Student Satisfaction.* *Students completing the program will be*

satisfied with their academic development, instruction, and advising.

Business Administration Programs. *The Department of Business Administration provides quality education and lifelong learning opportunities to students entering and advancing their business careers. The department has identified overall educational outcomes related to knowledge, values, and skills. Additional outcomes have also been identified for some of the specializations. Following are the outcomes for the Bachelor of Science in Business Administration (BSBA) programs.*

- **Knowledge-Based Educational Outcomes.** *Upon completion of the BSBA program, students should*
 - a) *Have working knowledge in a set of analytical business tools related to: math, statistics, accounting, economics, and behavioral science.*
 - b) *Apply business core concepts, principles and analytical skills across functional lines.*

- c) *Show competency in an area of specialization. (Specializations include: Finance, Human Resource Management, International Business, Management & Organization, Marketing Management, and Operations Management/Information Systems)*
- d) *Understand global, national, and regional business systems and environments.*
- *Values-Based Educational Outcomes.* *Upon completion of the BSBA program, students should*
 - a) *Comprehend issues in ethical decision making and social responsibility.*
 - b) *Understand diversity issues in the workplace and society.*
- *Skills-Based Educational Outcomes.* *Upon completion of the BSBA program, students should*
 - a) *Function effectively when in teams both as a leader and as a member.*
 - b) *Demonstrate effective oral and written business communication skills.*

- c) *Use business computer application software and support decisions on problems in areas of specialization.*
- d) *Access, develop, and use information to analyze business problems and propose feasible solutions.*

Economics Program. *The primary mission of the Department of Economics is to provide students an educational learning environment that will help them to succeed in business and other employment opportunities. In particular, the faculty are dedicated to teaching students to think logically, use economic tools to analyze “real world” problems, make defensible decisions, and understand the impact of their decisions on society. Three key outcomes related to the economics programs have been identified:*

- *Program Outcome Related to Tools.* *Students completing an economics degree will possess the tools that enable them to analyze and understand macro and micro economic problems and policies and to perform quantitatively-oriented tasks.*

- *Program Outcome Related to Qualifications and Knowledge.* *Students will possess qualifications and knowledge necessary for success in employment related to economics or success in graduate school.*
- *Program Outcome Related to Communication Skills.* *Students completing the program should possess the communication skills desirable in their future employment or graduate studies.*

Appraisal

The SBE takes considerable pride in its ability to deliver on its mission to “prepare students for success in business and other employment opportunities through an educational environment that values continuous improvement, personal integrity, and enlightened citizenship.” The school supports a number of programs that impact the recruitment and retention of high caliber students, including advising programs, scholarships, support for

student organizations, and promotion of student successes. Following is a sample of headlines from recent years that trumpet the successes of our students.

- CWU students were winners in the Northwest Inland Empire Chapter paper writing conference: 1st place—Greg Shubert, “How Worker Empowerment has Improved Productivity.”
- Noe Valadez, Business Administration graduate, received the CWU Cooperative Education Student of the Year. Valadez interned with Battelle, Pacific Northwest Laboratories in the Tri-Cities.
- Damon King was named as “Marketing Student of the Year” by the American Marketing Association.
- The Lynnwood Center’s Society of Student Accountants received an “Award of Excellence” from the Institute of Management Accountants for being an outstanding Student Affiliate Group
- The Ellensburg Accounting Club sponsored a student/alumni banquet in Seattle.
- CWU Marketing Student Chapter of AMA received top AMA chapter in the Western Region and Collegiate Chapter of the Year awards at the International Collegiate Conference.
- A three-student team from CWU—SeaTac placed 2nd in the 32nd annual International Collegiate Business Policy Competition sponsored by San Jose State University.
- A team of Marketing students from the CWU—Lynnwood center was chosen as semi-finalist in the Leonard J. Raymond Direct Marketing Collegiate Echo Competition.
- CWU SHRM Student Chapter was named the top collegiate chapter in the nation.
- Four Economics majors presented findings from their research at the National Social Sciences Association meeting in Las Vegas. The papers were published in the National Social Science Perspectives Journal Proceedings.
- Two BSAD students won 1st and 3rd place honors in the Fogarty International Paper Competition, which is sponsored by APICS.
- Three CWU—Lynnwood Accounting graduates posted the top three scores in the Washington State uniform certified public accounting exam.

In an effort to: 1) facilitate change in a continuous improvement environment, 2) remain competitive with other accredited business schools in the Pacific Northwest, and 3) build on the excellent reputation the school already enjoyed with its regional constituents, the SBE made a decision over a decade ago to embark on a course leading to initial specialized

accreditation of its programs by AACSB, the International Association for Management Education. In the early 1990s, this accrediting body underwent a paradigm shift, moving from judging quality based on inputs to the educational process to judging quality based on mission-linked outputs. AACSB's judgement regarding overall program quality involves a comprehensive review of actual outcomes achieved and processes related to 1) mission, 2) educational outcomes, and 3) overall planning in a continuous improvement environment.

As was cited earlier, the SBE prepared and submitted two self-evaluation reports to AACSB, one in 1994 and another in 1998. Although the quality of many facets of the SBE's operations was judged sufficient to surpass certain standards, the SBE's overall progress relative to the full range of the accreditation standards was not deemed sufficient to warrant a positive recommendation. Recently, the SBE's leadership decided to enter AACSB's candidacy program, a program intended to provide greater

assistance to schools in their effort to meet and exceed the agency's rigorous standards.

Given the many changes in the educational environment confronting higher education today, the process of defining "who the SBE is" and "who the SBE would like to be" continues to be a most challenging task. Consider, for example, the new opportunities that have surfaced in the distance learning arena spawned by rapid advances in instructional technology. Some in the SBE desire to fully incorporate the new technologies in the delivery of instruction, while others would like to ignore these opportunities, favoring traditional delivery systems instead. Consider also the desired level of specialization in the undergraduate business curriculum. Some believe a rather large number of unique undergraduate specializations is desirable, while others strongly advocate a more general approach to undergraduate business education. Given the multi-site deployment of SBE faculty and the absence of a clear sense of identity, a relatively large number of specializations has proliferated in the SBE. At the same time, the

school has been criticized by outside evaluators as attempting to be “all things to all students,” with an insufficient core of faculty resources at some locations to deliver a large number of unique specializations.

Although the school has not yet achieved initial specialized accreditation, it has benefited from its involvement with AACSB. Significant quality improvements are clearly visible. Continuous quality systems are in place to ensure faculty activities properly align with the mission. An explicit commitment has been made to increased intellectual activity as an important factor in faculty currency in the classroom. Assessment processes and procedures, though not yet sufficiently mature, are nevertheless improving and becoming more commonplace in the SBE.

Of course the future presents many significant opportunities and challenges. The educational environment for business schools and others continues to change at an ever-accelerating pace. Still, the SBE strongly believes that its

programs add value for its students and other constituents. The school is determined to move forward and achieve its goals in a properly functioning continuous improvement environment.

August 31, 1999

Standard 3.A: Purpose and Organization

Historical Perspective

In 1988, the position of vice president for student affairs was created to be consistent with comparable positions at peer institutions. Administrative departments within the division in 1994 included: Athletics, ADA Affairs and Student Assistance, Career Planning and Placement, Cooperative Education, Drug Abuse Prevention Program Education and Referral (DAPPER), Residence Living, Student Activities, Samuelson Union Building, Women's Resource Center. A university reorganization in 1996 resulted in the following administrative organizational structure: ADA Affairs and Student Assistance, Athletics, Career Development Services, Conference Programs, Campus Life, Housing Services, Dining Services, KCAT-FM radio station, Substance Abuse Prevention Program, Financial Aid, Women's Resource Center and University Store. Several departments had been consolidated due to similarity of function: Career Planning and Placement joined Cooperative Education to become Career Development Services and Student Activities joined the Samuelson Union Building to become Campus Life. In 1997-98, Financial Aid, and Disabled Student Services were moved out of the Division of Student Affairs.

Although a number of changes have occurred throughout the decade, the professionalism and quality of the leadership and staff has enabled the changes to occur without much notice by the students and without interruption of service delivery. Low staff turnover has aided in the continuity in service delivery even as reorganizations have occurred.

Current Situation

The Division of Student Affairs provides extra-curricular learning experiences that promote the development of students as whole persons. Key to the institution's history is its mission, which emphasizes the words "student centered." Student Affairs focuses on the co-curriculum: student activities, residential life, affective/personal development, interpersonal skills development, and the satisfaction of basic needs. The division focuses on the two complementary values of individuation and community. The university mission statement says:

Central Washington University challenges students to address the ambiguities of an ever-changing world. Students are prepared not only for careers and independent, lifelong learning but are also asked to become conscious of themselves as members of a pluralistic society, to become skilled communicators, to develop their abilities to analyze and synthesize information, to make ethically informed decisions, and to serve as responsible stewards of the earth.

The Student Affairs Division mission (Exhibit 3.1) complements the institution's mission; its primary goal is "...to provide learning experiences to enhance personal growth and support academic achievement of our diverse student population..." These concepts are stated explicitly as primary goals and objectives within the individual unit strategic plans. Specifically, educators within the division have agreed to:

- Provide specialized student services that assist students in achieving their academic goals and an understanding and appreciation of university life;
- Prepare students for entry into and active participation in a global society made up of people from diverse cultural, ethnic, and racial backgrounds through the development of critical thinking, leadership, citizenship and lifelong learning skills;
- Improve the quality of service delivery and student satisfaction; and

- Improve the campus climate for the student body.

The division is made up of ten units:

- The Department of Athletics promotes emotional growth, decision-making skills, teamwork, self-worth, and citizenship of individuals through intercollegiate competition regardless of race or gender.
- Campus Life coordinates a variety of extra-curricular activities designed to enrich students' experiences, both cognitively and affectively, within a holistic student living framework, providing multi-functional facilities, and social, cultural, recreational, and educationally diverse programs, services, and apprenticeships. This unit also oversees the Center for Service Learning, the Center for Excellence in Leadership, and the Diversity Center.
- Career Development Services provides assistance and resources to help students and graduates develop a clear career objective, obtain relevant experience, and learn the skills necessary to conduct a successful job search for entry into the world of work.
- KCWU-FM radio broadcasts educational, informational, cultural and entertainment programs, with special attention given to programs which offer a significant and viable alternative to other communication resources available in the station's primary service area.
- Student Health and Counseling provides a comprehensive campus wellness approach in the delivery of closely integrated health and counseling services using qualified staff, up-to-date technology, extended hours of service, and self-help options in a physically comfortable and confidential atmosphere of learning and healing. The unit has been particularly aggressive in recent years in the development of a campus-wide approach to alcohol and substance abuse.
- The Student Empowerment Center, formerly the Women's Resource Center, attempts to create a more diverse, inclusive, and open environment for learning for women and men, through a variety of educational and cultural enrichment programs, personal and academic support services, and leadership for change.
- Residential Services provides well-maintained housing facilities with a programmatic emphasis on student development. They foster a learning environment supportive of students' educational goals, cultural awareness, personal and interpersonal growth; they also encourage a commitment to socially responsible behavior.
- Dining Services provides exceptional food service to students, staff and guests of the university. Its unique and quality services, including multiple choices and nutritional options, are particularly noteworthy.
- The Conference Program provides outstanding conference services throughout the year that maximize revenue and efficient use of facilities; accommodate fluctuating student housing needs, thereby reducing student housing fees; and support the deferred maintenance and improvement needs of campus housing.
- The University Bookstore provides students and staff with a full line of bookstore products and services, meeting basic supply needs, while keeping prices of essential educational materials as low as possible.

In addition to its goals, the division has several important focuses. First, the division encourages and ensures that students manage their environment within the parameters set out by the institution for behavioral and interpersonal interactions. The division uses a unique problem-solving group for monitoring and managing student behavior and discipline that involves staff from around the university.

Second, the division administers various student rights and appeals processes including the academic standing procedures, the academic appeals/grievance process, the Student Rights and Responsibilities Policy, and the Family Educational Rights and Privacy Act (FERPA). All of these rights and processes are described in the university catalog (Exhibit G.2).

Third, the division emphasizes student safety, both psychological and physical. The strong collaboration between Public Safety and Police Services and the Division of Student Affairs greatly facilitates this effort and is unique for most residential campuses. Both prevention and intervention models are implemented to maintain a safe environment for students.

Fourth, the division assists students in their development of purpose and direction. Career Development Services offers important assistance through a career course designed to assist students as they identify their purpose and direction at Central Washington University. The Division of Student Affairs employs a majority of the students who are hired to work on campus. There are a variety of apprenticeship and internship programs that prepare students for direct entry into the world of work. Service Learning and Volunteerism works closely with academic departments to provide experiences that enable students to apply important concepts from class in their larger environment. The Center for Student Empowerment provides educational programs and activities of personal development and academic achievement while celebrating student success and empowerment.

Wellness is the fifth major focus of the division. The Wildcat Wellness Center in concert with Athletics, Intramurals and Recreation provide opportunities for students to develop a lifestyle that is consistent with the philosophy of wellness. Student affairs professionals collaborate regularly to address alcohol use and abuse and to develop an alcohol and drug information school (Exhibit 3.2: Action Plan). Personnel from the Student Health and Counseling Center support this effort as well, as they work to prevent medical or health issues from becoming permanent barriers to student academic achievement and personal growth.

Sixth, the division focuses on programming that develops critical thinking, leadership development, citizenship, and lifelong learning skills. Campus Life, Career Development Services, and Residential Services work collaboratively to provide opportunities that challenge student thinking. Diversity Center programmers collaborate with many areas to increase knowledge, awareness, and appreciation of diversity. The Division of Student Affairs is particularly proud of its efforts to raise student consciousness about diversity issues.

Seventh, the division focuses on students' views and concerns. Long before the university adopted a student-centered mission, the Division of Student Affairs sought student input in its decision-making processes. Numerous student advisory committees and boards empower students to be involved and to take responsibility for their actions.

The division's efforts to address student needs are tremendously diverse. Student Affairs is the birthplace of many new and creative programs based on identified student needs. Implemented through a collaborative process and style, new programs and services promote student involvement and community building.

The organization of student services is effective in providing adequate services consistent with the mission and goals of the university (3.A.1). The current structure has evolved over time and allows the division to meet its own goals and to contribute to the primary mission of the university: student learning. The organizational chart of the unit is included in Appendix 6.5. The roles that the division plays are extremely diverse and the funding sources are varied, and to some degree the sources of funding have driven the organization of the division. Of the three administrators who report to the vice president, the associate vice president for student affairs manages the campus life unit. Its programs primarily are funded from student services and activities fees. The assistant vice president oversees athletics, career development services, the student radio station, and the center for Student Empowerment, all of which primarily are funded through state-support and dedicated funds. The director of operations and resource management oversees operations

that are self-support, for example, the conference program, dining services, health services, residential services, and the bookstore.

Since the 1995-1996 year, directors of all departments, along with the student government president, have participated in priority setting for new positions within the Division of Student Affairs. New positions have been created out of a combination of internal unit reallocations and increased funding for the division. Staffing within the division has remained fairly constant over the past few decades, although the division acquired additional staff when Auxiliary Services, now Operations and Resource Management, was incorporated into the division.

Student services and programs are staffed by qualified individuals whose academic preparation and experience are appropriate to their assignments. Assignments are clearly defined and published (3.A.2). Appendix 3.1 details the educational levels of Student Affairs staff. Currently, six staff members hold doctoral degrees. The doctorate is the preferred educational requirement for leadership of the following departments: Athletics, Residential Services, CWU Wildcat Wellness Center, Student Health and Counseling and Women's Resource Center due to the involvement of these staff with faculty members and external constituents. A master's degree is required for employment at the director level in the following areas: Athletics, Career Development Services, Campus Life, Women's Resource Center, Student Health and Counseling, Residential Services, and CWU Wildcat Wellness Center. Bachelor's degrees are the minimum requirement for employment with the Division of Student Affairs except in the self-support areas.

Although the master's degree is typically thought of as the minimum educational requirement in many areas related to college student personnel work, the great diversity of divisional functions ranging from health services, food services, bookstore, counseling, student activities, residential services to judicial affairs renders a variety of educational levels appropriate. Medical degrees, health certificates, public relations background, food service training and industry-specific knowledge are critical for service delivery. In

1995-96, the process of creating specific job descriptions for all administrative exempt staff was completed using internal divisional guidelines. In 1996, Human Resources created university guidelines for position descriptions, and all administrative exempt position descriptions have been revised and finalized (Exhibit 3.3). Some position descriptions require substantive review annually. At the very least, CUPA guidelines require review of every job description within the administrative exempt status at least every two years to accommodate new responsibilities and new expectations.

The performance of personnel is evaluated regularly (3.A.2). Prior to President Nelson's arrival in 1993, personnel were not evaluated on a regular basis. Beginning in 1995, directors within student services were required to complete evaluations of their staff and send forward copies of these as well as their own performance self-evaluations to their supervisors. Supervisors also completed self-evaluations and forwarded the results to the vice president who included them in her annual report to the president.

Performance evaluations have been occurring for civil service staff annually on their anniversary. Since 1995-1996, performance evaluations have occurred at least once a year for administrative exempt employees. The office of the vice president for student affairs maintains a monitoring system for exempt employees to ensure that employees receive important feedback on job performance (Exhibit 3.4: Most Recent Staff Evaluations).

Appropriate policies and procedures for student development programs and services are established. The objectives of each operating component are compatible and support the goals of student services (3.A.3). Although various divisions within the unit have their own policy manuals and the division operates with

certain policies related to student involvement, only recently did the division begin the development of a detailed policy manual that directs all of its operations (Exhibit 3.5). These policies are operational for the division and are separate from student policies, which are highly developed and included in the university catalog. In addition, each unit of the division has developed a strategic plan for the past two years in which are identified program goals, objectives, and strategies; accomplishments and disappointments; and descriptions of programs and the steps that are taken to evaluate their effectiveness (Exhibit G.10).

Human, physical, and financial resources for student services and programs are allocated on the basis of identified needs and are adequate to support the services and programs offered (3.A.4). During 1997-98, \$588 per FTES was allocated in the Student Services line in the operating budget, up from \$544 in adjusted dollars per FTES in 1989. This excludes contributions to student aid, which were allocated at \$1,407 per FTES, an increase in adjusted dollars of \$300 since the beginning of the decade. Budgeted allocations for 1998-1999 included \$25 million in self-support, \$1.4 million in state support, and \$1.9 million in services and activities fees.

State allocations per FTES have declined over the decade, placing a greater burden on student fees and on private support. Additional resources have become available since 1995-96 to address priorities within Athletics, Career Development Services, and Disabled Student Services. The departments of Athletics (44%), CWU Wildcat Wellness Center (46%), Career Development Services (78%), Women's Resource Center (75%) and the office of the Vice President for Student Affairs (100%) are funded primarily from state support. All other departments are either self-support or are supported from a mandatory student fee. Campus Life includes the areas of Intramural and Recreation, Service Learning and Volunteerism, Samuelson Union Building, Pre-School/Daycare Programs, Scheduling Center, Programming and Publicity, Associated Students of Central Washington University – Board of Directors and Maintenance and Custodial. Their continued existence rests solely on the allocations of the Services and Activities Fee Committee that reallocates resources each biennium.

Students currently pay a services and activities fee in the amount of \$83.00. They also are assessed for the health center (\$45.00), athletics (\$35.00), a technology fee (\$25.00), and beginning next year, there will be an additional assessment for the Safe Ride program (\$3.00). Most of these fees, other than the services and activities fee, did not exist a decade ago.

The full-time equivalent staff to full-time equivalent student ratio in the Division of Student Affairs is approximately 40 to 1.

The inventory of facilities for student services includes the Samuelson Union Building, two major dining complexes, eighteen residence halls, just under 500 apartments, and a few support buildings. Preliminary master planning is underway for the self-support buildings of the university. The Student Union Building currently has the highest priority for replacement or remodeling, followed closely by several of the older residence halls. Remodeling of the Holmes dining facility also is a high priority for future capital improvements.

Remodeling of the residence halls has focused on reducing the stock of traditional residence facilities in favor of increasing the stock of apartments that allow for more independent living. In addition, plans are underway to improve energy efficiency, fire alarm systems, ADA compliance, and program facilitation.

To this end, the university hopes to save several million dollars to help finance renovation and replacement of self-support facilities in order to provide a solid base for refinancing the debt that will be required to meet the total facility renovation plan when current debt obligations are paid off.

Preliminary financial feasibility studies have been completed, and the university is continuing to study its options.

Appraisal

A primary purpose of student services is to acclimate students to the university community, and the division has been very successful in this mission. Student services at Central Washington University are varied, of high quality, and cost-efficient. The programs are diverse to meet the varied needs of students, and they constantly are transformed as the student body changes. The emphasis on campus life as the cocurricular program of the university provides students with the opportunity to think about their time at Central Washington University not as preparation for life, but as life in progress.

The division is committed to models of prevention and wellness as opposed to models of crisis intervention. Thus, many of its services focus on health rather than on illness, on education rather than on consequences.

The cooperative alliances across the various units within the student services division and with other divisions on campus is a particular strength of student services programs. The efforts of the past decade to strengthen the cooperative alliances between the cooperative education unit and academic programs has improved the impact of the cooperative education experience on students' overall academic growth. The addition during the decade of a strong program of service learning enables students to see the social impact of their academic training.

The staff of the division is well qualified, highly dedicated, and student-centered. This dedication to students has been instrumental in maintaining program continuity even as the organizational structure of the unit has changed. Reorganization has focused on aligning units with similar functions or funding structures in three units under the vice-president. The division's participation in strategic planning has provided an opportunity for greater clarity about the goals, objectives, and accountability of individual units within the Division of Student Affairs. Although the division long has been attentive to the effectiveness of its programs, formal review and evaluation is being stepped up. Within the next three years, the division will conduct formal reviews (Exhibit 3.6: Schedule of Program Reviews) of all of its programs. This process is likely to result in the elimination of some functions and the creation of new ones. The division currently is identifying benchmarks within each department to assist in charting new directions and in analyzing the potential long-term and short-term ramifications of certain actions. Internal reorganizations within individual units or at the senior management level may occur as functions are reviewed and prioritized.

The university has a strong and continuing history of identifying and attending to student needs. The growth, in recent years, of the university centers on the east and west sides of the state has required the division to identify the needs of students who complete their programs at the centers or from remote locations and to seek creative ways to provide student services at those locations. Currently, one full-time student affairs staff member is assigned to the SeaTac Center as a career counselor for all of the university centers on the west side of the state. All other Student Affairs staff are assigned to the Ellensburg campus, but a number of units work with students and faculty at the centers to address pressing needs.

Disciplinary actions related to university center students are addressed in the same manner as they are for Ellensburg students, and student affairs staff make every effort to support faculty who are experiencing difficulties with students at the centers. The University Store sells textbooks, clothing and supplies on site at the SeaTac Center (the largest center) during the first two weeks of each quarter. Students at the other university centers access bookstore services through the community colleges

where the programs are collocated. Center faculty and staff are encouraged to assist students at the university centers in submitting proposals for specific services and assistance to the Services and Activities Fee Committee. Students at all sites have equal access to this source of funding, but students at the centers do not pursue funding as actively as Ellensburg students do.

As the university centers continue to grow, there may be additional call to reorganize some of the division's programs and to relocate some of its staff in order to address adequately student needs at these sites. The associate vice president of the division is chairing a task force to investigate and identify specific service needs of students completing their degree programs at the university centers. Although many of the services that are provided at the residential campus also are appropriate for students at the centers, there also are needs that are unique to the population. In this past year and continuing into the coming year, the division has stepped up its efforts to assess the needs of students at the centers and to allocate some of its resources to respond to these emerging needs (Exhibit 3.7: Current Plans for Improved Services to Centers). Addressing the needs of students completing their programs at the centers will be a primary focus of the division in the near term.

Outcomes assessment, fund-raising, and marketing have become high priorities for the Division of Student Affairs. The division already has begun and will continue collaborative work with the offices of Institutional Research, Development and Alumni Relations, and Enrollment Management and Marketing to achieve these important priorities. Departments in Student Affairs that are funded with state dollars anticipate greater focus on generating revenue from other sources. Already, Athletics has implemented a fee in order to stabilize its funding base, and, in the future, the entire division may be self-support or fee-driven.

The division has stepped up its efforts to improve communication with other divisions of the university. The division's capability to assess student needs is linked to its ability to achieve communication and collaboration with all other units of the university. Although the university has expended a lot of effort across the decade to improve communication through electronic mail and publications of the university, there remains a need for a distinctive vehicle for communication on campus. Misinformation and misperceptions sometimes result when communication is inadequate. Differences of opinions abound within the university on critical topics, and a convenient forum has not been established below the level of the vice presidents for cross-divisional discussion, deliberation, or problem resolution.

Currently, the majority of student needs for meeting space, housing, and dining functions are being met. The facilities are well maintained. The age of some facilities is of concern, particularly with respect to meeting today's standards for seismic strength and growing technology needs. Furthermore, remodeling of some facilities would better enable them to meet changing program needs.

Standard 3.B: General Responsibilities

Historical Perspective

The decade has seen a number of changes in the challenges available to divisions of student services throughout the nation. The university has reacted by increasing its efforts in a number of areas, particularly student leadership training, service learning, greater emphasis on an outreach model by counselors, improvements in career counseling, and expanded services to the university centers. The division has begun providing a number of programs for non-traditional students and has instituted a campus-wide designated driver/safe ride and escort program. In recent years, the university has joined the NCAA to ensure that it

provides intercollegiate athletic competition for students. The university also sponsors the National Youth Sports Program as an outreach to disadvantaged youth in Kittitas County to address community concerns.

Based on the premise that a university is a partnership, the university has a long tradition of support for student government and its participation in the overall governance structure of the university. Students

participate as community members, consumers, and learners. Central views student involvement as an essential and critical element of institutional success. In the past two decades, the structure of student government has evolved. Since 1985, the ASCWU Board of Directors has played a significant role in university governance. They have continued to expand their role through participation on standing committees and councils, clubs, task forces, search committees, Faculty Senate, political affairs, and daily contact with administration and faculty. Major decisions which affect the welfare of students at Central Washington University include student input at all levels. Significant to the current structure is the student body president's seat at the Trustees meetings alongside the university administration. This has ensured direct communication at the highest level of governance.

Current Situation

The university systematically identifies the characteristics of its student population and students' learning and special needs (3.B.1). During the application, financial aid, and registration processes, the university collects a variety of data concerning the characteristics of its students. Quarterly reports to the State of Washington Office of Financial Management summarize these data (Exhibit 3.8). Data also are analyzed by the University's Office of Institutional Studies to provide university offices with the information they need to make effective decisions concerning student services, recruiting, retention activities, and academic programs.

The state of Washington provides a freshman admissions index for public institutions in the state of Washington. The index assigns numbers to the cells of a matrix that is formed by student test scores on the ACT and SAT examinations and by their high school cumulative grade point average. The higher the scores, the higher the assigned number. The Higher Education Coordinating Board requires a selection index of 13 for the regional universities with a provision for admitting 15% of freshman under alternative standards. Schools may adopt more stringent standards, and Central Washington University has done so, automatically admitting students with a 28 or above on the index. The median admissions index is between 50 and 55 (Exhibit 3.9).

Central Washington University takes pride in the quality of its academic support services that are designed to help students achieve their academic goals (3.B.1). Identification of special needs begins with the application process where students who appear to be at risk are identified and the admissions committee reviews their histories. While students who are under review may be offered admission without conditions, most are required to meet with a staff advisor for referral to support services. Based on each student's needs, the staff advisor designs an individual support program that might include meeting with representatives of Student Support Services, the Academic Skills Program, Disability Support Services, the Counseling Center, Career Development Services, or other services. The advisor might also recommend additional testing, remedial coursework, supplemental instruction courses, specialized advising, and other services.

All entering freshmen and all transfer students who have not completed college-level English and mathematics courses are assessed for placement in these areas (See Standard 2.B). ACT and SAT test scores are used for placement, and other tools are available where standardized entrance tests are inappropriate or insufficient. Approximately 33% of entering freshmen require remedial support in English, mathematics, or both, and a variety of opportunities are available to meet this need. The Academic Skills Program also works with students who are having difficulties with basic skills in general university courses. A Writing

Laboratory was begun during this past decade and the need for its services increasingly have become obvious. As a result, the provost established a task force to identify strategies to support writing needs of students. A relatively large percentage of students at the university centers use English as a second language, and this has provided another opportunity for academic support. Although most of these students have completed the equivalent of an associate's degree when they enter a program at the university center,

language concerns continue to surface. During 1998-99, the Office of International Studies initiated ESL support at the centers, in part to clarify the level and type of need that exists there. Developmental and remedial opportunities are described more thoroughly in the response to Standard 2.

In fall 1997, the university added University 100: Advising Seminar, as a general education requirement for native students. The seminar provides a forum in which faculty can encourage students to find the resources that they need to succeed, and this message is reinforced throughout the university, especially in the residence halls where living group advisors and area coordinators are well trained in student referral. The Division of Student Affairs actively facilitates remedial and developmental work for students who are on academic probation. Called "intrusive advising," students work with Student Affairs staff to formulate structured academic agreements or contracts (Exhibit 3.10). These contracts describe actions that the student will take to improve his or her academic performance.

The Associated Students of Central Washington University (ASCWU) *provides opportunities for students to participate in university governance (3.B.2)*. The ASCWU Board of Directors assumes constitutional responsibility for broad-based student involvement in the governance of the university. The board consists of a president, executive vice president, vice president for political affairs, vice president for student organizations, vice president for student life and facilities, vice president for equity and community service, and vice president for academic affairs. The constitution of the ASCWU, ratified through a vote of the student body, is approved under the authority of the Board of Trustees. The ASCWU board appoints and/or recommends student participants for the following:

- Board of Trustees -- ASCWU Board of Directors submits three to five student names to the Governor for a single yearly appointment.
- University Committees -- Presently there are 34 university-wide committees on which the BOD appoints more than 90 students to serve with administration, faculty, and staff (Exhibit 6.31).
- ASCWU Program Agency -- Student Marketing and Program Coordinators are employed to select and market campus-wide social, educational, and leisure programs. They are advised by the assistant director of Campus Life. Many programs network with faculty and administration for support.
- Samuelson Union Board -- Consists of six students appointed by the board, the SUB director, and the ASCWU vice president for student life and facilities. This board has authority to set policy and budget for the Student Union Building.
- Council of Probity -- Oversees the constitutionality of actions by the ASCWU Board of Directors, Senate for Student Organizations, and the ASCWU Election Commission. Five students constitute the council, and the Director of Campus Life serves as advisor.
- Equity and Community Service Council -- Provides budget, office, and policy support for Council agencies. i.e., GALA (Gay and Lesbian Alliance), Service Learning Program, Big Buddies, Diversity Center, Center for Excellence in Leadership, SAFE (Students for an Assault Free Environment), Women's Student Organization, ABLE (Access, Belonging, Learning, and Equality), SION (Students In Search of Optimal Nova). The associate director of Campus Life serves as the advisor.
- Faculty Senate -- The BOD vice president for academic affairs and two additional students serve as voting members of the Faculty Senate.

- Office of Legislative Affairs -- Coordinated by the ASCWU vice president for political affairs with office staff, researchers, and legislative liaisons. This office works closely with university legislative affairs, administration, and the Office of University Advancement.
- Services and Activities Fee Committee -- This committee is the primary allocation body for the S & A budget based departments of the university. Allocations exceed two million dollars as recommended to the Board of Trustees by six students, three faculty with advisement from one dean, the controller, and the BOD vice president for student affairs.
- Technology Fee Committee -- This committee allocates the technology fee fund (\$25 per student per quarter) to student labs and university technology development. The committee consists of 6 students, 2 university employees, 1 administrator and the Director of Computer Technology Services.

Voter turnout at student elections usually is between 12 and 15%, above the national mean of 8%. Students at the university centers are less involved in student government than those on the Ellensburg campus and generally choose not to participate in student elections. Presently, the Associated Students of Central Washington University is looking into ways of improving communication between the Ellensburg campus governance structure and the centers.

Policies on students' rights and responsibilities, including those related to academic dishonesty and procedural rights (3.B.3) are contained in Central Washington University's Student Rights and Responsibilities Policy, which is published in the Central Washington University Catalog beginning on page 246. Students are involved in the creation and formulation of new policies and procedures. The procedure for policy development includes the identification of specific problems and the development of draft policies that are shared at the President's Cabinet. Either the ASCWU-Board of Directors is directly involved or a student advisory committee is asked for input into the process. Student input has been deemed especially critical in those areas where they are directly affected. For example, in 1995-96, a Student Sexual Assault Response Policy was created; however, ensuing incidents revealed gaps in the response process. A special task force was created in the summer of 1998 to look into ways to improve the policy and the education of students, faculty, and staff as well as improve relationships with external constituencies.

The Student Records Policy (Exhibit 3.11) describes how Central Washington University complies with the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA). Students are provided information through the Student Affairs web site on the necessary steps to ensure non-release of information. Confidentiality of records is maintained. The Student Sexual Assault (Misconduct) Policy (Exhibit 3.12) provides guidance to students regarding expectations for interpersonal interactions, outlines specific procedures used in the investigation, and outlines the sanctions to be implemented in the disposition of sexual assault/sexual harassment cases. Recent policy revisions call for the identification of a single point of contact for students, the Sexual Assault Response Coordinator.

The Alcohol and Drug Policy (Exhibit 3.13) outlines the legal issues, proscribed student conduct pursuant to the Washington Administrative Code, student assistance programs, employee assistance programs, applicable local, state, and federal laws and university sanctions for violations of proscribed student conduct. The policy describes campus and community resources and explains the procedures for serving alcoholic beverages on campus. The hazing policy (Exhibit 3.14) was established in 1993 to meet the requirements of Substitute Bill 5075, Hazing Prohibited. This policy addresses actions by either individuals or organizations and it attempts to ensure that no mean spirited act or action occurs which has as its intended outcome the demeaning of a person. Staff are provided guidance related to their roles in ensuring a safe and healthy campus climate.

The Student Rights and Responsibilities Policy includes two sections: (1) Statement of Rights and Responsibilities and (2) the Student Judicial Code. The Statement of Rights and Responsibilities defines access to the university, faculty, and staff relationships; student records rules; student conduct; and

recognition of specific freedoms. These freedoms include the freedom to form associations, the freedom to inquire and express opinions and the freedom of student participation in institutional government. Expectations for student conduct pertain not only to behavior and conduct within the university community, but also in the larger community outside the university.

The Student Judicial Code provides rules by which a student will experience due process in matters of alleged violations of university standards and rules and requirements governing academic and social conduct. The Judicial Code provides the system of checks and balances to ensure that procedures are implemented in a fair and consistent manner (3.B.3). The Code describes requirements and sanctions for academic honesty and the procedural rights that apply to it. It describes how alleged violations are processed, and the role and authority of the Campus Judicial Council. During 1998-99, 66 hearings occurred related to alleged violations (Exhibit 3.15: Summary List and Frequency of Hearings, 1998-99). Revisions to the Student Judicial Code are expected during AY 1999-00.

The development and enforcement of standards of conduct fosters students' personal and social development. The primary focus of the conduct system is to protect the rights, health, and safety of members of the university in order that all may pursue their educational goals. Its intent is not to punish or penalize, but rather to facilitate students' developmental growth while assuring academic integrity, campus safety, and compliance with the mission of the University. Although policies exist about student rights and responsibilities and sanctions for violations, the university focuses on prevention as a means to maintain appropriate academic and social behavior among students.

Central employs a team problem-solving approach to student behavioral problems. This team is comprised of the director of the Office of Residential Services, the director of the Center for Student Empowerment, representatives from the Offices of International Programs, Student Health & Counseling Center, Equal Opportunity, the Chief of Campus Police Services, and the assistant and associate vice presidents of the division. The team meets weekly to review residential services incident reports filed by living group advisors and hall managers, as well as police reports involving Central Washington University students either on- or off-campus (Exhibit 3.16: Incident and Police Reports for 1998-99).

The Problem Solving Team then reviews and analyzes student behavioral problems that constitute violations of the Student Judicial Code. The team recommends interventions that it believes are most appropriate and effective for eliminating specific negative student behaviors. The assistant and associate vice presidents of the Division of Student Affairs maintain oversight of all university conduct cases. These two administrators address the most serious offenses; they also assist residence hall personnel who are responsible for handling the less severe behavioral problems that occur in the halls. The university's Office of Residential Services professional staff act as designees of the Vice President for Student Affairs and handle the majority of the less severe behavioral problems which occur among students in residence. Typically, these are incidents that do not involve the possibility of suspension or expulsion from the university.

Central publishes a catalog and makes it available to prospective and enrolled students (3.B.5). It is published annually (Exhibit G.2) and also is available electronically. The catalog includes the university mission, admission requirements and procedures, academic regulations and degree requirements, credit courses and descriptions, and regulations pertinent to tuition refunds and academic policies. It also contains much of the information which might otherwise be included in a student handbook, such as the Student's Rights and Responsibilities Policy (inclusive of the Judicial Code), the Academic Appeals process, Sexual Harassment Policy, and the Alcohol and Drug Policy. The university has not published a comprehensive student handbook in a number of years, depending instead on a very complete university catalog and a number of informational pieces to keep students well informed. Informational pieces include the Clubs and

Organizations Handbook and the Non-traditional Student Guide (Exhibit 3.17). The quarterly class schedule book (Exhibit 3.18) also includes academic policies and regulations related to withdrawals and refunds.

Central Washington University *periodically and systematically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change (3.B.6)*. Assessment and evaluation are normal and frequent processes through which both levels of use of and student satisfaction with services are monitored (Exhibit 3.19). The division seeks student input and modifies programs accordingly. Sometimes students actually design and implement programs for other students, thereby modeling student development at its best. All departments within Student Affairs participate in the strategic planning process and action strategies exist for all programs and services (Exhibit G.10: Student Affairs Unit Strategic Plans).

The Student Affairs Division has its own standing committee to consider and evaluate assessment activities for the entire division. Besides employing a variety of tools which are specific to various departments within the division, Student Affairs has teamed with the University Assessment Office to administer the Noel Levitz Student Satisfaction Survey (Exhibit 3.20). This survey revealed that students are satisfied with their overall college experience. Students (≈/ > 80%) rated their experiences with other students and the opportunities for extra-curricular sports as very satisfactory. Also receiving high marks were students' readiness for a career and cooperative internship, health and counseling services, the bookstore, the general morale, and involvement with residence hall staff. Students also indicated that, in general, they felt like they had been treated as individuals. They rate the administration as approachable and disciplinary procedures as fair. New student orientation and availability of tutoring services are other areas of student satisfaction.

Areas where student satisfaction was low included career counseling, advising, job placement services, student activities fees and their purpose and commitment to racial harmony. Students in this survey did not feel that their freedom of expression on campus was protected, and there were concerns about whether sufficient channels for expressing student complaints were available. In other surveys, for example, the graduating senior surveys, students have cited a need for improved scholarship resources and financial aid support, better academic advising services, reduced overall cost of higher education and more flexible daycare operations (Exhibit 3.21).

Appraisal

Student participation in governance and policy development enhances the institution's efficiency and effectiveness. The joint decision-making process develops significant answers to real questions and concerns. Central's student government is at the core of its community model. Administrative support for participation demonstrates confidence in the student leadership. This also initiates strong mentoring from administration and faculty for students. The emphasis on co-curricular development enhances student holistic growth and results in thousands of individual student events and programs each year. Student involvement enriches the environment, and provides experiential training for students. Policies related to student rights and responsibilities and the campus judicial system are well developed, practiced, and functional.

The university collects data about its students and uses the data to identify needs and develop programs. Nonetheless, there is room for improvement in the kind of data that are collected and the analysis of the data. The students and the circumstances under which they complete their educational programs are changing rapidly, and the university needs constantly to position itself to respond to changing requirements. Recent efforts to more clearly define student learning outcomes for the services offered by the division has highlighted other areas in which data would be helpful, and currently the division is considering a variety of student developmental growth instruments that might be helpful in measuring outcomes.

The major strength of the division's programs is the emphasis on and attentiveness to student needs. The diversity of programs is particularly helpful in responding to the diversity of needs. Clearly, the unit has taken into account that students come from varied backgrounds, and that those backgrounds result in very

different requirements for support. The division is challenged, occasionally, by external unfunded mandates from the state and federal government for new programs.

The approach to program delivery at the Ellensburg campus is informed, at least partially, by the residential aspect of campus life in Ellensburg. The university has been slow in understanding and prioritizing fully the needs of non-residential students. Even on the Ellensburg campus, a large number of students commute from nearby cities, and it has only been in the last few years that student services has made overtures to this group.

A major challenge for the division is to provide services to students who study at the six university centers throughout the state. The university's overtures into asynchronous program delivery further complicate the picture for student affairs staff. There is an implicit expectation that student services will accompany educational programs to new sites, but neither program philosophy nor procedures are well developed to achieve this.

To address effectively the needs of non-traditional and university center students, both the staff of the division and the Associated Students of Central Washington University Board of Directors are looking for ways to improve their communication with and provide services to all students. Activities currently are underway to address the perceived disparity of support between residential and non-residential students and among sites. "Traditional" on-campus students tend to control the student government process, leaving some "non-traditional" students and those studying at the centers with the sense that their needs and concerns are not adequately addressed.

Campus Safety

Historical Perspective

The Department of Public Safety and Police Services was formed in 1968 and, over the years, has changed its emphasis from security-related activities to full service law enforcement. The current mission of the department is to serve the public by furthering a partnership with the university community to protect life and property, prevent crime, and resolve problems. In accomplishing its role, the unit becomes involved in environmental safety issues, property storage, campus crime statistics, campus planning, and arrest search and seizure. Public Safety and Police Services interacts consistently with students, faculty, staff, visitors, and the host community of Ellensburg.

Current Situation

Central *makes adequate provision for the safety and security of its students and their property (3.B.4)*. The Department of Public Safety and Police Services is the university agency that oversees campus safety. Central Washington University's Police Agency operates 24 hours a day, 365 days a year and is a general-authority state-police force. The department employs 12 armed police officers who are fully commissioned by the state of Washington and have the same arrest and investigative authority as other law enforcement officers in the state. All of the officers are graduates of the Washington State Criminal Justice Training Commissions Basic Academy, and each has numerous hours of annual specialized police training. The majority of the officers hold bachelor's degrees in law and justice or a related field of study. The department has the primary responsibility for law enforcement on Central's campus and works closely with all other law

enforcement agencies. Commissioned officers patrol the campus 24 hours a day with emphasis on crime prevention and education. In addition to commissioned officers, the department employs two parking

enforcement officers and a secretarial staff. The department encourages the reporting of all crimes. The university's involvement with the Washington Association of Sheriffs and Police Chiefs study of Criminal Justice Training allows up-to-date training opportunities for police officers.

Each year the officers conduct between 60 and 75 crime prevention programs for the university community, with the majority held in the residence halls for the benefit of resident students. These programs focus on topics such as personal safety, rape awareness and prevention, operation I.D., bicycle registration, drug and alcohol use/abuse, and related crime prevention and theft prevention techniques (Exhibit 3.22: Sample Crime Prevention Programs).

Each year the Department of Public Safety and Police Services prepares an annual report for the purpose of analyzing crime trends and assessing the department's calls for service (Exhibit 3.23: Annual Report). This report has been responsible for shifting staffing levels during periods of time considered most critical. It also is used to compare annual crime trends to determine the appropriate direction of crime prevention programs. This assessment led to a new program on violence in the workplace that will be implemented in 1998.

The annual report, employee surveys, student satisfaction survey, general public opinion, crime trends and employee input are used to create day-to-day operational objectives. These objectives are implemented from lowest to highest levels of the department.

Information concerning student safety is published and widely distributed (3.B.4). Each year, the safety awareness publication is reprinted in accordance with the Federal Campus Crime Awareness Act and distributed to current and prospective students and staff (Exhibit 3.24). Safety features such as a special emergency telephone system located throughout the campus are featured as well as a brief of campus policies and procedures that address safety issues. Crime statistics are updated each year as is a list and description of departments and programs related to safety on campus. Incidents of crime on campus are published in one local newspaper, one regional newspaper, and the campus newspaper (Exhibit 3.25). In addition, the Department of Public Safety and Police Services maintains a worldwide web site with crime prevention information and statistical crime data.

The university contracts with the community colleges where the university centers are located to ensure the safety of students at those centers. At the SeaTac Center, which is not collated on a community college campus, the university has contracted with a private agency to provide for student and staff safety.

Appraisal

The Department of Public Safety and Police Services attends to the safety of the campus, and crime statistics suggest that it does so successfully. Like most departments, the Department of Public Safety and Police Services faces increasing demand for services with a limited budget. The department has been successful in grant applications for equipment and personnel. In order to maintain services or to exceed current service levels, the ability to secure grants will continue to be a top priority.

Because of its physical isolation from larger urban areas, the residential campus in Ellensburg is seen as a "safe" place to send students, and it generally is so. Some problems persist, however. Student drinking is a problem as annual surveys report (Exhibit 3.26). A new "norms correction program" is in place to clarify the differences between reality and perception related to drinking. Many students lack the ideal level of interpersonal skills and social skills to handle social situations. This requires

additional emphasis on activities that encourage students to take responsibility for their actions and to be more accountable for their decision-making.

Campus law enforcement officers will continue to work with students in crime prevention/ educational settings. Federally mandated reporting requirements are rapidly changing, and they will direct additional resources to providing appropriate crime and safety awareness to all members of the campus community.

Standard 3.C: Academic Credit and Records

Historical Perspective

Policies related to the evaluation of student learning or achievement and the award of credit at the graduate level historically have been consistent with national norms. Few changes have occurred during the ten-year period of this review.

In 1986, Central Washington University implemented Information Associates' student information system to track students' academic progress and history. This system has been upgraded regularly as technology has advanced, and it has proved effective in managing student records. The implementation of the PeopleSoft relational database (See Standard 1.) will replace the existing student information system.

In 1995, admissions applications processing was centralized for both undergraduate and graduate programs; at that time, paperwork and the admissions processing system were streamlined. In 1997, the Graduate School introduced a highly efficient self-managed admissions application process. This process has reduced significantly application processing time and has enabled more efficient and timely responses to prospective students.

At one point, Central Washington University had a graduate catalog separate from the undergraduate catalog. Financial considerations drove the combining of the two publications into a joint catalog although undergraduate and graduate programs occupy separate sections. The Graduate School has maintained a separate application form and related documents, and administers its own procedures, although the receipt and processing of admission documents is centralized in the Office of Admissions.

Current Situation

Evaluation of student learning or achievement and the award of credit are based upon clearly stated and distinguishable criteria (3.C.1). Policies concerning the award of academic credit are approved by the Faculty Senate and become part of either the "Handbook of Undergraduate Academic Policy" (Exhibit G.4) or the "Graduate Policy Manual" (Exhibit G.7). The regulations for the award of credit are described in the "Curriculum Policies and Procedures Manual" (Exhibit G.4), and are consistent with standard definitions. Currently, the number of credits awarded is based on the Carnegie unit system, although some departments are investigating means to award performance-based credit that is less dependent on seat time.

The Central Washington University Catalog stipulates that "one credit represents a total time commitment of three hours each week of the quarter. A 12-credit load is considered full time at the undergraduate level and the typical load to graduate with 180 credits in four years is 15-quarter credits. Students may enroll in 18 credits without special permission, must seek permission from the major advisor and major department chair for 19-20 credits and must seek permission from the school or college dean for loads in excess of 20 credits. Typically overloads are granted only to students who have a cumulative grade point average of 2.8. At the graduate level, a ten-credit load per quarter is considered full-time and students may enroll in up to 16 credits

without special permission from either the department chair or dean (17-19 credits) or the school or graduate dean (20 or more credits.) The exception is that students on full-time assistantship are limited to a maximum load of 14 credits per quarter.”

All exceptions and substitutions to academic requirements are maintained in hard copy files; however, Central’s Academic Progress System (CAPS) is increasingly able to track such exceptions.

Criteria used for evaluating student performance and achievement including those for theses, dissertations, and portfolios, are appropriate to the degree level, clearly stated and implemented (3.C.2). The primary mechanism for identifying and justifying the criteria used for evaluating student performance and achievement is the curriculum review process. (See Standard 2.) When new courses are approved or existing courses are modified, departments explicitly justify the course and its level and provide a detailed course outline that includes student learning outcomes and assessment plan. Students are told that they have a right to expect a syllabus for each course that details course goals and objectives and the manner in which evaluation will take place. Both undergraduate and graduate students must complete a designated course of study that complies with institutional requirements and that has been subject to institutional review. These requirements clearly are listed in the catalog (Exhibit G.2).

In the Office of Graduate Studies and Research, the evaluation of student learning is based on several factors. Once admitted, each graduate student works with an advisor to develop a course of study. After approval by the home department, the course of study is sent to the graduate office for review and approval. If approved, the course of study becomes the curriculum that the student will be expected to follow throughout graduate study. A change in course elections must be approved officially to count toward degree requirements. All graduate students must complete at least 45-quarter credit hours of approved credit and meet other requirements as stipulated in the course of study. Credit for all students is awarded in accordance with established definitions.

All master's degree students are expected to complete a thesis, project, or written examination as partial completion of degree requirements. The master’s thesis is a work of original research that demonstrates that the student has the knowledge and competence to mount a study and execute it using appropriate methodology. Students contract individually with their advisory committees about the scope of the thesis in advance of beginning it. The department chair and the graduate dean review the contract. The student’s advisory committee evaluates the thesis and conducts the thesis defense after which the committee chair informs the graduate office concerning the acceptability of the work. The graduate office checks theses to ensure that minimum standards of excellence and presentation are maintained. The graduate office requirements for style and presentation of the thesis are included in a packet that each student receives (Exhibit 3.27). Departments and programs may impose additional requirements, but in all cases the graduate office minimums must be met.

Some graduate programs offer the option of an examination in lieu of a thesis or project. In the arts, students may substitute an exhibition, recital or production, as the case may be, in place of a thesis or project. In all cases, the options and requirements are a matter of department policy and are stated clearly in publications that are available to the student.

Academic records are accurate, secure, and comprehensive (3.C.1). The university makes provision for the security of student records of admission and progress (3.C.5). Since January 1986, student records and transcripts have been maintained and stored in the university's mainframe computer system which is backed-up nightly. Backup tapes are secured in the computer center and a duplicate tape is stored in another building on campus. A secured printer within the registrar’s office is queued for the generation of official transcripts. No other campus office can generate official university transcripts. Signatures are required for release of

official transcripts. Students wishing to view their files must present picture identification. The university strictly adheres to the Family Educational Rights and Privacy Act and respects the right to privacy by ensuring the confidentiality of records.

Official university transcripts prior to 1986 are housed in a fireproof vault in the Registrar's Office. Graduate student files are maintained in the graduate office. Privacy is safeguarded although files are not housed in fireproof cabinets. However, duplicate graduate files are maintained in the academic departments.

On-line grade reporting is available to faculty. Faculty may access a course to record a grade by combining the course identification number with the faculty identification number. The resulting grade list is returned to the faculty member for confirmation. On-line reporting currently is used by 30% of faculty while the remaining 70% of the grades are entered from written copy by the staff in the Registrar's Office.

Access to the student information system is available on request to the registrar on a need-to-know basis. Read access is available to all faculty and other academic advisors. Write access is controlled by the registrar and must be applied for in writing. Most information related to students' academic histories is stored on the student information system.

Clear and well-publicized distinctions are made between degree and non-degree credit. University publications clearly specify if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized (3.C.3). All credit-bearing courses provide a grade, either a letter grade or a satisfactory or unsatisfactory. Non-degree credits are numbered "100" and "500." The transcript legend notes that courses with this numbering scheme are "not applicable to degrees nor institutional requirements for endorsements or teaching certificates offered through the university" (Exhibit 3.28: Sample Transcript). The university catalog also lists courses with these numbers as courses not meeting requirements for degree or certification. Further protection is provided by the university policy 5-10.5.14.2 which says "[Non-credit offerings] may not carry the same name as courses nor will they be accepted for credit at a later date."

*Transfer credit is accepted from accredited institutions or from other institutions under procedures that provide adequate safeguards to ensure high academic quality and relevance of the students' programs. Implementations of transfer credit policies is consistent with 2.C.4. The university makes the final judgment about the acceptability of credit for transfer (3.C.4). Central Washington University is in full compliance with **Policy 2.5: Transfer and Award of Academic Credit.** (See Standard 2.C.) Processes and procedures for accepting transfer credit are defined in the "Handbook of Academic Policy" (Exhibit G.4). In general, Central Washington University accepts credit for university-level courses completed at regionally accredited institutions; only official transcripts are used to evaluate credit. An undergraduate may transfer no more than 135 credits, including a maximum of 90 credits from community colleges. Transfer course equivalents to university courses apply toward the baccalaureate degree exactly as do their counterparts offered at Central. The appropriate academic department establishes equivalencies for courses in its discipline. Other transfer courses that are not exact equivalents also may be substituted and allowed in the degree program with approval from the appropriate academic department chair and, as appropriate, the dean. Accuracy of transfer evaluations has been enhanced through the use of an optical imaging system which creates an ASCII file that is then used in conjunction with Central's Academic Progress System (CAPS) to determine equivalencies and transfer student credit counts.*

The graduate office accepts course work and other activities in partial fulfillment of a graduate degree if the work meets the published minimum standards. This applies to transfer credit, continuing education units,

internships, and practica. The office does not accept pass/fail-graded credit, extension credit, or the like. When graduate students elect non-credit bearing course work, it is noted on the transcript.

Central Washington University complies with **Policy 3.1. Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.** Central's official publications offer an excellent and realistic picture of the institution and its academic offerings. Publications accurately represent the capabilities or offerings, and incorrect information is corrected when it is discovered. The university catalog accurately represents the accreditation status of the university. Recently, the university has hired a web master to undertake an audit of the university's advertising and promotion via the World Wide Web. Primarily, this requires ensuring that web pages with a cwu.edu extension are identified clearly as official (e.g., department home pages) or unofficial (e.g., faculty home pages) presentations of the university, and that the content of official pages fairly represents the programs of the university.

Advertising, Publications, Promotional Literature. All publications of the university are directed at showcasing the various programs and departments and their offerings. Statements concerning the institution and its offerings are factual and current. Supporting or supplementary information is readily available.

Catalogs and other official publications are available for viewing in departments and in many campus offices. Catalogs may be purchased from the bookstore by mail or in person, and the catalog is now on-line on the university's web site. The catalog addresses the mission, all requirements and policies, and basic program information, including courses, and degree requirements; a list of faculty and the degrees they hold; information about facilities, tuition, fees and program costs; rules of conduct; and policies and procedures concerning refunding of fees. It also contains information about financial aid, research entities on the campus, deadlines, schedules and other useful information .

Information regarding accreditation and program approval status is portrayed accurately in university publications, as is the information regarding career opportunities and paths. Certification and licensure by other agencies are in no way guaranteed in the catalog. For example, the program most frequently leading to application for certification is teacher preparation. The university catalog (Page 39) states that "completion of the Teacher Preparation Program does not guarantee certification by the State of Washington."

Student Recruitment for Admissions. The university develops a yearly undergraduate recruiting plan which describes recruitment goals, expected competition, description of the benefits that accrue to students who choose to attend Central Washington University, any perceived liabilities, and a marketing strategy. Recruiting activities are described including descriptions of new initiative and policies, outreach travel, publications, and direct mail and telephone contact. Campus visitations are described and plans to involve department faculty in the recruiting effort are summarized (Exhibit 3.29: 1998-99 Recruiting Plan).

Graduate faculty and members of the graduate office staff recruit students. In 1996-97, graduate student recruitment efforts were intensified. A recently developed brochure presents the university as an attractive alternative to larger universities, but it is unlikely to have an impact for another year. A self-managed admission application has been introduced which expedites the processing of applications for graduate admissions, provides quicker responses to applicants, and streamlines the process, making it more user friendly, cost effective, and efficient. Central Washington University does not employ independent contractors for recruitment purposes.

The university does not make promises regarding employment or placement opportunities, nor are program costs misrepresented in graduate school publications or in the university catalog. Advisors may discuss with

students' current employment statistics in the field or for graduates of a particular program, but neither they nor administrators offer guarantees.

Representation of Accreditation Status. The university's regional accreditation status and the specialized accreditation status of individual programs is reported in the university catalog, and only approved wording is used to convey the status. Program approvals of individual programs also are correctly represented.

Appraisal

Policies related to the award of academic credit are reviewed periodically by the Faculty Senate Academic Affairs Committee and are consistent with national trends. The student information system provides assistance with the implementation of the procedures and the tracking of student records. The optical imaging system, which allows automated entry of transfer coursework for credit counts and equivalency checks, has increased accuracy and allowed faster service for new transfer students. The policies and procedures governing these matters are sound, tested, and fair. They represent the minimum needed to assure quality programs. There are some inadequacies in the current record keeping system that will be addressed in the conversion to PeopleSoft, but they are more of an inconvenience than a threat to accuracy.

There is some inconsistency among and within departments in their equivalency standards, particularly as a function of rotation of department chairs. This is also true for the acceptance of CLEP and advanced placement credit. The registrar honors standards established during the time period the standard was passed, but the university might benefit from a campus-wide policy in this area.

Current efforts to standardize the appearance of and provide oversight of the content of the university's official web pages will further protect the university against inaccurate advertising, though none has been noted to date. Enhanced application transmittal and acceptance and other web applications for admissions, degree audits, registration, and transcript review already are underway and are expected to expand considerably in the next year.

Standard 3.D: Student Services

Admissions, Placement, Orientation, Retention, and Graduation

Historical Perspective

In 1992, in an effort to reduce administrative costs and to integrate more fully academic support programs, the Office of the Dean of Undergraduate Studies was eliminated, and its programs were reassigned to the Office of Admissions and Records, which became Academic Services. At the same time, the Director of Admissions and the Director of Academic Advising positions were combined, resulting in highly unified recruiting, admission, orientation, and advising processes, especially for new freshmen.

From the beginning, Academic Services has been successful in providing coherent, effective academic support for students and faculty. Offices that had previously communicated only to coordinate specific aspects of their programs now meet regularly to identify and respond to general concerns. The block registration program, for example, evolved from the cooperation of all of the offices in Academic Services, and the admissions review process has been revised to include recommendations for advising and placement in appropriate courses.

Also in 1992, as part of a university-wide initiative, the new Office of Admissions and Academic Advising Services began its strategic planning process by developing a unit mission that emphasizes “enrollment...appropriate to the mission of the University” and responsiveness to “evolving demographic, administrative, and curricular concerns.” The advising component of the unit mission underscores responsibility for advising that is shared among faculty, students, and the unit. The unit mission, objectives, policies, and procedures are published in the *Admissions Office Manual* (Exhibit 3.30).

Current Situation

During summer, 1998, in response to dramatically increased, statewide competition for students, the Dean of Academic Services was assigned additional enrollment management responsibilities and given the title Vice President for Enrollment Management and Marketing. This new position is consistent with national trends in university administration. Academic Services remains a clearly defined administrative unit reporting to the newly created vice president.

Admission and enrollment policy is developed by the Faculty Senate Academic Affairs Committee, is consistent with best practices and the mission of the university, and is reviewed periodically (3.D.1). The policies are informed by the minimum standards of the Washington Higher Education Coordinating Board (HECB) and recommended by the NASC Commission on Colleges, the Inter-College Relation Commission (ICRC), the National Association of College Admissions Counselors (NACAC), and other professional and oversight organizations.

Policies are implemented by the staff in the Office of Admissions and Academic Advising (3.D.1). Each year the admissions staff meet with Vice President of Enrollment Management and Marketing to determine admissions standards for the upcoming year. The admissions process was completely revised in 1997 to eliminate separate procedures and policies for specific categories of applicants. Under the new process all applicants are offered admission if they meet annually determined minimums for grade point average and standardized tests scores. Students who do not meet minimum standards are encouraged to provide evidence of potential to succeed at the college level, and a group of at least three admissions officers reviews the file and renders a decision. Historically this has been an internal committee of the Office of Admissions and Academic Advising Services. However, beginning in 1999-2000 admissions officers and faculty will work together on the newly created University Admissions Review Committee.

The university attempts to recruit a diverse student body (3.D.2) although admission requirements are not tied to individual characteristics of its applicants. Factors that might affect an offer of admission are published in the Admissions Office Manual (Exhibit 3.30) and are reviewed periodically by staff in the Office of Admissions so that their decisions remain uniform and are in the best interest of students. The university’s admission report is included in Appendix 3.2.

Policies and procedures are in place to guide the placement of students in courses and programs based upon their academic and technical skills. The university does not have an open admissions policy and so the “ability to benefit” requirement does not apply (3.D.3). Prior to entering the English and mathematics courses in the general education program, students must demonstrate a level of proficiency that is appropriate for entry into the coursework. (See Standard 2.B.) Further, students are expected to maintain a 2.0 grade point average, and those who do not are provided counseling and support to improve their academic work. In some cases, staff in the Division of Student Affairs contract with students to ensure that they will access the programs and services that can help them reach their goals. In addition, entering students have an opportunity for career development and guidance. The university’s ability to provide appropriate academic and other support is important, and marginal students may be offered admission with the expectation that they will

participate in specific programs. Expectations are explained during a required meeting with a staff advisor from the Advising Resources Center.

The university provides a systematic program of student orientation for new students (3.D.9; See Standard 2.C.). Academic support programs and educational program advising are available to all students of the university (3.D.10; See Standard 2.C.5.). Students are notified of special services that are available to them at the time they register, although students rarely are required to participate in special services.

The university catalog specifies the requirements for continuation in and termination from educational programs. The student appeals process is described clearly in the catalog (3.D.4) beginning on page 246. During the 1997-98 academic year, of 349 students who received termination decisions, 130 students appealed the decisions and 127 decisions were reversed. Typically, those who appeal have extenuating circumstances that allow them to make a good case for reversal. Some 1998-99 reviews are still in progress, and complete data for the year are not yet available (Exhibit 3.31).

In addition, the university catalog states clearly the graduation requirements, and the Division for Enrollment Management and Marketing (3.D.5) consistently applies these requirements. Occasional requests for exception are brought forward. During the 1998-99 academic year, 136 petitions were received to waive or substitute a university graduation requirement of which 126 were approved. The most common waivers and substitutions are in the area of the foreign language requirement. Seven hundred four petitions were received related to general education requirements of which 614 were approved. Exceptions were most common in cases where a student had accumulated 13 or 14 credits in a concentration instead of 15 because of having taken a three or four credit class in the discipline instead of a five credit class (Exhibits 3.32: Forms and 3.33: Data).

Recruiting primarily is the responsibility of the Office of Admissions and is characterized by a high degree of personal contact and a commitment to student service. Recruiting activities focus on residents of Washington State with special emphasis on the central-region and underrepresented minority students. Staff participate in annual state-wide tours organized by the Washington Counsel for High School College Relations to provide information for high school counselors, high school juniors, and transfer students. Staff also visit over 200 individual high schools and all of the state community colleges. They participate in national recruiting fairs in Seattle, Spokane, and Portland and during individual college information nights as requested by high schools and community colleges. The Office of Admissions responds to over 10,000 requests for information annually and manages a direct mail system that initiates contact with an additional 5,000 prospective students.

Appraisal

Academic Services provides centralized administration for admissions, registration, evaluations and credit equivalencies, degree audit, substitutions and exceptions to general education and general university academic requirements, and graduation checkout. It also integrates financial aid and several academic support units. Perhaps the most valuable aspect of Academic Services programs is that they complement each other (and the entire university curriculum) through a unified process that begins with recruitment and continues to graduation. Students are assessed as part of the admissions process. Academic Advising Services coordinates both freshman and transfer orientations for undergraduate students at the Ellensburg campus. Orientations for university center students are conducted by the program directors at each site, and graduate program orientations are coordinated by individual departments. UNIV100 instructors are supported by Academic Advising Services. Central's Academic Progress System (CAPS) provides accurate evaluations of students' coursework and provides faculty with the necessary information to advise students about their program of study.

The program of orientation is, overall, more well developed for native than for transfer students. Many transfer students find transition to the university stressful because they are unsure which classes they should take and/or because necessary classes are unavailable. In some cases this is because of the student's failure to take advantage of existing admission and advising resources, and, in other cases, it is because credit evaluations have not been completed or because faculty advisors are not available. University center students who are substantially deficient in meeting general education requirements also have difficulty because orientations, advising, and course offerings are specific to the upper-division degree programs offered at individual centers.

The state is developing a "Transfer by Major" process which will ease some of the stress associated with the transfer process. Under this concept, students interested in attending Central Washington University will identify themselves as much as two years before enrolling, and staff from the Academic Advising Resources Center as well as faculty will begin to work with them to develop effective programs of study. In addition, Central's Academic Progress System (CAPS) already has automated the evaluation process for the majority of transfer students and should allow for timely evaluations for all transfers by fall quarter 1999.

A policy currently is being prepared that will restrict admission of students to the university centers until they have completed the bulk of their general education requirements.

Financial Aid

Historical Perspective

Central Washington University became a direct lending institution in order to provide better service to students. The FAFSA serves as the only required application, and, as a direct lending institution, the university can process a loan within 24 hours of receiving a signed promissory note. Staffing has increased to 12.5 FTE, and the university has improved its financial support for the Office of Financial Aid. The university meets the electronic capability requirements for receiving Title IV aid. In the last three years, the office has achieved Internet access, computers have been upgraded, and a server has been installed. The goods and services budget has increased to allow better equipment, supplies, and training. Staff positions have been reclassified, and salaries have increased better to match the required level of accountability.

Current Situation

The institution provides an effective program of financial aid consistent with its mission and goals, the needs of its students, and institutional resources (3.D.6). Sources of financial aid are detailed in Appendix 7.5. The financial aid office contributes to recruitment and retention by removing financial barriers. Financial resources that are available for Central students include

- State programs such as State Need Grants and state work-study,
- Federal programs such as the Pell grant and Federal Direct Loans,
- Campus-based programs including the Perkins loan, FSEOG, and federal work-study, and
- Institutional waivers, Central Washington University grants funded by tuition, scholarships funded through donations, and scholarships and grants funded by outside organizations and other agencies.

Over 70% of Central students receive some form of financial aid. Over 50% of the students who attend Central have documented need and receive need-based aid.

The university is authorized to waive 8% of tuition per year and may provide scholarships, using university revenue, for athletes and the performing arts. In addition, the university is required to set aside 3.5 % of tuition for need-based aid, which is distributed as Central Washington University grants. Distribution of tuition waivers is guided by state statute and recommendations from the waiver committee. The committee is chaired by the Vice President for Enrollment Management and Marketing and includes the director of financial aid, the dean of graduate studies, the university financial manager, the director of international programs, and the athletic director. The committee's recommendations are forwarded to the university budget committee. Historically, approximately 30% of waivers have been awarded on the basis of need. Need is determined using the conventional federal process; the same criteria apply to incoming freshmen, transfer students, and returning students. The remaining portion of the waiver is awarded to graduate assistants, international students, athletes, on the basis of merit, and to a variety of special populations such as veterans, fire, police, and multicultural students. The Central Washington University grants and the need-based waivers are awarded to students with need as documented by federal methodology, who also have achieved academic merit as evidenced by a cumulative GPA of 3.2 or better. Although the university's efforts in this area are substantial, of the \$35,000,000 in documented need, \$11,000,000 of need is unmet after all available aid is disbursed. (See also Standard 7.B.)

The Financial Aid Office coordinates all financial aid awards (3.D.6), although other university officers assist in identifying the recipients of many of the university waivers and scholarships. The Office of Financial Aid administers all student aid, determines eligibility, keeps records, disburses money to student accounts, reconciles accounts, and prepares and submits all required reports.

Because the Pell Grant and the State Need Grant are awarded strictly by income, Central Washington University awards institutional need-based grants and waivers to students with need who are also high academic performers. This policy is used for recruiting new students and for retaining returning students. Approximately 25% of the university's students are Pell Grant and State Need Grant recipients. Most Central Washington University merit scholarships are funded by donations through the Central Washington University Foundation and are classified as outside aid on the annual report. The scholarship coordinator, housed in the financial aid office, works with the Office of Admissions, faculty committees, and department chairs to distribute applications and facilitate the selection process. The aid is recorded and disbursed by the financial aid office. Graduate assistantships are counted as financial aid only to the extent that they include a tuition waiver or federal or state work-study. Otherwise, assistantships come from a different source of funds.

A Central Washington University Financial Aid and Scholarship brochure is published on a semi-annual basis. A small flyer is printed annually and sent to all financial aid recipients with their award letter. (3.D.7; Exhibit 3.34: Financial Aid Brochure and Flyer). The Office of Admissions and the Financial Aid Office distribute the Student Guide published by the U.S. Department of Education and Paying for College published by Northwest Educational Loan Association. The publications also are also made available on a display rack in the hallway in front of the Financial Aid Office, in the Office of the Vice President for Student Affairs, the university library, the public library, at all of university centers, and in the dorms. The Financial Aid staff make presentations and distribute literature at two or more open houses per year, in University 100 (University Advising) classes, at high schools, and at other places upon request.

The university default rate on Stafford loans is below five percent. *The university monitors the rate and takes steps to maintain a low default rate. All students must attend an entrance interview when they take out their first federal loan. Students who graduate or leave school are required to attend an exit interview if they hold a Stafford, Federal Direct, or Perkins loan. (3.D.8)* The exit sessions are conducted in groups and are coordinated so students who have borrowed different types of loans can attend one session. These sessions include information regarding loan repayment obligations, information regarding their debt load, optional repayment plans, and consolidation options. The university places a hold on students' transcripts until they have completed their exit interviews.

Appraisal

The university has a well-coordinated program of financial aid for its students. The university has experienced increased funding for needy students over the last few years and Central Washington University students have received almost full funding for State Need Grant during the last two years. The university continues to advocate for increased state allocation for work-study and need grants. The office has been successful in assisting transfer students in obtaining the state EOG grant.

Simply put, there is not enough discretionary aid for the student body. The annual debt load is excessive. Approximately 1/3 of need is unmet, a figure in excess of \$10,000,000 annually. Central Washington University will continue to seek equity in the form of an increase to the amount of funded tuition waivers, as presently authorized in RCW 28B15.910. Even more important, working with the Division of Development and Alumni Relations, the university will continue to improve private funding for grants and scholarships for which restrictions do not apply.

Financial aid and matters related to it are extraordinarily important to students who continue to report that they would like speedier and more personalized service. Increased staffing in the office has improved the ability of the office to respond to these preferences.

Career Development

Historical Perspective

Career Development Services was created in 1995 when the Career Planning and Placement Office and the Cooperative Education program were combined under the Vice President for Student Affairs. A mission statement and strategic plan were developed for the unit, and training was provided to ensure quality services from all staff to all constituents. All printed material reflects the identity of the new unit, which also is reflected in all presentations and interactions with members of Career Development Services staff. The unit has experienced rather significant changes in personnel at the Ellensburg campus during the recent past. In addition, a career counselor was hired for the westside centers on a full time, six-month temporary contract beginning in March 1998, using state accountability funds. This counselor was asked to develop cooperative education opportunities for students who were completing their programs in the Puget Sound area. This counseling position is now a full-time administrative exempt position providing a full range of services for the university's westside centers.

Current Situation

Career counseling and placement are consistent with student needs and with the mission of the university (3.D.11). Students come to Central Washington University for a number of reasons, one of which is to improve their employment opportunities. Many have not decided on a career path and others are unaware of the career opportunities that are available. The role of this unit is to assist students in determining a career

path and to provide a liaison to the world of work both during their programs and when they have completed their programs. In this light, the primary functions of Career Development Services are:

- Career Counseling - Personal appointments are scheduled with students who have specific concerns.
- Career Exploration Class - Career counselors teach this two-credit course.
- Cooperative Education Program - These are credit bearing academic work-based education programs,

sometimes referred to as internships. They are required in some majors, strongly recommended in others, and an open elective in still others. The office maintains contact with employers and works with department faculty to develop new sites. Staff members also work with departments to improve enrollment in these important field-based programs.

- Employer Interviewing and Recruiting - The unit provides opportunities for seniors to interview with employers who are recruiting graduating students in specific disciplines and professional areas. Interviews are arranged on the Ellensburg campus and at the SeaTac and Lynnwood Centers. This service includes coordinating and maintaining interview schedules for employers, arranging group and classroom presentations for employers who visit campus, and arranging other campus activities that employers request.
- Career Resource Library - The unit maintains a library of books and other current resources for exploration in career fields and academic majors. Employment related information, including strategies for job search and employment preparation, is made available to students.
- Workshops - Students can take advantage of workshops related to job search, resumes and letters, interviewing, transition to workplace, using the co-op program, value of career/job fairs, and employment processes specific to education majors.
- Special Events The unit sponsored and coordinated career and employment related events currently include Accessing Career Employment Success Strategies (A.C.E.S.S.) and Career Quest each spring quarter. This year a special employer day was coordinated with the construction management major during winter quarter.
- Exploration and Assessment Software. Several software programs (*Self-Directed Search, Discover, Occupational Researcher's Computer Assistant*) are available to assist students in making career decisions and exploring chosen career fields. An increasing number of students are accessing these options which include a visit with a counselor. The staff is investigating other online and computerized programs that will supplement and complement the existing programs.

In its strategic plan, the unit identifies a number of goals including higher levels of activity on and off campus, higher enrollments for cooperative education, higher employment statistics for graduates, and more employer activity through the office. Brochures that describe the various services available in the office are included in Exhibit 3.35.

Appendix 3.3 details the number of students who participated in each activity during the 1998-99 academic year. The unit is undertaking a more thorough assessment of its services and of client satisfaction. Results will be used to improve services and to increase the number of students who access services.

Appraisal

The services of the unit are diverse, and are geared toward all levels of student need with respect to career development. The staff in the unit are very professional and are extraordinarily dedicated to providing quality services to all constituents. Services to students who are completing their programs at the west side university centers have improved greatly with the hiring of a career counselor who is stationed on the west side

of the state. This addition to the staff has been particularly helpful in improving enrollments in cooperative education and in employer interest in recruiting at the westside centers.

The greatest challenge is to maintain full, top-quality services to all constituents at all locations, particularly while staffing is below former levels and constituent activity is increasing in all areas. Staff members are stretched to prioritize and meet unit goals while activity and demand for services continues to increase. It is extremely important to restore full staffing to these programs. This effort is underway and will continue into the next academic year.

Future plans include stepped-up assessment of the programs of the unit, better marketing and advertising of the unit's programs, and continued and enhanced professional development for all staff.

Health, Counseling and Wellness

Historical Perspective

The health and counseling services have evolved from separate counseling and medical facilities with infirmary-style medical services, to the current out-patient ambulatory, multi-disciplinary approach to medical and counseling health care. Counseling services were combined with health services in 1981.

Current Situation

Professional health care, including psychological health and relevant health education, is readily available to residential students and to other students, as appropriate (3.D.12). The Student Health and Counseling Center is the primary provider of professional health care to the students of Central Washington University. The center is comprised of three main service areas: health/medical services, counseling services, and wellness/prevention services. One campus building is dedicated solely to medical (health) and counseling services, while wellness (prevention) services are located in the student union building.

The university seeks to balance adequate ambulatory/outpatient care within the context of cost-efficient treatment. All students are eligible for student health and counseling services. Students pay a \$45.00 fee per quarter and \$25.00 fee for summer quarter to use the services. The Health and Counseling fee is mandatory for students registering for six or more credits during the three academic quarters or five or more credits for the summer quarter. Students also are provided access to supplemental health/hospitalization insurance coverage (Exhibit 3.36).

The Wildcat Wellness Center (prevention/wellness) provides alcohol and drug screenings, assessments, prevention workshops, sexual assault/domestic violence assistance and sanction programming. The wellness center also sponsors peer helpers, peer theater, and a wellness-acting troupe (Exhibit: 3.37: Brochures).

During the academic year 1998-99, the Student Health and Counseling Center had 14,529 visits distributed over 3,926 students of which 68% were female. Female clients averaged 4.16 visits per year while male clients averaged 3.0 visits per year.

Appraisal

With an emphasis on prevention and intervention that extends beyond what is normally provided by private health insurance, the university provides students on the Ellensburg campus with quality primary acute and chronic care, preventive screening, general physicals, birth control, ongoing monitoring, general counseling, psychological testing, group psychotherapy and, during the academic year, crisis response through 24 hour on-call counseling coverage. In recent years, the unit has increased its focus on student outreach in an effort to improve student awareness and to make services more accessible. There is still room for improvement, particularly with extended service hours and even more aggressive outreach.

The center also offers on-site laboratory services for general blood/urine analysis as well as x-ray and outpatient procedures for sutures, splints, and wart removal. These auxiliary services sometimes result in an additional charge to the student. Auxiliary fees are computed to be no more than 10-20% above cost and are significantly below market costs.

The health and counseling services are driven by the continuing quality improvement (CQI) process, behavioral data collection, satisfaction surveys/evaluations, strategic planning and a "Student Health and Advisory Committee" (Exhibit 3.38: Committee Makeup; Exhibit 3.39: Results of Data Collection). Both the medical/health services and the counseling services are presently preparing for their respective service area accreditation processes in 1999 (counseling) and 2000 (medical/health). The Student Health and Counseling Center is closely aligned with the Office of Residential Services. Recent cross-training was completed with the foreign student divisions (ESL, FES, etc.). Training and inservice activities by the Center for Equal Opportunities/ADA/Affirmative action occur on an annual basis.

The wellness center assists students to make the connection between their health, personal, and academic success, through risk-reduction. Student risk behavior data were collected by the Wellness Center in 1997 (Exhibit 3.40). The risk behavior survey revealed that 58% of students do not binge drink, 29.7% define themselves as non-drinkers, 62% drink at least once a week or more, and 28.7% of students define themselves as not sexually active.

Data from the 1999 Ellensburg campus needs assessment will be used to review perceived service deficits, service requests, and accessibility issues. Currently, the unit is considering the addition of dental, massage, and orthopedic services. There is a plan to upgrade both scheduling software and computers during the coming year. In addition, salary support for wellness services is dwindling, and the unit is seeking a solid source of funding for this very important area.

Students enrolled at the university centers do not have on-site access to health and counseling services, including wellness, and do not pay the health and counseling fees. Although they have the option of traveling to the Ellensburg campus to use its facilities, it is not a viable option for most students. Students at the university centers have expressed an interest in contracting for counseling services, and this matter currently is under advisement.

Residential Services and University Dining

Historical Perspective

The Office of Residential Services (ORS) is a team of professionals and paraprofessionals that proudly serves the students, faculty/staff and resident families of Central Washington University. The Office of Residential Services was formed in January 1997 with the merger of two campus departments, Housing Services and Residence Living.

Historically, residential dining was managed separately from retail dining on campus, but the two functions were combined beginning in 1994. Dining Services is operated by the university rather than by a private contractor. For over 20 years, Dining Services has supported successfully the university's residential program, the Conference Program, and the growing demand for quality catering services to support all campus functions. The department has evolved and changed to meet the needs of the campus community. The staff provides a variety of professional services including nutritional/dietary advising, formal and informal catering, and dietician training for advanced degree programs. These services have operated exclusively on the Ellensburg campus.

Current Situation

The Office of Residential Services (ORS) is designed and operated to enhance the learning environment (3.D.13), becoming increasingly active in the educational program, particularly in the areas of student orientation, social responsibility, leadership, and personal development. The Office of Residential Services serves over 2,000 students in 18 residence halls and approximately 1,000 students, student families, and faculty/staff in approximately 500 apartments on the Ellensburg campus. Students living in campus residences currently enjoy a high level of services and programming. Costs to students are modest compared to other four year institutions in the state (Exhibit 3.41). Students who live on campus (residence halls and apartments) have access to well-maintained buildings; creative and educational programming for personal and community awareness; opportunities for personal growth, development and academic enhancement; and, free internet services. In addition, residence hall students have access to fitness centers and in-hall computer laboratories at no additional cost to their room and board contract.

ORS provides employment opportunities for approximately 165 students. During the 1998-99 academic year, ORS facilitated nearly 3005 programs and activities with over 57,660 participants. ORS has a strong record for interdepartmental collaboration in providing educational and cultural opportunities for residential students. Facility improvements are an on-going effort in support of ADA accessibility, federal and state regulations, and student needs and desires. Community awareness and outreach projects are pursued within the Ellensburg community and on a statewide basis. Students' hometown newspapers, schools, and parents regularly receive information highlighting residential activities and student achievements. During the last three years, ORS has received a number of grants in support of special projects.

Student housing meets recognized standards of health and safety (3.D.13). Personal safety and building safety are highlighted through regular building inspections, fire drill sessions, community standards enforcement and proactive programming efforts (Exhibit 3.42: Pattern and Results of Inspections for the 98-99 school year). ORS is actively involved in assessment of its operations and services in order to implement effective changes and remain responsive to students' needs and the university's' mission and goals. Over the last two years, ORS has participated in two national benchmarking efforts sponsored by the Association of

College and University Housing Officers - International, one for apartment facilities and the most recent study for the residence halls. The results of these studies have been used to reconfigure the staffing for the residence

halls. The results also are used to determine the kinds of programs and activities that will be offered. Through micro- and macro-assessment of its efforts, ORS demonstrates its commitment to providing excellence in the staff, services and programs offered.

Appropriate food services are provided for both resident and nonresident students on the Ellensburg campus (3.D.14). Students living in campus residence halls currently enjoy flexible meal plans that are designed to meet their nutritional needs. Students can select from either "takeout" or "all you can eat" dining options offered from four uniquely different facilities on campus. Students may invite family or friends as guests and charge the additional meals to their plans; they also may use the meal card to purchase meals from all retail dining locations, including the popular Taco Bell kiosk in the student union building and several espresso bars on campus.

Non-resident students also have access to food service facilities on campus. The dining locations that primarily were operated for the residence hall students now encourage students living off campus along with faculty and staff to purchase breakfast, lunch, and dinner meals. These non-resident students and staff can open a prepaid campus debit account which entitles them to purchase meals at Holmes, Tunstall-Commons, or the Depot Deli at reduced prices from the published cash meal rates. Beginning fall 1999, retail ala carte pricing will be introduced at two takeout dining locations, Studio East and Depot Deli. Services also are available in the Samuelson Union Building (SUB) and in the breezeway between Randall and Michaelsen Hall on north campus. Espresso bars featuring a selection of coffee drinks and snacks are operated in the SUB and in the breezeway.

Food services are supervised by staff dedicated to operating a professional dining services program that meets the diverse dining needs of the campus community (3.D.14). The management/supervisory team has received education and training in merchandising, human resource management, food production and sanitation. A full-time registered dietitian assists with recipe and menu development and analyzes the menus for nutritional information, which is posted for customer review. The university is a member of the National Association of College and University Food Services and is committed to fulfilling the purpose of all NACUFS members: to advance the highest standards of food service on the university campus and advance the cause of good nutrition. A full time dietitian supervises student staff who are majoring in nutrition and food management (Exhibit 3.43: Food Services Organizational Chart).

Food services meet recognized nutritional and mandated health and safety standards (3.D.14). The university is committed to offering a program that offers nutrition education; the university offers a variety of food choices that represent the recommended food guide pyramid established by the U.S. Department of Agriculture. Recipes and menus are analyzed using Computrition, a menu management software system. Ingredient nutritional information within the database allows the staff to produce written reports that show details on the caloric values of each food item on the menu (Exhibit 3.44: Menu Analysis and Menu). In addition the department is committed to: a) supporting residence hall programs, b) constantly upgrading menu selections, and c) offering international food choices, particularly those that represent students attending Central from other countries. The creativity of the staff allows a variety of services to be offered to different groups/customers simultaneously on campus. The department has incorporated the latest computer technology to assist in properly managing its daily operations.

Food safety is taken seriously by the staff. The County Health Department inspects the facilities on a quarterly basis, and action is taken by management staff to correct any concerns or deficiencies noted (Exhibit 3.45: Inspection Reports). Management and staff are committed to a national certification program called SERV SAFE, which is designed to promote the safe handling of food. A member of the management

staff is certified to teach the SERV SAFE class, which is taught a minimum of one quarter each year. Central students majoring in Food Management and Nutrition also are permitted to take the class and then test to

receive a certificate, which acknowledges their knowledge of proper procedures and temperatures. As of this date, over 25% of the total dining staff has taken the course and passed the certification test.

Food service currently is offered only on the Ellensburg campus. The university plans to survey students and staff at the university centers to determine an appropriate level of food service, and food service department personnel may play a consulting role in this effort. Services most likely will be accomplished by contracting space to local vendors or working with current food service departments at the community college campuses where some centers are located.

Appraisal

The Office of Residential Services is strongly committed to providing well-maintained housing facilities with an emphasis on student development. ORS augments classroom instruction with a learning environment supportive of students' educational goals, cultural awareness, and personal and interpersonal growth. Furthermore, there is commitment to fostering an environment where socially responsible students seek, value, and take pride in the diversity of their communities and society as a whole.

The department's programs in support of student growth, development, and personal responsibility are numerous and excellent. Food services are diverse, well managed, and, in fact, a source of great pride on the campus. The university has taken steps to respond to student requests for particular food services and has incorporated greater ethnic diversity in the food choices that are available to both resident and non-resident students.

The biggest challenges facing ORS are in the areas of retention; expansion of services at the lowest possible cost to residents; and upgrades to aging facilities that currently do not meet students' needs. Currently, the local community has built numerous apartments that compete with the on-campus offerings. These newer apartment complexes offer facilities and amenities that are not provided in the residence hall and apartments. This has impacted negatively the retention of upper-class students in the residence halls.

An important project for ORS is to decrease occupancy over the next ten years to renovate and remodel residence halls and apartment complexes. This project will begin during 1999 with the anticipated closure of two or three residence halls for one year in order to facilitate renovations. Programming will continue to emphasize personal wellness, academic achievement, and educational enhancement in creative, effective ways. Wireless Internet and the increased use of technology in marketing programs and services will be a part of standard operating procedures for the department.

Dining Services is challenged to offer cost-effective services at convenient locations for all customers. This will be particularly challenging given the plans to close two or three residence halls for remodeling and the projected reduction in occupancy of students living on campus in the residence halls. The lower occupancy will result in lower funding for operational overhead expenses. This challenges the university to redesign and market its services effectively to all non-residential customers on campus in order to maintain growth in the department's gross revenue to cover expenses and contribute funding to capital improvement programs for the non-academic buildings.

The future for Dining Services will include the introduction of display cooking, expanded service hours, and further expansion of convenience store options for campus diners. Menus will be influenced strongly by the increasing consumer awareness of the benefits of low fat and plant based (vegetarian) menu selections. The

shift from a three-meal a day approach to food services to one where customers can access food and beverages on an almost continuous basis throughout the day increases the demand for attractive facilities that offer safe places to socialize and which offer some entertainment value.

The unit will implement a Hazard Analysis Critical Control Point (HACCP) program designed to ensure food safety. All food service establishments within the next five years will have to comply with federal regulations for monitoring the handling and condition of food products from manufacturing to the actual point of service. Detailed records and procedures for monitoring the proper handling and temperatures of food products will be required. Critical control points will have to be identified in recipes and include proper handling/production techniques. The current menu management software is developing a component of the system to support implementing an effective HACCP plan. The HACCP will support the staff education obtained through the SERV SAFE program.

Campus Life and Recreation

Historical Perspective

In the winter of 1996, a proposal was brought to the Vice President for Student Affairs to combine the operations of the Samuelson Union Building and the Student Activities Division. This idea sparked an exciting re-organization, which led to the establishment of the Campus Life unit. The "merger" focused on enhancing organization effectiveness through shared resources. This change allowed personnel who were divided by organizational lines to focus on common activities and most essentially on the university mission. It brought the student house and program under one roof. By fall quarter of 1996, the Campus Life unit was operational. It was an umbrella organization, emphasizing student learning through essential programs and facility use. This new organization employed 5 administrators, 14 civil service positions, and over 200 students. Combined budgets exceeded 1.4 million dollars annually.

In 1999, Campus Life continued to serve students and the university community. It emphasized student learning through the following organizational areas: Samuelson Union Building, University Recreation, Intramural and Co-Recreational Sports, University Pre-School/Day Care, Outdoor Programs, Service Learning, Center for Excellence and Leadership, the Diversity Center, Campus Activities, Publicity Center, University Scheduling, and advisement to several Associated Students of Central governance organizations (ASCWU Board of Directors, Equity and Community Service Council, Club Senate, Office of Legislative Affairs, Union Board, Election Commission, Council of Probity.)

Recreation/Intramural Sports services have grown gradually over the last decade. Central provides a larger intramural sports program, per capita, than any other institution of higher education in the state of Washington. Thousands of students are served each year through co-recreation, open gym, open swim hours, and the organized intramural sports programs. The program has become increasingly active in providing educational activities in the areas of sports development and recreation. During 1998-99, the program recorded over 62,000 participants.

Other programs within University Recreation, which have seen substantial growth and student support, include the Tent 'N' Tube/Outdoor Programs, the SUB Games Room, and Kids 'n' Things daycamp and afterschool programs. The Kittitas Valley is a prime location for outdoor activities and recreational pursuits. Central's Tent 'N' Tube/Outdoor Programs provides the equipment, expertise and programming to allow students to enjoy the surrounding Kittitas County environment. Scheduled events and equipment training sessions are provided on a regular basis.

The Games Room provides out-of-class recreational opportunities for students to relax between classes by playing billiards, video games, pinball, or shuffleboard. Although revenues have been down due to the accessibility of computer-related games, the facility continues to provide a positive outlet for many students.

With the advent of a new vending contract and reorganization of staff, the facility should continue to be an asset to the community.

With the increasing number of older, non-traditional students entering the university, the numbers of participants in our after school and summer day camp programs is increasing. The Kids 'N' Things programs provide a recreational and educational opportunity for the children of Central's students and staff. Participation in the children's activity programs has increased dramatically over the last decade.

Current Situation

Co-curricular activities and programs are offered that foster the intellectual and personal development of students consistent with the institution's mission (3.D.15). Campus Life supports, through professional advisement, a broad-based activities program including speakers, service learning projects, debates, forums, performing arts, films, concerts, dances, and a weekend nightclub. These events feature such diverse topics as current national and local issues, multicultural awareness, and social trends (Exhibit 3.46). Programs are initiated and developed through student organizations and agencies, such as the Program Agency, the Diversity Center, the Non-Traditional Student staff, the Equity and Services Council, the Office of Political Affairs, the ASCWU Board of Directors, and the Center for Excellence in Leadership

One program that has grown rapidly in size and scope over the past three years is the Service Learning Program. Campus Life's commitment to service learning has initiated a valuable link between co-curricular activity and classroom learning. Over a three-year span, this program has grown from a volunteer agency called Central Cares to a full service center, managed by a full-time program coordinator and several student leaders. During winter and spring quarters of 1999, 32 service learning programs were completed involving 346 Central students who volunteered 1,100 hours of service. These programs ranged in scope from "Books for Breakfast" to "Wild about Elk" to "Tsunami of Service." Programs addressed social, environmental, and community service while linking to course work in anthropology, education, geography, and other academic disciplines.

Campus Life also assists the students at the university centers in a variety of programs relevant to their student needs. Budgeting and advisement is provided to the center directors and students to assist in social and educational event planning. The majority of expenditures and support relate to career development activities, including job fairs, conference travel, career speakers, and receptions.

The programs operate primarily out of the Samuelson Union Building (SUB), a 120,000 square foot facility which provides student organizational space, meeting rooms, and event facilities (for example, ballroom, theater, night club). The SUB provides essential physical support and services to all Central students through the Diversity Center, the Wellness Center, the Academic Advisement Office, the Service Learning Center, the Cafeteria, the University Store, the Board of Director's Office, the Information Booth, the Scheduling and Accounting Office, Administrative Offices, Games Room, Outdoor Rental Shop, lounges, ballrooms, theater, night club, and the non-traditional student lounge and lockers. The SUB has made a strong effort to accommodate students with disabilities over the past decade with many physical modifications to the facility and through a close working relationship with the university's Disabled Student Services office.

All Campus Life programs and facilities are funded by services and activity fee allocations. The Services and Activities Committee is made up of three faculty and five students. The committee allocates funds on a biennial basis through a request process that meets state law and university guidelines.

The co-curricular program includes policies and procedures that determine the relationship of the institution with its student activities; identifying the needs, evaluating the effectiveness, and providing appropriate governance of the program are joint responsibilities of students and the institution (3.D.16). Institutional policies are initiated by faculty, administration, and students, (sometimes separately, sometimes through collaborative committees). Co-curricular programs are bound closely to institution policy which establishes boundaries on program development, for example, Commercial Activities Policy, Facility Use Policy and Matrix, Advertisement Policy, Alcohol Use Policy, Vehicle Use Policy, and contract policies (Exhibit 3.47). Student programming functions within the boundaries of these policies and is born out of a broad range of student organizations, agencies, and clubs. A primary programming body funded by the Services and Activities budget area is the Associated Students of Central Washington University Program Agency. This group of student employees works with the assistant director of Campus Life to initiate a diverse range of campus events including speakers, concerts, films, comedy, performance arts, and special events. Program agency members are the primary decision-makers in this process.

Programs are subject to risk management and liability advisement from both the Business Affairs and Assistant Attorney General's Offices. Program management complies with Affirmative Action and ADA policy and advisement, and the laws of the state of Washington. The Washington Administrative Code as authorized by the Revised Code of Washington are the standard for institutional programming policy. The safeguards for adherence to policy lay primarily at the administrative advisors' level supported by the Assistant Attorney General, Internal Auditor, Business Office, Student Affairs, ASCWU BOD, the Scheduling Office, the Office of Equal Opportunity, Facilities Planning, and the Disabled Student Services Office.

Co-curriculum programs, whether social, educational, cultural, recreational, or political, are evaluated yearly by the Associate Director for Campus Life/Director of Recreation using a variety of methods including end of the year reports, individual program evaluations (Flash Reports), evaluation task forces, attendance and usage counts, institutional evaluations (Noel Levitz), and satisfaction surveys. As a result of these evaluations, recreational programs are revamped to meet the diverse needs of our student body. Some of these changes have included change in play dates and times, different program offerings, inclusion of additional coeducational activities and events and changes of games rules based on new programming.

Central Washington University provides adequate opportunities and facilities for student recreational and athletic needs apart from intercollegiate athletics (3.D.17). The office of University Recreation and Intramural Sports provides programs to enrich and enhance the students' experience, both physically and cognitively. Extra-curricular and co-curricular programs, supportive of the classroom experience, are provided to advance the whole person physically, emotionally and educationally. We accomplish this by offering a wide variety of recreational, educational, and physically challenging programs and outlets throughout the year for the entire Central community.

The Physical Education Building houses intramural sports, co-recreation activities, open swim, gym hours and several other programs associated with recreational sports and its services. Since its inception, intramural sports have been housed in the Nicholson Pavilion, coordinating its efforts around the academic classes that are held in the facility.

Students participating in the Co-Recreation and Intramural Sports programs at Central Washington University benefit from the highest level of programming and services in the state. The programs are designed to meet the needs and preferences of a broad spectrum of students, and events and activities are planned which enrich students' overall experiences here at Central Washington University. The student body enjoys the availability of an assortment of competitive and non-competitive sports such as football, basketball, soccer, volleyball, racquetball, tennis, indoor soccer, swimming, weight lifting; and special events such as tournaments, late night activities, and competitions (Exhibit 3.48: Brochures for 1998-99). The

University Recreation Department constantly assesses its operations to improve its services to the student body (Exhibit 3.19: Assessment of University Recreation Activities). Regular verbal and written assessment by students provides data from which services can be improved. Over the years, we have increased the number of sports offerings as well as revamped the programs better to meet the needs of the student body. Just this year, we were able to add indoor soccer, due to popular demand, as well as add more coeducational programs to accommodate better Central's female students. Earlier data had suggested that women are more likely to participate in coeducational programs than in all-female leagues. The intramural sports programs continuously reevaluate their organization and activities in order to serve better the needs of the student body.

Appraisal

University Recreation/Intramural Sports' strength is in providing an outlet that the classroom cannot offer, while providing various physically and mentally developing activities throughout the year. Our mission is to provide programs to enrich and enhance the students' experiences, both physically and cognitively, which contribute to their entire educational development. Extra-curricular and co-curricular programs, supportive of the classroom experience, are provided to advance the whole person, physically, emotionally and educationally. We provide a wide variety of successful and popular recreational, educational, and physically challenging programs and outlets throughout the year for the entire Central community.

The After-school Kids and Kids-N-Things Summer Daycamp provide quality after school and summer supervision and recreation for children of students, faculty, staff and administration of Central Washington University. The programs provide a well-balanced program that includes arts & crafts, music, drama, sports and educational activities. Each program provides opportunities for children to experience both individual and group participation through a varied array of recreational and educational events. Each service uses both academic and recreation majors to staff the programs. The program solicits assistance from the Department of Physical Education, Health, and Leisure Services through practicum and intern credit.

The Tent-N-Tube service is highly valued by the student body. It offers high quality outdoor equipment, at low rates, for students, faculty, staff and alumni in order to facilitate a wide variety of outdoor recreational needs in the Kittitas Valley. The Outdoor Programs is designed to provide broad based outdoor recreation programs aimed at short and long term outdoor experiences with an emphasis on safety, participation and the learning of lifetime skills and wellness. TicketMaster makes available tickets from events from throughout the Pacific Northwest and Canada. Examples of tickets include concerts, sporting events, ballet, cultural events and special community events. It has proven to be a wonderful service to the Ellensburg and campus communities. The SUB Games Room provides an area for students to come, relax, and take a break from academia for awhile. It provides ping pong, pool, darts, video games, board games and shuffleboard for the students to take a breather from classwork.

The changing demographics of Central Washington University students create a situation in which programs need to be evaluated continuously and reformed as necessary. The age, gender, ethnic and cultural background, and economic status of students influence the types of programs that are appropriate. Student values change constantly, affecting new programs and governance needs. The challenge will be to maintain a high level of student community involvement at a time when students (primarily older students) are focused more singularly on career and financial obligations. Involvement takes time and commitment and relies on information development. The role of both the administration and student government is to motivate students to commit the time and to find alternative means of involvement.

The Recreation/Intramural Sports Programs are running out of space to accommodate the growing number of participants. It becomes increasingly more difficult to provide the level of service to which students are accustomed. Space in Nichol森 Pavilion is limited, and field space seems to be more taxed each year. As the athletic programs continue to become affiliated in the NCAA division and their demands for practice time

and space increase, intramural sports programs are threatened. There is a definite need for additional “designated space” for Intramural Sports in order to continue to serve the Central Washington University student body in a positive and increasing manner. Although it is very clear to us that we need more space adequately to serve recreational needs of students, it is unclear at this time how the additional space should be configured or what the exact level of need might be in the future. The Vice President of the Division of Student Affairs will establish a committee in fall, 1999, to explore these issues.

For Central to keep pace with trends of increased space utilization, the future of student participation in governance and policy development will have to increase. The future of student participation in governance and policy development is indelibly tied to the maintenance of a community model. Future student, administration and faculty will need to re-define this model consistent with the changing face of higher education. Student government will not be able to avoid a full evaluation of program growth in the future. The process of prioritizing needs, through strategic planning, has begun and will intensify into the future. Programs, services, personnel, and facilities will all be evaluated as enrollment and demographic statistics continue to change. Downsizing may become the responsible and practical organizational priority of the future.

In response to student programming needs at the university centers, \$80,000 has been allocated from Services and Activities (S & A) fees for the coming biennium to be placed in a special account to support student programming which is unique to the centers. These funds will be allocated by members of the S&A Fees Committee following the supplemental request procedures outlined in the S&A Guidelines (Exhibit 3.49). In addition, Campus Life has been allotted in excess of \$22,000 for the biennium to fund a number of traditional programs at the university centers.

University Store

Historical Perspective

The University Store is an institutionally owned bookstore at Central Washington University. As a part of the Division of Student Affairs it operates as a non-profit self-supporting enterprise. The store’s mission and goals are determined and molded by the dynamic mission of Student Affairs, and more broadly the overall mission of the university. In that capacity, the store strives to provide a full line of bookstore products and services to the academic community; keep prices of essential educational materials as low as possible; and provide for the basic supply needs of the campus without coming into conflict with the ‘unrelated business’ laws of the country, state, and local community.

Current Situation

The University Bookstore *supports the educational program and contributes to the intellectual climate of the campus community (3.D.17)*. In service to the Ellensburg campus community, the store currently offers

complete course materials department, general book department, academic and art supply department, emblematic clothing and gift department, and computer hardware and software department. In addition to these basic goods, the store boasts a variety of services to the campus which enhance academic life at the university.

The store also offers complete on-site textbook service each quarter to the Seatac Center, one of the university’s six centers away from Ellensburg. The remaining five centers are served by the bookstores in the

community colleges in which they are housed. The bookstore maintains a WEB site, which provides access to the bookstore's inventory for faculty, staff, and students at the centers.

Of particular note is the Custom Publishing Department begun in 1996. Operating as a part of our course materials program, this department was begun in recognition of the radically changing character of course materials in higher education. Now two years since its inception, this department has grown exponentially and is expected to continue growing in a manner that more than any other department will alter the complexion of the store's services. The unit also has experienced considerable growth in the computer hardware and software department. Over the past six years, support for technology within the university community has been expanded. The results of this effort have been rewarding, with hardware and software sales combined now totaling more than \$225,000 yearly.

Regarding *the development and monitoring of policies and procedures (3.D.17)*, sound fiscal policies and fiscal health are monitored by monthly operating statements produced by the accounting department. Internal audits and audits by the state are conducted regularly (Exhibit 3.50). The unit maintains a policy manual that includes policies governing student/temporary employees (Exhibit 3.51) and an employee manual (Exhibit 3.52).

The management of the bookstore reports directly to the Director of Operations and Resource Management, who in turn reports to the Vice President of Student Affairs. Strategic planning is required yearly and reviewed. The unit conducts annual surveys that are distributed to staff, faculty, and students who are the primary customers of the bookstore (Exhibit 3.53). Internal staff surveys and an annual internal staff assessment of the store manager are conducted annually (Exhibit 3.54). The Board of Directors of the Associated Students of Central Washington University periodically provides feedback to store management, as does the Residence Hall Council. Likewise, the administrative staff of the Samuelson Union Building who serve as landlords provide informal suggestions and feedback on the bookstore's operations.

As a result of assessment, among other actions, the bookstore has reexamined its textbook pricing structure and decreased the overall cost to students, expanded from stocking Apple hardware only to accommodate to students' requests for PC hardware, streamlined procedures for departmental purchases, and developed a Custom Publishing Department.

As part of the Division of Student Affairs, the store is student centered. It is a store policy to hire students regularly. Students now number more than 22 part-time employees. The bookstore provides a work environment where students can learn and develop skills and experience that prepare them well for life after graduation. Another recent example of this student-centered approach was the decision to begin discounting textbooks in 1996, which annually has saved the student body over \$100,000.

The bookstore, along with the rest of the university, has found itself confronted with the radical upheaval created by the digital/computing revolution. In response to this and in concert with industry trends, the store purchased a state of the art inventory control system in 1995. The store also has pursued related computing resources in various store operations. Store management promotes ongoing education of its staff in software applications related to store operations. And in the past two years, the store has developed an interactive web page which has proved helpful and informative to the campus community. (Please see our web page at <http://www.cwu.edu/~store>.)

Appraisal

Both the custom publishing and technology initiatives reflect the bookstore's efforts to remain current with the changing environment. Staff respond to the needs and desires of customers and actively seek feedback about

the adequacy of services. Beyond the borders of the campus itself, the store has been charged with greater support of the satellite centers. The bookstore currently provides full textbook service to the largest of the six satellite centers. The website has extended the boundaries of the bookstore considerably and addressed some of the needs at the university centers. A challenge in the coming years will likely be increased involvement with new and existing satellites.

Perhaps most significant among challenges will be the need to navigate the dramatic changes ahead in the role the bookstore will play in the delivery of goods and services to higher education. This fundamental reassessment, in large part made necessary by the many changes created and anticipated by the electronic/digital world, will be at the forefront of management's responsibility. New technologies are altering the college bookstore industry in proportions that are more fundamental than any changes seen in the past 50 years. In fall 1999, the bookstore will reestablish the bookstore advisory committee as the official channel for discussion of policy and operational matters of concern to the academic community.

Student Media and Radio Station

Historical Perspective

The Observer is the campus newspaper at Central Washington University (Exhibit 3.55). It is published weekly during the three academic quarters and also is available online at www.cwu.edu/~observer for the convenience of branch campuses and others interested in the activities of the campus. While technically a laboratory newspaper, the Observer has been set up to emphasize student control of editorial content. Students produce the newspaper as part of two courses, Communication 468, Campus Observer, and Communication 478 Advanced Newspaper Editing. Students apply to be editor-in-chief, and the faculty instructor in consultation with the student editorial board makes the selection. The editor-in-chief is then responsible for content generation and news judgment. The instructor serves as adviser to the newspaper and its staff. Students are graded for their performance, again in part based on performance evaluations of student editors. Grading criteria are available on the web site at www.cwu.edu/~breedlov.

The newspaper has a long history at Central Washington University, first as The Crier, and as the Observer since April 1984. It is in its seventy-second academic year of operation. During that time it has been an independent paper as well as a laboratory newspaper within the Department of Communication. The change from Crier to Observer represented the university's attempt to integrate the newspaper experience into the academic side of the university and to improve the quality and reputation of the newspaper. The effort was successful and resulted in an award-winning newspaper by the early 1990s.

Central Washington University has had a radio station since 1958, first as KCWS with a 10-Watt Class "D" educational FM broadcast license in 1962. In the intervening years it has operated either as a licensed station or by means of closed circuit signal. The name changed to KCAT, and more recently to KCWU-FM. The effort to obtain a non-commercial FM broadcast license began in the 1994-1995 academic year. The Central Washington University Services and Activities Fees Committee provided startup funds to construct an FM broadcast station. In July of 1995, KCAT radio became an official department under the Central Washington University Division of Student Affairs, reporting to the assistant vice president. KCWU-FM now operates under a non-commercial educational FM broadcast license, issued to the Board of Trustees of Central Washington University. KCWU-FM broadcasts educational, informational, cultural and entertainment programs, with special attention given to programs which originate from and communicate information about activities, issues and events within the Ellensburg listening area. The station provides a significant and viable alternative to other communication resources available in the station's primary coverage area. The majority

of KCWU-FM's programming is live seven days per week and is provided by Central Washington University students.

Current Situation

Central Washington University sponsors a student newspaper and a student radio station, and it has a clearly defined and published policy of the institution's relationship to them (3.D.19).

The newspaper currently is produced by 50 students working in conjunction with the faculty instructor/adviser and a business manager. The faculty adviser receives five credits of load for the work each term. The business manager is a ten-month, part-time classified staff employee. Advertising representatives, an office assistant, advertising production manager, the editor in chief, and six editors are also paid positions. The remaining students work for credit only (Exhibit 3.55).

In 1996, the department, the university administration and the students within the program worked together to establish a better statement of responsibility and ownership of the newspaper. The newspaper had been experiencing some budgetary problems. In defining the relationship between the student newspaper and the university, the business manager's position was removed from the newspaper budget and added to the department budget. This allowed the newspaper to gain a stable financial status which it retains.

The mission statement says in part: "The mission of the Observer is two-fold: to serve Central Washington University as a newspaper and to provide training for students who are seeking a career in journalism. The Observer seeks to provide complete, accurate, dependable information to the campus and community; to provide a public forum for the free debate of issues, ideas and problems facing the community at large, and to be the best source for information, education and entertainment news. As a training program, the Observer is the practical application of the theories and principles of journalism. It teaches students to analyze and communicate information that is vital to the decision making of the community at large. It provides a forum for students to learn the ethics, values, and skills needed to succeed in their chosen career."

The department also adopted a formal statement of relationship to the newspaper that emphasizes the role of the Observer as a community newspaper and as a part of the journalism curriculum. It establishes the department and the College of Arts and Humanities as responsible for budgetary oversight and long-range planning. The newspaper is funded solely from advertising revenues. While the adviser/faculty instructor position and the business manager (a classified staff position) are paid by departmental funds, the students raise \$70,000 to pay all student salaries, printing costs, supplies and computer and equipment purchases. The Observer receives no subsidy from the university or from student fees.

KCWU The 'Burg is a public radio station supported primarily by Services and Activities fees (Exhibit 3.56: KCWU Information). KCWU-FM signed on-the-air at 88.1 FM as a 500-Watt, non-commercial broadcast station, on April 30, 1999. The station is licensed to the CWU Board of Trustees by the Federal Communications Commission. It is administered through the office of the Vice President for Student Affairs.

It is advised by an ethnically and racially diverse advisory board representative of the university and the Ellensburg community.

KCWU-FM has been awarded \$136,000 both years of the 1999-2001 biennium to pay for equipment and the necessary legal and engineering fees pursuant to operating a broadcast station. KCWU-FM is managed full-time by a general manager and by seven paid student part-time managerial staff. The station conducts on-going needs and interest assessments to ensure the station meets the needs of the entire university and Kittitas County communities. A new survey is planned for the 1999-2000 academic year to assess effectiveness now that the station is on the air.

Appraisal

The Observer is a well-established newspaper managed by an active student staff and two experienced professionals. It is supported by the university, which has been committed to allowing a free-expression student press to flourish. It is financially sound. The newspaper is well integrated into the journalism program with no friction between the needs of the students or of the program. It has a reputation for aggressive reporting, a position encouraged by the professional staff and the Department of Communication. The Observer has kept current with changes in technology and has implemented an online version that will allow the program to offer additional experience for students in this new medium. The online version also is useful as a point of contact with students studying at the university centers and other distance sites. Plans are underway for long-term expenditures such as upgrades to the computer equipment and enhancements to the program

The Observer now is incorporated into the strategic plan of the Department of Communication, allowing the newspaper's needs to be addressed appropriately. The Observer has had to cope with a growth in student staff and the increasing demands on equipment and facilities. The department will be seeking additional resources of money and space to address this need. The Department of Communication is revising its majors, and the academic role of the Observer will change along with reconfiguring of the journalism major. A committee will be established to examine the needs of the Observer and the department in this new configuration.

The Observer also faces the challenge of changes in technology and the role of the online media. Both the Observer staff and the department faculty are involved in a discussion about the best use of these new opportunities. We are particularly interested in providing additional service to our branch campuses. The Observer is an important communication vehicle at Central Washington University. In the past few years it has become more financially secure, and its reporting lines for budget oversight and long-range planning have been clarified. The newspaper has established its mission as a committed part of the university community providing news, information, and a forum for public debate. With the department's support, there is every expectation that the program will continue to thrive, serving the community and the students who rely on the newspaper for professional experience.

KCWU-FM is well-equipped to meet student and community needs through responsible and attentive broadcasting, given the nature of its programming which serves the needs of a largely under-served 18-24 demographic in Kittitas County. The station has over 80 Central Washington University student volunteer on-air announcers. Staff training has been and will continue to be a priority to ensure that no one fails to meet the requirements for efficiently and responsibly operating a broadcast radio station. The station has a competitively-priced Mobile DJ system, offering live DJ entertainment each quarter to all university clubs and organizations, and at off-campus. KCWU-FM is the sole carrier of CWU Wildcat Women's Basketball (with more women's sports to be added as play-by-play and color commentary talent is available). KCWU-

FM has taken care to obtain broadcast equipment which is easily upgradeable and compatible to the all-digital broadcast requirements which the Federal Communications Commission standards eventually will require.

The primary challenge is to extend the services of the station to students who are completing their education at the university centers. Currently, there are plans to use the audio portion of the distance education television channels for this purpose.

Standard 3.E: Intercollegiate Athletics

Historical Perspective

The intercollegiate athletics program of Central Washington University consists of fourteen intercollegiate sports: seven women's sports and seven men's sports. It is also responsible for the Central Washington University performing dance company, Orchesis. Competition is held in the following men's sports: baseball, basketball, cross country, football, swimming & diving, track & field, and wrestling; and in the following women's sports: basketball, cross country, fastpitch softball, soccer, swimming & diving, track & field, and volleyball.

Central Washington University has had a long history of success in athletics. Teams have taken national National Association of Intercollegiate Athletics (NAIA) championships in wrestling (2), men's swimming (3), women's swimming (1) and football (1). For ten consecutive years, between 1982 and 1992, Central was ranked in the top eight in the NAIA Men's All Sports Competition; it won the 1986-1997 Men's All Sports title. Six coaches and administrators of Central Washington University have been inducted into the NAIA Hall of Fame.

In August 1998, Central Washington University was accepted into the National Collegiate Athletic Association (NCAA) as a full member in Division II. Beginning in 1996, as a part of its three-year provisional membership, Central Washington University yearly conducted a self-study of the entire athletics program including the educational, financial and oversight aspects (Exhibit 3.57). Although the self-study did reveal some areas that needed minor corrections, there were no serious deficiencies in its institutional control of intercollegiate athletics. Central has made the necessary changes in policy and operations to insure all aspects of the program maintain compliance with NCAA regulations, including

- Revising the Intercollegiate Athletics Philosophy;
- Developing a compliance committee consisting of individuals from various areas of the university;
- Signing a statement of willingness to abide by NCAA rules and the possibility of termination of employment for non-compliance, in all coaches contracts;
- Including the NCAA national office in the screening of all head coaching candidates;
- Including observance of NCAA rules as a criteria for evaluating all coaches;
- Instituting a review of all coaching evaluations by the senior administrator for athletics; and
- Issuing a stipend for the faculty athletic representative to work with athletics.

Current Situation

The Board of Trustees of Central Washington University has sanctioned explicitly the university president's authority and final responsibility with respect to the athletics program. The president of the university is responsible for the administration of all aspects of the athletics program including approval of the budget and

audit of all expenditures. He plays an active role in determining the institution's position on major issues upon which the institution must vote in its national affiliations. Daily oversight of the programs is delegated to the vice president of the Division of Student Affairs. The university evaluate its intercollegiate athletics program *regularly and systematically to ensure that it is in keeping with the educational mission of the institution* and is in compliance with the rules and regulations of the NCAA and NAIA (3.E.1). The NCAA requires an institutional self-study every five years to ensure that the mission of athletics is in keeping with that of the institution.

The faculty athletics representative is appointed by the president of the university to represent the institution in the development of sound educational policies for athletics. This representative is responsible for ensuring

that all participants in intercollegiate competition are eligible in accordance with the rules and regulations of the national associations prior to representing the institution in any manner. The faculty member represents the university in its relationships with the national associations and regional conferences and is an advocate of the athletes to those associations. The Athletic Department employs a compliance coordinator who reports to the Director of Athletics. The compliance coordinator, working with the Faculty Athletic Representative, develops and evaluates compliance with NCAA regulations.

The duties of all personnel involved with athletics are *stated explicitly in writing* (3.E.2; Exhibit 3.58). Each coach meets with the athletic director yearly to review his or her duties and to evaluate if all expectations are met. *The goals and objectives of the intercollegiate athletic program* are developed by the coaches and reviewed on a yearly basis, with a report written by the athletic director as to the success achieved (3.E.2; Exhibit 3.59). Compliance issues concerning such subjects as financial aid, admissions and eligibility are reviewed by the compliance committee, composed of individuals from each of those offices plus the faculty athletic representative and the compliance coordinator. The University Athletic Committee, comprised of students appointed by the Associated Students of Central Washington University Board of Directors, faculty members appointed by the Faculty Senate, the director of athletics (ex officio), and faculty athletic representative (ex officio) is advisory in nature, but has suggested and developed policy that has been adopted by the department. The Student-Athlete Committee is comprised of current athletes, who are appointed by their coaches on the basis of their sound leadership qualities and communication skills. The committee has developed the Central Washington University Code of Conduct and Ethics, which was adopted by the student-athletes of all intercollegiate sports in Spring, 1999 (Exhibit 3.60).

Athletes are, first of all, students and as such have no special privileges: they follow all institutional procedures related to financial aid, admissions and academic standards through the *same institutional agencies that handle these matters for all students* (3.E.3). All financial aid for athletes is administered through the university's Financial Aid Office.

Athletics receives funding from various sources: student fees, gate receipts, donations, summer camps, fund raising events and state appropriations. Donated monies are deposited in the Central Washington University Foundation. Budgets for individual sports are developed by determining the amount and type of equipment needed by each sport, the schedule of the sport and the number of athletes participating. Final determination of the budgets is in keeping with Title IX guidelines. All fiscal management is conducted by the Athletics Business Manager, *is subject to the approval of the administration, and is accounted for through the university's generally accepted practices of documentation and audit* (3.E.4). When the state auditor conducts the bi-annual audit of the entire university, athletics routinely is a part of that inquiry.

The athletic program is committed to the *fair and adequate treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support services, equipment, and access to facilities* (3.E.5). All shared facilities and equipment are used equally. When programs have to share facilities, due to lack of space, they do so on a yearly rotation basis. Practice and playing opportunities are equal for both men and women, and are determined by NCAA guidelines. Travel arrangements and per diem allowances are equal. All athletes receive the same opportunities for academic tutoring and access to medical and training facilities and services. All athletes have equal coverage for health, accident and injury. Every prospective athlete visiting the university has available to them the same benefits, opportunities and treatment. Under Title IX, the university follows the third of the three-prong test (i.e. fully and effectively accommodate the interests and abilities of the under-represented sex), as participation rates are disproportionate to enrollment because of the football program. Women's indoor track was added beginning in the 1998-99 academic year. In winter of 1999, a sport interest survey was completed to determine what sports, if any, would be viable for establishment by the Fall of 2002 (Exhibit 3.61).

Intercollegiate practice and playing schedules are reviewed by both the compliance coordinator and the athletic director to insure that conflicts with *the instructional calendar (3.E.6)* are kept to a minimum. Although some national competition unavoidably occurs during final examinations, the faculty works closely with the athletes to accommodate their needs. Scheduling of athletic competition is mandated by national rules and regulations, conference rules and regulations, and Title IX, which determine the minimum and maximum number of contests, the length of the playing season and the dates of regional and national competition. The formal policy of "Class Attendance" is found in the Central Washington University Catalog under "Academic and General Regulations."

Appraisal

The intercollegiate athletic program subscribes to the belief that the focus of intercollegiate athletics should be on the individual student-athlete, with particular emphasis on his or her student status. Sports programs are designed for participation in sports where students, regardless of gender, demonstrate a need and interest. Recognizing achievement in the classroom to be of higher significance than achievement on the playing field, the main objective of the program is the education and graduation of the student-athlete. This philosophy is not only expressed verbally, but also through various programs for the student-athlete which include study halls, tutors, advising and the monitoring of progress towards degree programs, graduation rates and grade point averages. Quarterly reports by the compliance coordinator indicate that Central Washington University athletes' grade point averages equal, and occasionally surpass, those of regular students (Exhibit 3.62). Their graduation rate also is higher than the general student body (Exhibit 3.63).

Space is a major problem for all athletic activities at Central Washington University. The main building that serves the athletic program, Nicholson Pavilion, is outdated and was built to accommodate only about half of the current student population. It is shared by athletics, physical education and intramural sports. Storage space is at a premium, as are weight training facilities. The locker rooms for men and women are of similar quality, although the women have about 30% less locker space than men. The facilities for athletic training are adequate and of good quality, but are too small for the size of the athletic program. Office space for coaches is inadequate. All facilities for practice and competition are of equal quality with the exception of the softball facility, which lacks the grandstand, press box, permanent dugouts and fencing of the baseball field. At the present time, Phase 3 of the Nicholson Pavilion renovation is the 22nd priority on the Central Washington University ten-year capital budget plan. The renovation would include remodeling of the locker facilities and weight facilities for both the men's and women's athletic programs to ensure compliance with Title IX.

Radio coverage for women's athletics does not presently match that of men's. All football and men's basketball games are broadcast, while only selected women's games are aired. All of the women's basketball games are broadcast. Scholarship funds disproportionately favor women, as the women are granted gender equity tuition waivers through the state legislature, while the men's programs are dependent upon a small donated fund. The number of full-time coaches in men's sports presently exceeds those in women's sports; however two full time positions for women's sports were added during the 1998-99 academic year and more additions are anticipated in the future. There are fewer women than men in the coaching ranks although the university actively is recruiting women to fill coaching slots and will continue to do so.

The move to NCAA Division II has raised the expectations of the alumni, community, university and the coaches related to media coverage, national recognition, caliber of competition, and recruiting. These raised expectations are attainable if significant external funds are raised for scholarship aid. Corrections for the program weaknesses that were identified in the self-study are in progress, and should be completed within a five-year period. The university will conduct another self-study through the NCAA during the 1999-2000 academic year.

Standard 3

Appendices and Exhibits

Appendices

- 3.1 Levels of Student Affairs Staff
- 3.2 Central Washington University Admission Report
- 3.3 Number of Students Participating in Activities

Exhibits

- G.2 University Catalog
 - G.4 University Policies and Procedures Manual
 - G.6 Strategic Plan
 - G.10 Unit Strategic Plans
-
- 3.1 Student Affairs Division Mission
 - 3.2 Action Plan
 - 3.3 Administrative Exempt Position Descriptions
 - 3.4 Most Recent Staff Evaluations
 - 3.5 Policy Manual – directs all operations
 - 3.6 Schedule of Program Reviews
 - 3.7 Current Plans for Improved Services to Centers
 - 3.8 Quarterly Reports to State of Washington Office of Financial Management
 - 3.9 Freshmen Admissions Index
 - 3.10 Intrusive Advising (Agreements or Contracts)
 - 3.11 Student Records Policy
 - 3.12 Student Sexual Assault Misconduct Policy
 - 3.13 Alcohol and Drug Policy
 - 3.14 Hazing Policy
 - 3.15 Summary List and Outcomes of Hearings, 1998 – 99
 - 3.16 Incident and Police Reports for 1998 – 99
 - 3.17 Clubs and Organization Handbook/Non-Traditional Student Guide
 - 3.18 Quarterly Class Schedule Book
 - 3.19 Assessment and Evaluation of Student Satisfaction and Services
 - 3.20 Noel Levitz Student Satisfaction Survey
 - 3.21 Student Surveys (cite)
 - 3.22 Sample Crime Prevention Programs
 - 3.23 Department of Public Safety and Police Services Annual Report
 - 3.24 Safety Awareness Publication
 - 3.25 Crime Reports Published in Newspapers: Local/Regional/Campus
 - 3.26 Annual Surveys re Student Drinking
 - 3.27 Graduate Packet
 - 3.28 Sample Transcript With Clarifying Legend
 - 3.29 Recruiting Plan, 1998 – 99
 - 3.30 Admissions Office Manual
 - 3.31 Termination Decision Reviews

- 3.32 Forms for Waiver of Graduation Requirements
- 3.33 Exceptions to Graduation Requirements
- 3.34 Financial Aid Brochure and Flyer
- 3.35 Career Brochure
- 3.36 Health/Hospitalization Insurance
- 3.37 Brochures (Wellness)
- 3.38 Committee Makeup
- 3.39 Results of Data Collection
- 3.40 Risk Behavior Data
- 3.41 Housing Costs re Other Four-Year Institutions in the State
- 3.42 Pattern and Results of Inspections for 1998 – 99 School Year
- 3.43 Food Services Organizational Chart
- 3.44 Menu Analysis and Menu
- 3.45 Inspection Reports
- 3.46 Flyers re Campus Life
- 3.47 Student Programs – (Brochures – Data)
- 3.48 Co-Curricular Programs (Policies)
- 3.49 Services and Activities Guidelines
- 3.50 Internal and State Audits
- 3.51 Policy Manual re Student/Temporary Employees
- 3.52 Employee Manual
- 3.53 Surveys to Bookstore Customers
- 3.54 Internal Staff Survey and Assessment of Store Manager
- 3.55 The Observer
- 3.56 KCWU
- 3.57 Self-Study of Athletics Program
- 3.58 Duties of All Personnel Involved with Athletics
- 3.59 Athletic Director's Report on Goals and Objectives
- 3.60 Central Washington University Code of Conduct and Ethics (by Student-Athletes Committee)
- 3.61 Sport Interest Survey – Fall 2002
- 3.62 Quarterly Reports on Grade Point Averages of Athletes
- 3.63 Graduation Rates of Athletes

August 31, 1999

Standard 4.A: Faculty Selection, Evaluation, Roles, Welfare, and Development

Faculty Qualifications, Sufficiency, Retention, Responsibilities, and Selection

Historical Perspective

Central Washington University long has considered the quality of its faculty as the single most important predictor of program effectiveness. In the decade since the university's last review by NASC, the institution has continued to recruit faculty of high quality. This university, like many others, hired a large cohort of faculty in the late 1960s and early 1970s. Many members of this cohort have reached retirement age in the past decade and the trend will continue into the next decade.

Current Situation

The Central Washington University faculty are professionally qualified, and their primary commitment is to the university. Full-time, tenured, and tenure-track faculty represent each academic program in which degrees are offered (4.A.1). The Faculty Code (Exhibit G.4) specifies that all new faculty members who teach or supervise subjects or activities in which students receive credit shall hold at least the master's degree or equivalent as approved by United States accrediting agencies (Section 4.55). Exceptions can be granted to individuals who lack certain rank requirements or technical equivalencies, but who, "because of professional reputation, stature, maturity and appropriate experience, are worthy of consideration for appointment to rank, promotion, and tenure" (Section 4.55). The Central Washington University Policies and Procedures Manual (Exhibit G.4: Policy 5-5.5) stipulates the degrees that normally constitute the terminal degree in each field of study offered at the university. In some cases, the terminal degree is the master's degree; for example, a Master of Fine Arts is the terminal degree for some specialties within the Department of Art. In virtually every case, the degree requirements are upheld during hiring although faculty may be hired on a contingency contract pending completion of the terminal degree prior to the award of tenure. A very few faculty with long tenure at the university do not hold the degree that currently is considered terminal in the field of study. The university faculty profile is provided in Appendix 4.1. Individual department profiles are included in each department's strategic plan (Exhibit G.6: Tables 4.4 A and B). Faculty have received their degrees from a variety of institutions (Appendix 4.2: Terminal Degrees and Awarding Institutions of Fulltime Faculty; See also Exhibit 4.1). Of the part-time faculty and adjuncts employed during the 1998-99 year, nearly all hold at least a master's degree in their fields of study.

One hundred twenty-four tenure-track or tenured faculty have left the university's employment in the past five years. Of those, 62 (50%) entered full retirement, 24 (19%) entered phased retirement, 2 (1.6%) died, 31 (25%) resigned, and 5 (4%) were terminated. An additional 7 faculty members moved into administrative exempt positions. Appendix 4.3 summarizes these data by departments of the university (See also Exhibit G.6: Department Strategic Plans, Table 4.6, for more detail by department.)

During 1998-99, 306 tenure-track and tenured faculty joined 34 FTE non-tenure-track full-time faculty and over 150 part-time instructors (51 FTE) in delivering the instructional program of the university. During that period, full-time faculty delivered over 80% of the student credit hours generated by the university. These

distributions represent the entire university and generally are representative of individual departments, although part-time faculty offer a larger percentage of department coursework in some departments than others and offer a larger percentage of lower-division courses than upper-division courses. Full-time faculty teach approximately 60% of courses at the university centers. The number of full-time equivalent faculty (FTEF) per full-time equivalent student (FTES) has eroded slightly across the decade, although the ratio (18.6 students per full-time equivalent faculty) remains an impressive testament to the university's support of its instructional mission.

In their department self-studies (Exhibit G.6), departments have reported on the size, composition, and deployment of their faculty. They also have discussed the adequacy of the faculty to teach, advise, engage in scholarly activities, and participate in academic and curricular planning and in governance. Departments report on the adequacy of the faculty to support academic programs at all university sites and to provide a program that is consistent with disciplinary norms for comparable institutions. In summary, a very few departments report acute staffing needs, some of which were addressed through reallocation of positions during the 98-99 academic year. For example, the Departments of Law and Justice, Curriculum and Supervision, and Teacher Education Programs were granted additional positions. Most departments cite specialized areas in which additional staffing would enhance their programs.

Faculty participate in a major way in academic planning at the department and at the university level (4.A.2). No other principle is more respected by the institution nor expected by the faculty as their right than the patronage and supervision over academic planning including academic policies and procedures and the curriculum. Academic planning and course development begins at the department level with proposals by individual professors and units. Virtually every department has a system of curricular study, revision, and enhancement. Departments establish entrance criteria for their programs and establish rules in addition to university-wide rules that guide the implementation and successful conduct of programs. The planning processes differ across departments of the university as indicated in department self studies (Exhibit G.6) but all departments have a system that allows for input by all faculty in the department.

The drive in the past 10 years toward more clearly articulated and agreed upon student learning outcomes has resulted in greater consistency in course syllabi and in student outcomes across multiple sections of the same course delivered at the same or multiple sites. Nonetheless, faculty retain academic freedom with respect to their methods of delivery of instruction and the strategies they employ to assess student performance. The growing awareness of the importance of public quality control and accountability has resulted in increasing peer review of all aspects of course and program design and implementation. Virtually all departments maintain dialogue with peer institutions and professional organizations on matters of curriculum coordination, currency, and student placement.

Interdisciplinary course and program development and revision occur through the processes defined in the "Curriculum Policies and Procedures Manual" (Exhibit G.4). Interdisciplinary efforts are particularly important in the design of some programs, and in these programs, special mechanisms have been developed. For example, programs of teacher education require input from faculty in three colleges. The University Professional Education Council reviews policies and considers program changes for all programs that lead to certification for the K-12 schools. There has been increasing interest among faculty and college-level administrators in increasing the number of courses and programs that unite the ideas, perspectives, and methodologies from one field of study to another, and several interdisciplinary programs have emerged in the past ten years (Exhibit 4.2: Interdisciplinary Programs and Courses).

Faculty also participate in academic planning at the university level. Two standing committees of the Faculty Senate, the Faculty Senate Curriculum Committee and the Faculty Senate Academic Affairs Committee, and one university committee, the Graduate Council, review academic policy and curricular initiatives that are

developed at the department and program level. The committees are made up of faculty members from the four colleges of the university. While individual departments initiate curricular and policy action, inter-departmental and university requirements for form and content are reviewed and enforced by the senate and university committees. These committees work in a collaborative manner with academic deans and the provost to ensure that policies are internally consistent and appropriate to all external university requirements. The work of the groups appears in written form in their respective policy manuals. Both the "Curriculum Policies and Procedures" and the "Academic Policy" sections of the University Policies and Procedures Manual (Exhibit G.4) were reviewed extensively and revised in 1998. Policy and curriculum matters come before the Faculty Senate for approval and are forwarded to the provost/vice president for academic affairs for implementation. In certain cases, changes also are forwarded to the Board of Trustees and then to external bodies for approval. (See Standard 2 for greater detail.)

The expectation that *faculty will participate in academic advising (4.A.2)* is explicit in the Faculty Code (Exhibit G.4: Section 2.30). Among the general responsibilities of faculty, the code indicates that all faculty will advise students and will hold office hours for the convenience of students. The faculty load is established at 45 contact hours per year, 20% of which (9 contact hours) is set aside for activities such as advising, class preparation, assessment, committee participation, and scholarship (Section 7.20A).

Central Washington University recognizes two types of academic advisement: general advisement and major advisement. A number of strategies for general advisement have been tested at the university. In 1997, UNIV 100: Freshman Advising Seminar was added as a requirement for all freshmen. Faculty volunteer to teach groups of 20 - 25 freshmen. The course emphasizes academic advising, university life, support services, cultural events and clubs, and personal management and well-being. Students are encouraged to participate in career planning activities. In the seminar, they develop a plan to meet the university's general-education requirements and explore possible majors.

All departments require that faculty make themselves available for student major advising, but departments differ in the degree of structure of their advisement programs. Each department has described its advising protocol in its department self-study (Exhibit G.6). Advising forms, pre-major advising courses, and student advising centers are variously used by departments to assist students in program and career planning and assessment. In addition, many departments encourage professional clubs, interest groups, and organizations that are academically or field-related and that enable the students and faculty to interact in a setting where advisement and learning are more casual. Faculty members serve as advisors to these organizations (Exhibit 4.3).

Finally, the university provides current information for advisors through the Academic Advising Resources Center on campus. Faculty who serve as advisors have access on their office desktop computers to student records and current regulations through the campus mainframe. The newly installed Central Academic Progress System (CAPS) allows faculty and students to monitor student progress toward graduation from their desktop computers. (See Standard 2 for more detail on the university's advising program.)

Faculty participate in university governance (4.A.2). The Faculty Senate is the primary avenue for individual faculty representation in the governance of the institution. It is the "...representative body of the university's faculty and has the responsibility of acting for and on behalf of that faculty in all matters" (Exhibit G.4: Faculty Code, Section 2.10). Each department has at least one representative on the Faculty Senate, and larger departments have two members. Working through its standing committees, Academic Affairs, Curriculum, Personnel, Budget, Code, and Public Affairs, and through the leadership and planning of its Executive Committee, the Faculty Senate has an important impact on every function of the academy. (See Standard 6 for more detail on the role of the faculty in university governance.)

The university employs an orderly process for the recruitment and appointment of full-time faculty, and its personnel policies and procedures are published and made available to faculty (4.A.6). Nothing is more basic to the currency, prestige, and integrity of an academic department than the character of its individual and collective faculty. Thus, the orderly process which the university employs for the recruitment and appointment of full-time faculty is supplemented by thoughtful discussion and decision-making at the department level. Departments request new or replacement faculty based on department need and the department's strategic plan. The dean reviews the request and, based on the overall needs of the college, either approves or disapproves the request. The provost interleaves requests from all colleges and allocates positions based on the needs and resources of the academic affairs division of the university.

The Office for Equal Opportunity and the Office of Human Resources oversee specific aspects of the recruitment and hiring process. Obtaining approval to search for a position is the first step in a highly regulated program of faculty recruitment that is overseen by the Office for Equal Opportunity. This office provides leadership in addressing equal employment opportunity requirements related to the recruitment of new faculty and ensures that all steps have been taken and that proper signatory evidence is provided. Two primary publications of the university describe the orderly process for the recruitment and hiring of faculty: The "Recruitment and Hiring Procedures for Faculty Positions" (Exhibit 4.4) and the Central Washington University Affirmative Action Plan (Exhibit G.4: University Policies and Procedures Manual). The process is implemented both to ensure fair and equitable hiring practices and to ensure that hiring is in keeping with university resources.

The Central Washington University Affirmative Action Plan is the institution's response to both federal and state regulations for affirmative action. The Affirmative Action Plan narrative assigns responsibility for various parts of the plan. Page 2, section III, titled "Responsibility for Implementation of Program" outlines the broad areas that define institutional responsibilities and the signatory requirements in each section.

The "Recruitment and Hiring Procedures for Faculty Positions" manual defines the actual process that is to be used in hiring faculty. At various points, the process incorporates the responsibilities delineated in the Affirmative Action Plan. Relevant portions of the Affirmative Action Plan are distributed annually to program directors and department chairs in an effort to keep them informed of their responsibilities and of the changing demographics of the university. The plan also is available at the library reserve desk and from each vice president. The "Recruitment and Hiring Procedures for Faculty Positions" manual is distributed in a variety of ways. Each department received a copy at the beginning of the 1997-98 academic year, and each search committee chair is given a copy when faculty searches begin. Representatives from the Office for Equal Opportunity meet with each search committee to discuss relevant affirmative action goals and to suggest aggressive recruitment strategies to attract women and minority applicants. A representative from Human Resources also meets with the search committee to review hiring procedures and facilitate the process. Personnel in both the Office for Equal Opportunity and in Human Resources are available to answer questions about general policies and specific procedures as they arise.

Appraisal

Faculty Qualifications. The faculty at Central Washington University possess impressive credentials and do impressive work. The large majority hold terminal degrees in their fields of study from a wide variety of degree-granting institutions. The faculty are active, dedicated, and most important, interested in their students. For the most part, once faculty arrive at Central Washington University, they remain. A review of the record for the past five years shows that the large majority of faculty who separate from the university do so through retirement or phased retirement.

The university does not offer programs of study without qualified faculty to staff them, and most departments report adequate staffing. Even so, most departments identify specialty areas in which they would like greater breadth and depth, and most departments jockey for a favorable position with respect to vacant positions of their colleges and the Division of Academic Affairs. The university's initiatives to provide educational programs to place-bound students through the university centers also influence the university's staffing needs. The larger programs at the centers have resident faculty.

Faculty turnover has come primarily through retirement, and the number of retirees in the last decade is noteworthy. The university finds itself in the ideal position of blending recent training and seasoned experience. New faculty bring new perspectives and contribute new ideas. Senior faculty provide balance and institutional memory. The amount of turnover makes it incumbent on the university to replace oral tradition with written tradition, to ensure an appropriate level of program continuity, and to ensure that the contributions of all faculty, both junior and senior, are valued irrespective of their rank and length of service.

Faculty Advising and Mentorship. Faculty are involved actively in advising and mentoring students. The advisory relation between faculty members and students more closely resembles that found at private liberal arts colleges than that found at large state universities. The spectrum of advisement extends from routine choices of general education courses to planning of an entire major program to a mentoring relation that may extend over two years of development of an individual student's research, performance, or scholarly expertise. Students may have different advisors or mentors for each of these relations. The university provides a professional staff of advisors, but faculty members carry the primary responsibility for advisement and mentoring. Student handbooks produced by most departments are improving the flow of course selection information to students. Routine course selection advisement could be improved by more formal training of faculty advisors and recognition of superior performance as an advisor in the faculty reward structure. More formal requirements for advisement would help to draw reluctant students into productive relations with faculty members.

Advisory and mentoring relations are richly rewarding for students and faculty members. Small classes often provide the starting point for these relations. They deepen in the context of individual studies classes, student honor societies, and opportunities to display the products of student-faculty scholarly partnerships. The university is challenged to maintain the capacity for these relations in the face of demands for greater instructional and scholarly productivity.

Governance. The university has a well-defined system through which faculty participate in the governance of the university. Faculty oversight of the curriculum and of academic policy is a shared value at Central Washington University. The current provost maintains an active dialog with the Faculty Senate, and both he and the 1998-99 senate president spent much of the year attempting to forge a stronger and more effective alliance. Nonetheless, members of the university community agree that the system of governance could be improved. In recent years, there has been evidence of discontent. The relation between some faculty and higher level academic administrators has been somewhat strained in recent years, in part due to dissention over the faculty's right to collectively bargain. There is a tendency toward feelings of impotence on the part of faculty despite well-defined mechanisms for their input.

Faculty Evaluation and Development

Historical Perspective

Historically, faculty evaluation has occurred simultaneously with faculty promotion, tenure, and salary adjustment. Faculty members submitted professional records for evaluation of their teaching, scholarship, and service each time a performance-based adjustment in rank or salary was available. The Faculty Code charged each faculty member with the responsibility to have a current record on file. In policy, a faculty member could not be considered for merit increments unless a file was submitted. In practice, there was occasional variation from the requirement, and some departments were inconsistent in applying the policy.

Prior to 1989, all faculty were eligible for a professional growth step which at least in policy required that a file be submitted for evaluation. These growth steps were available to faculty whose colleagues and supervisors believed that they were meeting the requirements of their jobs. While this procedure was in effect, the possibility of earning a professional growth step encouraged faculty to maintain and submit current professional records, which were reviewed by their peers and unit heads. In 1989, the Faculty Senate voted to cease distribution of professional growth steps as a means to progress on the salary scale, and this incentive for maintaining a current file no longer existed.

Salary adjustments were then provided in conjunction with promotion, as a scale adjustment, or as a merit increment. Merit increments improved a person's salary one to two steps on the salary schedule, and awards were made on the basis of interleaved rank-orderings that were sent forward by departments and colleges. At about the same time, the university had entered a period where the state legislature did not approve regular salary increases. In some years there were no funds available, and in other years the entire increase was reserved for scale adjustment. During these periods when state resources or internal distribution of salary adjustment funds made merit increments unavailable, review of professional record files of tenured faculty did not occur except for those being considered for promotion. Files of probationary faculty were updated and reviewed yearly.

Departments long have had procedures in place, either formally or informally, to evaluate faculty for reappointment, promotion, merit, and tenure. However, many of the procedures were informal, there was considerable variation in the type of evaluation that was conducted, and there was some inconsistency in application. For example, some departments systematically reviewed and gave feedback on faculty performance. Others rank-ordered faculty for consideration for a salary adjustment, but gave no other form of feedback about the file. Some departments required elaborate goal setting and justification of performance while others required nothing more than the presentation of a file.

The level of support for faculty development has varied across the decade, but some support for activities such as professional leave, travel to conferences, purchase of teaching and research equipment and material always has been available. A number of different units of the university have provided support, and this sometimes has resulted in confusion on the part of faculty about what is available and how to access the resources.

Current Situation

University-wide policies and procedures regarding faculty evaluation are included in the Faculty Code (Exhibit G.4). Schools and colleges also have developed policies that are incorporated into the school and

college policy manuals. Departmental policies and procedures are described in each department's policy manual (Exhibit G.6: Department Self-Studies.) Status and salary decisions proceed from the department to the dean to the provost and then to the president who makes a recommendation to the Board of Trustees. The board grants salary and status adjustments. While it is commonly the case that the voice of the department is the strongest voice in matters related to reappointment, tenure, promotion and merit, the faculty member has recourse at each level to present his or her case.

In the past two years, *the university has improved its system of evaluation of faculty performance in order to ensure teaching effectiveness and fulfillment of instructional and other faculty responsibilities (4.A.5).* In 1994, the Faculty Senate revised the procedures for the award of merit. In the previous approach, faculty were rank-ordered first at the department level, then at the dean's level, and then at the provost's level. Individuals received merit in accordance with their placement on the list until all of the available money had been allocated. Many people complained that the cutoff was necessarily capricious, and a number of cases were cited in which only one of two individuals with nearly identical records received an award.

The revised approach called for a criterion-based evaluation of each faculty member. University minimum criteria were established in teaching, scholarship, and service. Two sets of criteria by which faculty would be evaluated were established at the university level, one set describing expected minimum performance for one incremental increase on the salary schedule, the other describing minimum performance to receive two increases (Exhibit 4.5: University Criteria). Departments were invited to establish additional criteria, although few did. In this approach, all faculty who met the criteria at each level shared in the resources that were available for merit awards. This procedure, which was revised over the next four years and codified in 1998 (Exhibit G.4: Faculty Code), brought some uniformity to the evaluation process for merit adjustments.

In 1997-98, the provost worked with the Faculty Senate to develop a post-tenure review policy requiring all faculty members to be evaluated at least every third year (Exhibit G.4: Faculty Code). Reviews for status or salary adjustment could serve as the post-tenure review, but in the absence of either, the policy required each faculty member to submit a file for evaluation at least every three years. During the 1997-98 year, all but a handful of faculty were evaluated, and most of that cohort was on leave or on phased retirement (Exhibit G.6: Department Self-Studies, Table 4.1). Thus, *the university's policies, regulations, and procedures have become more stringent with respect to providing for the evaluation of all faculty on a continuing basis consistent with **Policy 4.1 -- Faculty Evaluation.***

Another improvement in the faculty evaluation process during the past two years has been a more explicit provision for feedback accompanying the evaluation process. Department chairs and deans have been required for quite a long time to inform faculty of their recommendations related to status and salary adjustments and to inform the next administrative level of the reason for recommending improvements in salary and status. Until recently, however, there was no explicit requirement for feedback except for probationary faculty. In 1997-98, the faculty code was revised to require department chairs and deans to provide explicit feedback to faculty based on their faculty portfolios. The requirement was extended to all forms of faculty evaluation (Exhibit G.4: Faculty Code).

Faculty evaluation exists for one primary purpose: to improve instructional and support programs. To achieve this purpose, the results of the faculty evaluation need to be turned to improving faculty effectiveness. When deficiencies are noted during the evaluation process, chairs and deans provide developmental opportunities to faculty to enable them to become more effective in teaching, scholarship, or service. This aspect of faculty development typically involves private arrangements between an administrator and a faculty member because of the sensitive nature of the situation. Examples of faculty development that have been responsive to issues

raised in the context of faculty evaluation include peer mentoring and language coaching for non-native speakers of English.

More typical of the faculty development that is provided at Central Washington University is that which faculty members identify as important for their own professional growth and development. This includes support for travel, purchase of teaching and research equipment and materials, workshops and seminars on campus, and support for preparing scholarly papers and products. (See Standard 4B for more detail on the scholarly activities of faculty.)

During the 1998-99 year, deans, chairs, and directors report that over \$450,000 was expended for faculty development activities. This money was used in a variety of ways including support for travel, purchase of start-up equipment for research or teaching, workshops, sponsored speakers and colloquia, reduced teaching load to establish research programs, small grants, and faculty research appointments (Exhibit 4.6). The university sponsors an active professional leave program for faculty. The regulations governing professional leave are described in the Faculty Code (9.05-9.35). In the past five years, 35 faculty have received professional leaves as described in Exhibit 4.7. Retraining leaves also are available for faculty, although they are less commonly awarded and are designed to meet programmatic needs as opposed to the development needs of individual faculty. In the past five years, 2 faculty have received retraining leaves.

In addition to all other initiatives, the administration supports a faculty orientation program for new faculty (Exhibit 4.8) and a fall faculty meeting for all faculty (Exhibit 4.9).

Appraisal

The university has improved the consistency of faculty evaluation and the feedback mechanism that is associated with it. Faculty now are evaluated on a periodic basis, every three years at minimum, regardless of their tenure status or the availability of status or salary adjustment. Administrators are expected to provide feedback to faculty about the quality of their work. Administrators at all levels are much more aware of their responsibility to serve as mentors, supervisors, and evaluators, and they attempt to combine these roles. Still, there is room for improvement in the process. There continues to be inconsistency across departments and colleges in implementation of faculty evaluation processes. Further, department chairs receive very little training in their supervisory roles, particularly in their role as faculty mentors and evaluators.

There is a somewhat weak tie between faculty evaluation and the component of faculty development that is intended to improve the performance of faculty whose work is below par. The university as a whole does not have a systematic approach for this type of faculty development. Instead, the work of designing development programs is left to department chairs, most of whom have not received specialized training for this assignment. There is no centralized source of support for this important work, and as a consequence, some faculty benefit from well designed programs and some do not. Some departments and some colleges establish formal mentoring relationships for new faculty, and these relationships appear to be supportive. However, faculty members do not have consistent access to a place or person with whom to discuss concerns about their effectiveness as a faculty member. In an effort to develop better university-wide consistency and to achieve better coordination of faculty development, the provost recently revised the position description for the associate vice president for academic affairs to include these specific functions.

Historically, there has been a great deal of disparity among departments in both their weighting of teaching, scholarship, and research and in the criteria that were applied. For example, in some departments evaluation was heavily weighted in favor of scholarship; other departments had minimal scholarship requirements. This continues to be true to some degree, although the Faculty Code clarifies that teaching competence is a basic

requirement that must be met by all faculty. The faculty member's record of scholarship and service complement the record of teaching.

In this context, faculty have been seeking better ways to evaluate teaching competence. For many departments, there historically has been heavy reliance on the outcome of standardized student evaluations of instruction (Exhibit 4.10: Student Evaluation of Instruction) that are administered by faculty members and scored by the Testing Office, and this reliance has led to legitimate concerns. One reason for the concern is the suspicion by some faculty that the potential of being evaluated by students has contributed to grade inflation. The Faculty Senate established an ad hoc Committee on Grade Inflation during the 1997-98 year. In its final report, the committee indicated that "51 of the 102 respondents believe a relationship exists between Student Evaluation of Instruction (SEOI), ratings and student grades..." (Exhibit 4.11: Grade Distribution Data). The SEOI instrument also has been criticized on other grounds, notably the attention to structural aspects of the class, for example, did the instructor arrive at the class on time, rather than on student learning.

Because a thorough evaluation of effective teaching requires more than student evaluation, departments increasingly are considering multiple measures. These measures may include peer review; class visitations; mentoring systems; review of syllabi, activities, and assessment strategies; and student outcome data to strengthen the evaluation of teaching. The Fall Faculty Meeting has become increasingly an avenue through which faculty can share good ideas about teaching. Even so, there is room for university-wide coordination of a program of faculty evaluation, and the recent reorganization in the provost's office aims to achieve this goal.

A number of departments and units of the university provide development opportunities for faculty. Most are competitive, although opportunities to participate in workshops on campus typically are extended to the entire campus community. In addition, the university has a long-standing program of professional and retraining leaves for faculty, and faculty take advantage of these important opportunities. The Division of Development and Alumni Relations uses private funds to support faculty professional development, and their increased revenues of the past several years have supported many important faculty initiatives. The state and the university target funds for certain high priority activities -- for example, faculty development related to assessment -- and departments and individual faculty have proposed and received funding for activities consistent with these high priority goals. Beginning in 1996-97, \$100,000 of summer school revenue has been provided to the Faculty Senate to distribute in support of faculty development activities.

All of these efforts are appreciated by the faculty, but they continue to look forward to a more dependable and reasonable allotment for faculty development for each faculty member. Faculty particularly are concerned about the limited funds to support faculty travel to professional meetings. Some schools and colleges have a better record in this regard than others do, but there is little uniformity. In addition, the funds that are available are somewhat fragmented. Most opportunities are advertised and equitably available, although some faculty report that it is difficult to keep track of and take advantage of opportunities. To address these concerns, the provost established an Ad Hoc Faculty Development Advisory Committee in August of 1998. The committee was asked to assess faculty development activities, provide an operational definition of faculty development, provide a written report including a report of the amount of money that has been spent on faculty development, and recommend a faculty development plan for the university. In April 1999, the committee submitted a rough draft of its findings to the provost (Exhibit 4.12). These findings also have influenced the recent reorganization in the provost's office to include explicit assignment for oversight of faculty development to the interim Associate Vice President for Academic Affairs.

Faculty Working Conditions

Historical Perspective

Thirty-six contact hours per year is the average teaching load for faculty at Central Washington University. Formulas from which contact hours are calculated are a part of the Faculty Code (Exhibit G.4, Faculty Code, 7.20). These formulas have been inconsistently applied, and the university recently has stepped up its efforts to apply the code as written. Perhaps the most troublesome issue related to faculty working conditions has been the continual slippage in the buying power of salaries over the decade. A number of internal decisions of administrators and the Faculty Senate, some that occurred prior to this decade, and stagnant external support from the state have contributed to the problem. This problem has been exacerbated by a serious problem of salary compression that has been the result of establishing salaries for incoming faculty that are sufficiently competitive to attract candidates during a time when demand in some disciplines has outdistanced supply. Efforts to address these issues over the past three years resulted in a faculty equity study and a subsequent plan to infuse new funding into the faculty salary base.

Current Situation

Faculty workloads reflect, to a large extent, the mission and goals of the university and the talents and competencies of faculty, although increased time and support for professional growth and renewal are desired (4.A.3). Central Washington University primarily is a teaching institution, and this emphasis is reflected in the distribution of load. Faculty members are expected to maintain an annual 45-contact-hour assignment with 80% of that amount (36 credit hours) devoted to classroom instruction and teaching. The Faculty Code indicates that for each academic department "the average teaching load for the entire faculty for the academic year shall be twelve (12) contact hours per week, exclusive of continuing education, or its equivalent as determined by the provost/vice president for academic affairs." Later in the same section, the Code specifies that "The maximum load for any faculty member shall not exceed 18 contact hours in any one quarter." A set of guidelines specifies contact-hour equivalencies for both instructional and non-instructional activities (Exhibit G.4: Faculty Code, 7.20). Although code language is somewhat inconsistent in the use of the terms "credit hours" and "contact hours," the two terms are meant to clarify that the number of course credits a student earns in a class may be different than the contribution of the course to the faculty member's load.

Policies on salary adjustment are articulated in the Faculty Code, and faculty benefits are applied uniformly across the university (4.A.4). The university establishes a timeline for salary adjustments that is applied consistently each academic year. Adjustments occur through scale adjustments, merit increases, and promotion. Guaranteed faculty benefits average 26% of salary, which supports contributions to retirement, insurance and FICA. Faculty members can choose additional options at relatively low cost. The same salary adjustment process is used throughout the university, although somewhat different performance criteria may be applied across departments and colleges.

Faculty salaries and benefits have been sufficient to attract and retain a qualified faculty, but they are low compared to peer institutions (4.A.4). Minimum, median, and maximum salaries by rank are reported in Appendix 4.1. See also Table 4.4A in the Department Strategic Plans (Exhibit G.6). Faculty salaries (Exhibit 4.13) at Central Washington University placed the university at the fourteenth percentile of peer institutions nationwide as recently as fall 1997 (Exhibit 4.14). The university is able to fill open positions with qualified candidates although some top candidates withdraw from consideration because of unsuccessful

salary negotiations, and searches sometimes must be continued into a second year to secure a qualified candidate. The university retains more faculty than it loses.

The institution fosters and protects academic freedom for faculty (4.A.7). The Central Washington University Policies and Procedures Manual describes the ethical expectations of university faculty members. “Faculty members shall be guided by a deep conviction of the worth and dignity of the advancement of knowledge ... their primary responsibility is to seek and to state the truth as they see it. To this end, they shall devote their energies to developing and improving scholarly competence. ... they shall respect and defend the free inquiry of associates... although they shall abide by the stated regulations of the institution, provided they do not contravene academic freedom, they shall retain their right to criticize and seek revision” (Exhibit G.4).

In addition, academic freedom is addressed in the Faculty Code (Section 2.25). The code’s description is in agreement with the University Policy and Procedures Manual, with a slight shift in emphasis to individual rights and more specific details:

Faculty members retain their constitutional rights and sacrifice none by virtue of their professional association with the university. Of particular importance is academic freedom, which is the right of students and scholars in institutions of higher education freely to think, study, discuss, investigate, teach and publish. Institutions of higher education are conducted for the common good. The common good depends upon the free search for truth and its free exposition. So defined, academic freedom is essential to these purposes, and carries with it responsibilities and duties correlative with rights included in, but not limited to the following:

- A. Faculty members shall have freedom in the classroom in discussing their subjects, but they shall not introduce into their teaching matter that which has no relation to the subject,
- B. All faculty members shall have full freedom in research and in the publication of the results, provided that the quality of the performance of their other academic duties is not adversely affected;
- C. Faculty members are citizens, members of learned professions and officers of an educational institution. When they speak or write as citizens, they shall be free from institutional censorship or discipline, but their special positions in the community impose special obligations. As learned individuals and educational officers, they should remember that the public may judge their profession and this institution by their utterances. Hence, they should strive at all times to be accurate, should exercise appropriate restraint, should show respect for the opinions of others and shall be expected to make every effort to indicate that they are not institutional spokesmen. As citizens engaged in a profession that depends upon freedom for its well-being and integrity faculty members have a particular obligation to promote conditions of free inquiry.

The University Faculty Grievance Committee exists to protect academic freedom and other rights of faculty. This standing committee of the university is appointed annually by and reports to the president as outlined in the Central Washington University Policies and Procedures Manual (Exhibit G.4: Policy 2-1.16). It is conceived to be an impartial yet invested panel of peer professionals who address grievances particularly in matters of academic freedom and professional ethics. The committee provides a mechanism through which ethical challenges can be aired and evaluated.

In the years since 1989, 26 grievances have been filed and acted upon by the University Faculty Grievance Committee. Grievances have related to a variety of concerns, among them promotion, salary inequity, summer salaries, professional leave, unprofessional treatment, contract violations, termination, chair reassignment, and chair compensation (Exhibit 4.15).

Faculty may grieve alleged acts of discrimination through the equal opportunity grievance procedure (Exhibit G.4: University Policies and Procedures Manual, 2-2.2). Specifically, a person who believes he or she has been discriminated against by Central Washington University because of race, color, ethnic background, sexual orientation, religion, national origin, sex, age, physical or mental disability, marital status, or Vietnam-era or disabled veteran status is encouraged to use the equal opportunity grievance procedure. The Equal Opportunity Grievance Committee is appointed by and reports to the president. One administrator, two faculty, and two civil service members serve as members. The director of the Office of Equal Opportunity oversees the university's compliance with state and federal nondiscrimination laws. In the years since 1989, most informal and formal complaints have been resolved prior to the stage where the committee would be involved.

Appraisal

Faculty Salaries. The university has been fortunate to attract and hire outstanding faculty. Simply stated, however, faculty salaries and benefits have challenged the university's ability to attract and retain competent faculty to achieve its mission, particularly in highly technological and scientific fields. Department chairs and personnel committees speak often and with regret that the low faculty salaries available to new hires and replacement positions erode the status of the university and impact the size of applicant pools, the qualifications of applicants, and necessarily the acquisition of the finest professionals. Already, departments in the sciences and highly specialized fields report that they are unable to attract adequate pools of qualified applicants and that many applicants lose interest when they learn that published salary ranges are not negotiable.

The salary issue is complicated. First, salaries lag considerably behind those of peer institutions. Second, there has been some inconsistency in the application of salary adjustment policies across schools and colleges, and this practice has led to perceptions of unfairness. Third, salary compression and other forms of inequity continue to challenge the university. Some departments and colleges have advertised or negotiated salaries for new positions that exceed the current salaries of existing faculty. Sometimes this occurs even when the newly hired faculty member has less cumulative experience in the profession than current faculty members. Typically this decision is made when either perception or data suggest that the search will be unsuccessful unless the higher salary is offered. "But ironically," states the report of the campus climate task force formed by the president, "... this positive move also has aggravated the inequity and morale problem for existing faculty. In several departments, for example, faculty hired within the last two years make substantially less than their newly hired colleagues, despite similar qualifications and experience. Out of desperation, some departments have recommended early promotions as a means of addressing salary inequities. In this instance, as in others, one problem (devaluation of promotion/academic rewards) is aggravated by an attempt to solve another (salary inequities)." These hiring practices, added to the compression effects of the 1989 decision to suspend professional growth steps and the decision of the legislature to require a portion of salary increases to come from the existing funding base, have contributed to the unsatisfactory salary structure.

Both salary inequities and the unfortunate position of Central Washington University faculty salaries compared to peer institutions have led to a number of actions over the past several years, some of which have

not been well-received by the faculty. In the absence of a systematic process whereby inequities can be addressed, individual faculty members seek and receive relief. Some legitimate claims of inequity have been settled, particularly when legal action has been initiated, but individuals with equally valid claims have not received similar relief. Individuals who receive a bona fide offer from another institution may obtain salary improvement through a matching offer. Beginning with the 1997-98 academic year, the state of Washington provided minimal funding to support these types of adjustments. Faculty who were eligible for promotion during the past three academic years received larger step adjustments on average than those awarded in previous years, from just over three steps on the salary schedule to over five steps during those years. In addition, colleges and universities in the state do not benefit from the salary protection that the K-12 system enjoys, and their access to state funding has further been hampered by explicit initiatives that have placed a cap on spending by state government, which affects higher education and other social services.

In response to the concerns about inequity and in the face of conflicting data from several formal and informal committees of the faculty, the Faculty Senate established a Salary Equity Committee in 1997-98 to draft a request for proposal and select an external consultant to conduct a salary equity study. The committee hired Dr. Nelle Moore, and her findings were reported to the university community on May 5, 1999. Included in her report were recommendations about options the university might take to correct inequities (Exhibit 4.16). Dr. Moore found inequities related to women, people of color, and Vietnam-era veterans, the classifications for which legal redress is available. The data that were compiled for her study also revealed serious compression problems. Following the study, the Faculty Senate Budget and Faculty Senate Code Committees worked with academic administrators to develop a plan for consideration by the Board of Trustees.

Subsequently, the Board of Trustees took unprecedented action at its June 11, 1999 board meeting to address the problem. Specifically, a total of nearly 7%, over \$1.2 million, was approved to be added to the faculty salary base to provide an across the board increase for all faculty and to make significant progress toward correcting salary inequities and salary compression. In addition, the board approved proposed changes to the Faculty Code that would provide for regular salary equity review and monitoring of the salary base. These steps were particularly important as a means for the Board of Trustees to affirm by its actions its earlier statements that correcting sagging faculty salaries was among its highest priorities.

Faculty Loads. Average faculty contact hour loads are maintained within the 36 contact hour per year expectations established in the Faculty Code. Typically assigned loads consist of lecture/demonstration and laboratory courses, but do not account for all of the teaching efforts of many faculty. Most departments are out of compliance when load credit is awarded for voluntary but important individual study courses, including thesis work. Exhibit 4.17 summarizes the average assigned and actual contact hours generated per department per year during the 1998-99 academic year.

Faculty often exceed the 36 credit hour assignment by assuming the responsibilities of additional teaching through independent study and arranged or special projects with individual students. In some situations, faculty members accept these duties as a way to encourage student enthusiasm and motivation to learn more, to participate in research, or to apply regular classroom instruction to areas of specific interest. Often the faculty member may be likewise interested in such research and applied study, and a beneficial synergy is established. In this case, the compensation is other than monetary, and the activity furthers the learning of both parties.

Independent studies sometimes are used, however, to accommodate students when regular courses are full or to fill gaps for students who are unable to satisfy curricular requirements in other ways. The graduation efficiency index along with reasonable stewardship of state resources requires the university to ensure that

students have an opportunity to complete a course of study in a prescribed length of time. When a needed course is full, students rely on willing faculty to meet their needs, and faculty members feel pressured to serve their needs. The problem particularly is acute in the case of community college transfer students who arrive on campus ready to begin their major course of study, but without the advantage of preregistration. Faculty complain that they accept the additional responsibilities because they have compassion for their students, but also because they implicitly are expected to do so and may be penalized if they do not.

At the graduate level, many students would be unable to complete their programs without the voluntary efforts of the faculty. Each student must have a three-person graduate committees, but only rarely does the faculty member receive load credit or compensation for participation on the committees. The Faculty Code specifies the level of compensation, but load credit or compensation have not been applied regularly.

Beginning in the 1997-98 academic year, the provost called for a more thorough disclosure of the extent of voluntary faculty load as the first step in solving this problem. The process included (a) identifying the extent to which past and current practice complies with the code requirements in Section 7.20; (b) identifying required changes to practice; (c) identifying needed changes and/or clarification of code requirements; (d) weighing differences in practices in each college with individual needs of departments in the colleges; and (e) making appropriate adjustments for the future. He asked each department to confirm courses and contact load equivalents for all faculty for all quarters of the 1998-99 year. A number of inconsistencies in reporting were revealed and corrected, and course types for which clear load equivalence was not included in the Faculty Code were identified. The director of Institutional Studies and Research currently is developing a mechanism that will enable automatic load calculation at the time of the tenth day data freeze following registration.

Academic Freedom. Academic freedom is important at Central Washington University both in policy and in practice. Faculty members are outspoken and unrestricted with respect to their right to express their professional opinions on matters of importance. There is an increasing societal expectation that the university will guarantee the content and outcomes of individual courses such that variations in staffing do not interfere with the students' opportunities to meet important student learning outcomes for their courses of study. While faculty members continue to have considerable freedom to determine how they will deliver the content of a course, the content itself and expectations about student outcomes are specified. Technically this always has been the case. The curriculum approval process has required an explicit course outline for many years; however, increased accountability requirements have strengthened the oversight of courses and their content. Some departments practice group textbook adoption for courses that have multiple sections, a practice that restricts necessarily some aspects of how the course may be delivered. This emphasis on assessment and accountability sometimes is viewed as an infringement on academic freedom. Overall, however, there have been few formal complaints, and the practices appear thus far to be consistent with national norms, especially in this age of increased accountability.

Grievance Procedures. The Faculty Grievance Committee and the Office of Equal Opportunity pursue all faculty grievances in a serious and thorough way. Most grievances are settled without formal action. Although fairly elaborate procedures are in place to grieve real or perceived injustices, members of the 1996 Campus Climate Report Task Force recommended that these procedures alone are inadequate to address the concerns of "a large number of unhappy people on the CWU campus who are anxious to tell their stories to a sympathetic person or group." The Task Force recommended that the university employ a professional ombudsman to meet this important need, but no action was taken on the recommendation at the time. Calls for an ombudsman recently have resurfaced.

Part-Time (Adjuncts) Instructors

Historical Perspective

Central Washington University has employed part-time (adjunct) instructors to support its mission since its beginning. They have served a number of roles including providing specialized areas of expertise, substituting for faculty who are on leave, and providing instructional support in departments whose full-time faculty cannot meet the demands for department courses. In the decade since the last review, part-time instructors actively have pursued improvements in their working conditions and improved recognition of their contributions to the university.

Current Situation

During the 1998-99 academic year the university supplemented the tenured, tenure track, and non-tenure track full-time faculty of the university (340) with 150 part-time instructors (51 FTE; Exhibit 4.18). Some departments have a cadre of part-time instructors that are employed either on a quarterly or yearly contract and whose continuing service to the university effectively makes them very much a part of department activities. In other departments, part-time instructors serve for a more limited time frame or in a more limited capacity, for example, to respond to unexpectedly high student enrollments, to substitute for faculty who are ill or on leave. The full-time faculty take primary responsibility for the instructional program of the university, teaching over 80% of all contact hours and 90% of the courses at the graduate level. Part-time instructors make major contributions to the university's ability to fulfill its mission, and their level of involvement and welfare is very important.

The part-time (adjunct) instructors are qualified by academic background, degree(s), and professional experience to carry out their teaching assignment and other prescribed duties and responsibilities in accord with the mission and goals of the institution (4.A.8). The large majority of individuals serving in part-time positions hold at least a master's degree and a portion hold the terminal degree in their fields of study (Exhibit 4.19: Faculty Records, Fall, 1998). While part-time instructors are expected to meet minimum requirements for the tasks to which they are assigned, the overall requirements are considerably less stringent, and equal opportunity requirements are less stringently applied than in the case of full-time, continuing contract faculty. Occasional emergencies necessitate hiring individuals who may not be suited ideally to their course assignments, and in these cases it is incumbent on departments to provide mentors and other sources of support to ensure that these individuals can meet the needs of students and fulfill the mission of the university. These cases are, however, extremely rare, and there is a clear expectation at the university that individuals who provide the educational programs of the university will hold appropriate academic credentials and the necessary levels of competence to do so.

Some disciplines are more challenged than others are to find well-qualified part-time instructors, particularly to teach at the Ellensburg campus and some of the more remote university center campuses. Some departments supplement the full-time faculty with highly specialized part-time instructors whom they employ quarter after quarter. Examples include the Department of Music where specialists on particular instruments assist with private lessons and the Department of Physical Education, Health, and Leisure Services where specialists in particular sports provide those areas of instruction. Some departments are more likely than others to incorporate part-time instructors fully into the daily life of the department.

The "Recruitment and Hiring Procedures for Faculty Positions" manual describes the procedure for hiring non-tenure track faculty, including temporary appointments and part-time appointments (Exhibit 4.4). Equal employment opportunities are guaranteed. Temporary full-time appointments which are nine months in duration are hired under the guidelines in the "Faculty Hiring Procedures for Tenure-Track Appointments," although the temporary appointment policy specifies that the scope of the search may be limited, recruitment periods may be shorter, and telephone interviews may substitute for campus interviews. Procedurally, departments establish pools of applicants through advertisements that are placed at least once a year. Deadlines for positions may remain open. Departments maintain their authority to screen applicants and make selection decisions although only the appointing authority may offer a contract.

Individual departments establish employment practices and disseminate information regarding the university, the work assignment, rights and responsibilities, and the conditions of employment. The Office of Human Resources provides information to individuals who are eligible for benefits (4.A.9). Recently, the Faculty Senate charged its Personnel Committee to review current practice and policy related to part-time instructors in keeping with the mission and goals of the institution (4.A.10). At the same time, the Board of Trustees and the administration actively have pursued improved conditions for part-time instructors. Among the first actions the university took regarding part-time instructors was salary equity. The per-credit reimbursement had been frozen at the same level for a number of years. During the 1997-98 year, the Faculty Senate, working cooperatively with the provost, adopted Central Washington University Policy 5-8.2 (Non-Tenure-Track Salary Determination Process; Exhibit 4.20) which provided the mechanism for a four-year phase in of a revised system that identifies minimum salaries that can be offered to part-time instructors and non-tenure-track faculty. The minimum salaries are tied to the faculty salary scale.

Appraisal

Central Washington University benefits from a loyal group of part-time instructors and full-time non-tenure-track faculty. These individuals supplement the work of the full-time tenured and tenure-track faculty, often providing unique areas of expertise. Part-time instructors enhance the university's ability to fulfill its mission, and the university depends on the availability and expertise of a number of part-time instructors who are not on track for a tenure consideration.

Part-time instructors taught approximately 20% of all contact hours offered during 1998-99 and 10% of all graduate courses. Nonetheless, both the Faculty Code and the Central Washington University Policies and Procedures Manual provide only minimal guidance on issues related to the qualifications, orientation, welfare, and integration into the campus community of part-time instructors. Furthermore, interpretations of the code with respect to part-time instructors vary. Part-time instructors have raised a number of issues about which they would like more explicit policy language or revisions in current policy. These include required qualifications, the nature of the contracts that are available to them (quarterly, yearly, continuing), the stability of their positions, orientation to their positions, office space, seniority benefits, retirement benefits, department voting privileges, department meeting participation privileges, professional development, advising responsibilities, office hour responsibilities, and compensation for certain travel.

Serious efforts currently are underway to conduct an assessment of the role of part-time instructors and their welfare. At the beginning of the 1998-99 academic year, the chair of the Faculty Senate charged the Senate Personnel Committee to review policies and practices related to the use, welfare, and integration of part-time instructors. In addition, the Board of Trustees has included a review of the status of part-time instructors in a list of six priorities for the 1998-99 academic year. The president and the Faculty Senate chair have encouraged the Senate Code Committee to review and comment on policies related to part-time faculty. The

gradual phase-in of higher levels of compensation for the important work of part-time instructors and non-tenure track faculty was an important first step in improving the working conditions for part-time instructors.

Individual department chairs provide orientation and mentoring for the department's part-time instructors.

Some departments take more care and are more systematic than others in their orientation of and support for their part-time instructors. Each department reported on special policies and procedures related to part-time instructors in its strategic plan (Exhibit G.6: Department Strategic Plans). Some departments report that they integrate and mentor the part-time instructors; however, most neither have policies related to their efforts nor do they report that their efforts are systematic. There is considerable variation across departments in the degree to which non-tenure track faculty and part-time instructors are included in department conversation and policy decision making. The Faculty Code permits each department to define the role that part-time instructors play. It also precludes certain kinds of involvement.

The Faculty Code differentiates among and bestows different privileges on full-time, non-tenure track faculty and part-time instructors. The distinctions may not be as clear at the department level (Section 2.10 B). Full-time appointees who are not on track for tenure may represent their departments on the Faculty Senate; part-time instructors can not serve as their department representatives, nor are they represented as a group in any other way in the Senate. Section 4.50 A 5 describes part-time non-tenure-track appointments as "adjunct appointments for instruction, research or clinical practice; clearly and specifically limited to specific courses, projects or service and limited in time as well as remuneration by the duration of the specific assignment." Section 4.60 discusses the broader category of non-tenure-track appointments, differentiating among full-time non-tenure-track ranked positions and lecturers and part-time non-tenure-track (adjunct) appointments.

The way in which faculty are classified has direct implications for the benefits they receive at the university. Both the assignment of rank to faculty not-on track and the ways their loads are established varies considerably both within and across departments. The Faculty Senate and the administration are more attentive to these issues and to the need for policy direction than previously.

The university could benefit from a more systematic effort to review programs with a high percentage of part-time instructors in order to determine the degree to which resource allocation for more permanent positions would better serve the programmatic needs of these departments and programs. The data that were gathered during the 1998-99 academic year will be particularly helpful in this effort, and strategies to mechanize the collection of part-time contribution data will allow for on-going monitoring and reflection.

Part-time instructors bear greater responsibility for the delivery of some majors at the university centers than on the Ellensburg campus, although 60% of the courses at the centers are taught by full-time faculty. While most departments that offer programs at the centers also provide advising and other student support through visits by Ellensburg-based faculty or by tenure-track and tenured faculty who are housed at the center, some departments rely heavily on part-time instructors who are only remotely, if at all, involved in the development of the program and in other department decision-making. This most commonly happens when a program experiences a growth spurt or when a program is first delivered to a new site, but in some cases realignment of faculty positions or funding of new positions lags considerably behind the need. It will be important for the university to achieve greater uniformity on this front as well.

Standard 4.B: Scholarship, Research, and Artistic Creation

Historical Perspective

Central Washington University has been primarily a teaching institution. The place of research and creative activity has been to support instruction. Research and creative activity resulting in published works, exhibitions, performances, and presentations were not strongly embedded requirements at Central Washington University prior to this decade, although many faculty compiled strong records of scholarship outside of institutional expectations.

The number of research-oriented faculty has grown and the number of those publishing, performing, and exhibiting their works also has increased in the intervening years. Both internal and external support for research has increased substantially in the past decade, and the number of grants sought and received also has grown. Further, faculty have found new means by which to integrate research into the curriculum and to involve both undergraduate and graduate students in the research process.

Current Situation

Consistent with institutional mission, faculty are engaged in scholarship, research, and artistic creation (4.B.1). The institution acknowledges the interactive roles of scholarship, research, artistic creation, instruction, and service as measures of faculty excellence. Thus, scholarship is a vehicle through which teaching is enhanced and is a necessary ingredient to the intellectual health and vitality of the university.

The university mission defines scholarship as integral to effective teaching and to service. “All members of the university community support a relationship between teacher and student which makes them both partners in learning, scholarship, research, creative expression and the application of knowledge to solve human and societal problems....The University’s sponsored research and public service programs improve the quality of life for all citizens” (Appendix 1.1: University Mission Statement).

The University Policies and Procedures Manual states that faculty “... shall devote their energies to developing and improving scholarly competence” (Exhibit G.4: Section 5.1). The Faculty Code specifies that members of the academy will establish and meet goals in three areas of professional activity: teaching, scholarship and public service (Exhibit G.4: Faculty Code, 8.66). Departments vary in the priority given to various types of scholarship in reappointment, tenure, promotion, and merit decisions. These priorities are communicated to faculty in department and college policy manuals.

To the extent possible, the university's commitment to faculty scholarship, research, and artistic creation are reflected in the assignment of faculty responsibilities, the expectation and reward of faculty performance, and opportunities for faculty renewal through sabbatical leaves or other similar programs (4.B.5). The Faculty Code establishes a quarterly average of 12 contact hours of teaching in order to "allow time for faculty to produce research, or works of scholarship or artistic merit and to prepare for classes" (Exhibit G.4: Faculty Code, 7.20A). Further, section 7.20.B.1.a establishes an upper limit of 18 contact hours of teaching in any one quarter. Some departments reduce the teaching load for faculty who are engaged actively in more extensive research projects, which often are grant supported, and some routinely incorporate a specific level

of scholarship activity as part of the annual 36 contact hour assignment. Currently, these negotiations happen on a case-by-case basis.

The Graduate Council (See Standard 2 for more detail.) encourages all faculty to be active in the scholarship of their disciplines and requires evidence of scholarly activity as a standard for participation as a graduate faculty member (Exhibit G.7: Graduate School Policy Manual). A Central Washington University Resource Directory, published in 1998, showcases the faculty by highlighting their specialties and accomplishments (Exhibit 4.21). Faculty vitae are included in Exhibit 4.22. Selected accomplishments of each faculty member are included in Table 4.10 of each department self-study (Exhibit G.6) and summaries of accomplishments across colleges and departments are described in the Strategic Plan Executive Summary -- 1998-99 (Exhibit G.1).

Scholarship is supported internally. *The university provides resources to support scholarship, research and creative endeavor (4.B.4).* The associate dean of the Office of Graduate Studies and Research serves as the director of grants and sponsored research. He provides information to faculty on sources of funding, both public and private. He communicates with the faculty through a monthly newsletter, *News and Comment*, and through individual mailings derived from a database of faculty research interests. He maintains a funding information library, a collection of grant, fellowship and proposal-writing information, and serves as liaison to the Office of Federal Programs.

He also provides assistance to faculty and staff in preparing grant applications. The associate dean reviews each grant proposal, works with faculty members to prepare the most competitive proposal possible, reviews budgets, and signs completed grant proposals. The Graduate School offers grant workshops that enable faculty, staff, and students to learn more about opportunities for external funding and strategies to compete successfully for limited resources. The web page of the Office of Graduate Studies and Research provides information that is useful in preparing grant proposals, for example, overhead, benefits, mileage rates.

Several competitive programs are funded by the university, and faculty are encouraged to take advantage of these opportunities. Currently, the Graduate School administers a Small Seed Grants Fund, the Faculty Research Appointment Program, and a Travel Fund. The university also sponsors a professional leave program and an annual award for the Distinguished Professor of the University--Research/Artistic Accomplishment and Invention. Additional sources of funds for research and faculty development are provided at the academic school and college level, through the Central Washington University Foundation, through resources allocated to the Faculty Senate, and through departments.

The Seed Grant Program. Each year, \$12,000 is available for faculty seed grants. The competition for these awards is stiff, and only a portion of proposals are funded. Many faculty, including those newly hired, look to this grant program for equipment and supply needs. New faculty consider it an important source of start-up funding (Exhibit 4.23).

Faculty Research Leave Program. This program often is considered the most valuable of all internal support programs. Successful applicants receive a full quarter's leave with full pay to pursue their research/creative interests, without teaching obligations. Each year, 12 to 20 applicants submit proposals. Resources allow for the award of between five and eight research leave grants per year. The Graduate School has allocated over \$90,000 for this program annually during the past five years (Exhibit 4.24).

Summer Research Leave. This program provides a stipend of \$3,500 for faculty to pursue research/creative activity during the summer. Between four and eight faculty receive summer support each year, depending upon the amount of money available to the Graduate School (Exhibit 4.25).

Travel Funds. The funds available to encourage and promote faculty research through travel and the presentation of research findings have been administered on a first come, first served basis. In 1997-98, the dean of the Office of Graduate Studies and Research reduced funding from \$400 to \$200 awards for a limited number of faculty who could acquire matching funds from their deans and/or departments to present the results of research or creative endeavors (Exhibit 4.26).

Professional Leave Program. The professional leave program operates under the guidelines that are described in the Faculty Code. "Professional leave is intended to provide for the intellectual and physical renewal of faculty members and to stimulate improvement in professional and general competence, in order that they may better serve the university" (Exhibit G.4: Faculty Code 9.05; Exhibit 4.7).

Distinguished Professor of the University --Research/Artistic Accomplishment and Invention. Each year, students, faculty, and alumni of the university are encouraged to submit names of faculty who have brought recognition, in the highest sense, to the university and to themselves through outstanding performance in research or creative activities. One award is available each year to a faculty member whose work "...generates new knowledge or synthesizes existing information to result in original and improved interpretations (Exhibit 4.27: History of the Distinguished Professorship)."

Resources are available for matching grant activity, publication subvention, and travel. A small program of travel grants also is available to undergraduate and graduate students.

Three institutes that are supported by the university provide another avenue for faculty scholarship. The Graduate School provides oversight and evaluation for the Chimpanzee and Human Communications Institute (CHCI) and the Center for Spatial Information (CSI.) these institutes. The School of Business and Economics provides oversight and evaluation for the Center for Economic and Public Policy.

Chimpanzee and Human Communication Institute. The CHCI is a major center for the study of animal communication. It also is the home of Washoe -- the first chimpanzee to learn American Sign Language more than 30 years ago. CHCI offers students in a number of disciplines the opportunity to study primate communication and behavior.

Center for Spatial Information (CSI). The Geographics Information Systems (GIS) Laboratory, an applied arm of the Department of Geography, was begun in 1985. Central Washington University maintains this state of the art laboratory that supports computer hardware and software systems for activities such as analysis of spatial data, including maps, aerial photos, landsat images, and digital terrain data. The GIS Laboratory is a research and teaching facility serving students and faculty in an array of disciplines. It also works with public and private agencies in the central Washington region. In spring 1998, the Graduate School initiated a review of all GIS functions. Out of the discussion emerged the idea to create an umbrella center for GIS with a two-fold mission of ensuring state of the art instruction and seeking resources through contracts and grants. The CSI is the umbrella organization for the GIS and a federally funded grant program, the National Center for Resources Innovation.

Center for Economic Development and Public Policy. The Center for Economic Development and Public Policy was established in 1997. Operating within the School of Business and Economics, the primary objective of the center is to serve the state and the region by providing information and economic analysis in support of economic development and social well-being. The center is staffed by a member of the Department of Economics, who is in turn assisted on contracted research by undergraduate students and School of Business and Economics faculty members. To date, the center has initiated and completed two

major research grants. The first, for the Washington State Department of Transportation, analyzed the financial feasibility and social impacts of the purchase of a fleet of railcars by the state. The second, for the Washington State Horsepark Authority, examined the financial feasibility and projected the economic impact of establishing a state horse park near Cle Elum, WA.

There are a number of other interdisciplinary programs of the university that support student learning, faculty research, and public dissemination of information. The examples listed here are but a few of the projects and programs of the university that combine student learning and research opportunities with outreach to solve socially relevant problems. The Central Washington Archaeological Survey is a research and public service office affiliated with the Department of Anthropology. Central Washington University is the lead institution in a collaborative project called Pacific Northwest Geodetic Array (PANGA). The project has deployed an extensive network of Global Positioning System (GPS) tracking sites, which are measuring tectonic activity for the region. The Central Washington Writing Project is committed to improving student writing by improving the teaching of writing in the public schools. It both trains teacher consultants and provides in-service programs to the region's schools.

Scholarship also is supported externally. External funding grew from \$1.12 million during the 1989-90 academic year to \$3.27 million in 1997-98. Thus far, grants for 1998-99 total \$2.57 million, and grants in the amount of over \$3 million are pending. Central Washington University faculty have received grants and awards from a number of external public sector agencies and organizations including the American Association for the Advancement of Science, NASA, NSF, NIH, US Bureau of Land Management, the Office of Public Instruction for the state of Washington, and many more. Private donors that have sponsored research at Central Washington University include Bosack and Krueger Foundation, the M.J. Murdock Charitable Trust, and Summerlee Foundation, among others. The university also has been successful in acquiring laboratory instrumentation grants from NSF and has acquired equipment such as a Ground Penetrating Radar system from a private source and Geographical Positioning Systems from federal grants.

The university's view of scholarship as integral to teaching has been instrumental in the development of the burgeoning undergraduate research program. In 1992, the National Science Foundation began a campaign to strengthen faculty mentorships with undergraduates and to stimulate undergraduate research activities. Central's science faculty took up the baton and in 1996 sponsored the first Undergraduate Research Symposium. In 1997, the program was expanded to include students and faculty mentors from the College of Arts and Humanities. By 1998, it had broadened to include students and their mentors from all disciplines and from all university sites.

Called the Symposium on Undergraduate Research and Creative Experience (SOURCE) the 1998 program included 92 undergraduates publicly presenting research findings and posters to peers, faculty, parents, and the general public in an all-day conference meant to simulate a professional conference environment. Artistic exhibitions also were included and more than 50 faculty mentors were involved in the enterprise. SOURCE now is a fixture at the university, one that has begun to attract regional attention from high schools, community colleges, and universities.

The university's policies and procedures related to research are communicated in the "Graduate Studies and Research Policy Manual" (4.B.2; Exhibit G.7). The Graduate School is the administrative unit that oversees university-wide policies, procedures, and requirements related to research and scholarship. The Animal Care and Use Committee, the Human Subjects Committee the Faculty Development and Research Committee, and the Graduate Council report to the Dean of Graduate Studies and Research (Exhibit 4.28).

The Faculty Research and Development Committee reviews proposals submitted by faculty for the Faculty Research Leave Program, the Seed Grant Program, and the Summer Research Program. The committee is

comprised of one faculty member from each of the four colleges and one representative from the library faculty. It is chaired by the associate dean of graduate studies. The Human Subjects Review Committee reviews all research proposals and protocols involving human subjects. Committee membership includes a physician, four faculty members, and the associate dean of graduate studies who chairs the committee. The Animal Care and Use Committee made up of two faculty members, one veterinarian, one community representative, and a university staff member is chaired by the associate dean of graduate studies. The Animal Care and Use Committee periodically inspects the animal facilities at Central to ensure compliance with all federal, state, and local regulations and to assure themselves that the animals receive humane treatment. Individual schools and colleges and individual departments develop internal policies and procedures related to research and establish criteria by which faculty scholarship will be judged.

Policies are consistent with national standards, and the associate dean of graduate studies certifies that all research is in compliance with federal policies. Each principal investigator, whether student or faculty, must submit assurances that protocol for human or animal research will be followed (Exhibit 4.29) prior to initiating a research project. The associate dean reviews all proposals and those that require additional review are routed either to the university's Animal Care and Use Committee or the Protection of Human Subjects Committee. Prior to submission to the funding agency, proposals are routed for signatory approval to the department chair, college dean, graduate dean, provost, and vice president for financial affairs.

Faculty are integral to the development and integration of scholarly, research, and artistic policies through their departments, the Graduate Council, the Faculty Senate, and various support committees (4.B.3). Although some policies are explicitly dictated by external bodies, for example the federal government, all other aspects of policy development rests with the faculty. The faculty establish their own departmental policies. Members of the Graduate Council, the Animal Care and Use Committee, and the Protection of Human Subjects Committee participate in the development and review of policies related to scholarship and research.

The university guarantees academic freedom for faculty to pursue their chosen scholarly, research, and creative activities (4.B.7). The Board of Trustees clearly states its support of the broad concept of academic freedom in the Central Washington University Policies and Procedures Manual (1-4.0) "The Board of Trustees believes that an atmosphere of academic freedom is a fundamental prerequisite for excellence in higher education. Faculty and students engaged in the pursuit of truth must be free to grow intellectually and challenge conventional wisdom and to explore new avenues of thought...." The statement includes both students and faculty in this endorsement and qualifies the scope of the premise by adding, "...tempered by intellectual discipline and good taste." Ethical standards apply to the pursuit of scholarly, research, and creative activities, and individuals engaged in research that involves human and non-human animals must submit to review by a committee of their colleagues. However, no other restrictions are applied.

Appraisal

The term scholarship is interpreted broadly at Central Washington University to be inclusive of the variations in the work of faculty across all disciplines, including scientific research, invention, and creative activities. A core of dedicated faculty committed to scholarship and its integration into the curriculum and into student lives is among Central Washington University's greatest assets. Faculty increasingly are interested in grant-related activities, and extramural funding is increasing commensurate with these interests.

The university takes the position that research and creative activities of its faculty strengthen the university's ability to offer state-of-the-art instruction from individuals who are on the cutting edges of their disciplines. Such endeavors also contribute to the faculty's intellectual vitality and stimulate interdisciplinary discussion. They increase the university's prestige, its capability to attract more and better students, its ability to recruit excellent faculty, and the wherewithal to attract additional sponsored research. Research and creative activities of faculty provide undergraduate and graduate students with invaluable research opportunities and provide the faculty greater opportunity to contribute to the search for knowledge. In the context of and as active participants in faculty scholarship, students learn ethics as well as the methods of research and creative endeavor. They hone their critical thinking skills, writing and speaking skills, and collaborative team skills. The university's growing reputation for excellence is a function of faculty who are scholar/teachers, who share their ideas and engage in dialogue that results in intellectual ferment, change, and the generation of new knowledge and ideas. The record of faculty and student research is impressive.

Faculty scholarship is disseminated in a number of ways. Recently, faculty have published in such journals as *Science*, *Current History*, *Journal of Second Language Writing*, *Journal of Planning Literature*, *Journal of Geophysical Research*, *Issues in Accounting Education*, *Ecology*, *Medicine*, and *Science in Sports and Exercise*, *Studies in Economics and Finance*, *The Science Teacher*, and *School Psychology Review*. Books by faculty have been published by such houses as McGraw-Hill, Allyn & Bacon, Greenwood Publishing Group, William Morrow, Harper and Row, University of California Press, Duke University Press, University of Michigan Press, University of Washington Press, Washington State University Press, Indiana University Press, Southwestern College Publishing, Heinle and Heinle, National Textbook Company, G. K. Hall, McKnight Publishing Co., U.S. Fish and Wildlife Service. (See Exhibit G.6: Department Strategic Plans, Table 4.10 for a more detailed listing of faculty scholarship.)

Chapters and other presentation have appeared in publications issued by Columbia University Press, Cambridge University Press, Cambridge University Press, Routledge, the Popular Press, Ohio State University Press, Guilford Press, Springer Publishing Company, Yale University Press, Prentice-Hall, Rowman & Littlefield, University of Missouri Press, and Campus-Verlag (Germany).

The faculty have earned considerable recognition during the past ten years. One faculty member placed first in the International Horn Society's Open Horn Professional Division. Another was named Researcher of the Year by the Washington Association of Family and Consumer Sciences. Still another was a AAAS Senior Congressional Science Fellow. One professor was a finalist recently at the Orleans, France, International Piano Competition. Still another won a National Award from the Kennedy Center for play writing and directing.

Artists regularly have held exhibitions and performances at such institutions and galleries as Norwich University, National Afro-American Museum and Cultural Center, Eastern Washington University Art Gallery, Museum of Northwest Art, Linda Hodges Gallery (WA), Governor's Invitational Exhibition (WA), Murray State University, and the Evergreen State College. Music faculty have performed with and at The Robert Shaw Chorale, Kennedy Center for the Performing Arts, Seattle Symphony, Kairos Quartet, Michigan State University, Lansing (MI) Symphony, Salisbury Choral Society (MD), Yakima Symphon Orchestra (WA), Oregon Symphony, Wenatchee Symphony, Tri-Cities Symphony, Seattle Chamber Players, and the Memphis Symphony Orchestra and Opera.

Faculty are quite active in national and regional organizations and regularly give presentations. A sample includes: National Decision Sciences Institute, Washington State Assessment Conference, American Psychological Association, National Broadcasting Association, American Historical Association, American Association for the Advancement of Slavic Studies, Association for the Advancement of International

Education, Connecticut Museum of Natural History, American Chemical Society, American Accounting Association, and National Association of School Psychologists. Internationally, faculty have presented papers, performed, or published in Argentina, Barbados, Belgium, Brazil, Canada, Chile, China, Czech Republic, Ghana, Greece, France, Germany, Indonesia, Japan, Kenya, Mexico, Russia Sweden, Taiwan, and the United Kingdom.

Scholarly activities are expected of faculty, and scholarship is considered in the context of awarding salary and status changes to faculty. The university supports scholarship through the faculty reward structure and through direct funding for certain activities; by providing support staff in the Office of Graduate Studies and Research; and through release time, library faculty and staff, information resources, and routine faculty development activities.

The faculty reward structure identifies scholarship along with teaching and service, as areas in which faculty must demonstrate competence. Criteria by which scholarly productivity is judged are established both at the university level and at the department level. There is some concern that the university criteria are not sufficiently demanding, and although many faculty members compile impressive records of scholarship, a few faculty members meet the scholarship criteria with less impressive effort. The university criteria were adopted followed considerable debate in the Faculty Senate, where there was a concerted effort to make the criteria inclusive of all of the different kinds of scholarship in which faculty engage. In reviewing the criteria in the next academic year, the focus will turn to greater specificity of the level and quality of faculty effort required.

The university supports start-up costs for new faculty. Both during the interview process and at the time that new faculty are appointed, department chairs and deans conduct an informal inventory of the candidates' research resource needs. These might include equipment, space, technical and student support, and library requirements. Many new faculty require support to establish laboratories, to procure basic materials related to their investigations, and to purchase needed equipment. Because of limited resources, it has not always been possible to fund fully all that is requested, but the university has been adept in devising creative means for sharing of resources. There is great variation in need and some inconsistency in support across the four colleges of the university and even among departments within each college. Nonetheless, the university's effort in the past half-decade to increase the resources it allocates to start-up costs for new faculty is commendable.

The seed grant, faculty research appointment, and professional leave programs provide excellent opportunities for faculty to immerse themselves in their research initiatives. Additionally, some \$10,000 is annually allocated to other forms of faculty development in the Graduate School, notably travel to conferences and meetings where faculty present results of their research and creative activity. Because of these sources of funds, faculty have been able to complete manuscripts and artistic products, travel to conferences, write grants for external funding, and establish links with other scholars in other parts of the world. Nonetheless, most faculty and administrators recognize that current resources only begin to support a level of scholarship which faculty and students desire and which is appropriate to the mission of the university. The competition for funding and for other sources of support for scholarly activities is increasing as the large number of newly hired faculty, almost all of whom are active in research and creative work, establish their research agendas. Although some faculty fare quite well in the current funding environment, the amount available per faculty member to support research and travel is both minimal and uncertain from year to year. In addition, there is no program currently in place for publication page charges, though funds have been located for all requests to date.

Some departments routinely incorporate scholarship as part of the annual assignment of faculty, for example, the Departments of Geology and Biology. Typically these arrangements are made on a case-by-base basis to meet the specific needs of various units. While the practice provides important research support for faculty, variations in the application of the Faculty Code from unit to unit occasionally cause hard feelings.

The university library facility and staff are a major asset to the university, and the resources available to faculty for research initiatives are quite strong, particularly in the areas of greatest utilization, for example, teacher preparation, psychology, and business. The holdings are less adequate in very specialized fields, and faculty often must depend on the cooperative library agreements to access information from larger state libraries, for example the University of Washington library. Periodical acquisitions have been affected in the decade due to their incredible inflationary costs, but recent acquisition of on-line periodicals has ameliorated this problem somewhat. Clearly electronic resources have widened the scope of the library and information resources available to support faculty scholarship.

The staff in the Office of Graduate Studies and Research is particularly helpful to the faculty in their development of external research opportunities. Through grant workshops, collaborative efforts with the Division of Advancement and Alumni Relations on major funding proposals, prospect research tools, the *News and Comment* publication, and editorial assistance, the dean, associate dean, and office staff greatly enhance the ability of faculty to seek both internal and external support for their scholarly work.

External support for research has improved significantly in the decade. External research opportunities bring both advantages and disadvantages. On the one hand, they greatly enhance the ability of faculty to complete important research initiatives, bringing in sources of funding that otherwise would not be available. On the other hand, they increasingly require institutional matching money if they are to be successful. To date, the university has managed to meet all matching requirements through in-kind and monetary combinations. In addition, the provost recently identified \$50,000 as a line item in the budget to be used as matching money for external grants, and this money, added to indirect cost returns, places the university in its best position in recent years. Additional resources to support matching requirements have come from a patchwork of sources. As faculty continue to seek grants, resources above those currently available are likely to be required. Improved external funding provides its own relief by providing increased indirect cost returns. Nonetheless, the university would benefit from a more stable base from which to provide matching grant monies and faculty start-up costs when required. Failure to do so may discourage research.

It is difficult to separate scholarship funding from faculty development funding. Many of the faculty development opportunities for which faculty request funding are intended to enhance their abilities in or to provide support for scholarship. Faculty request development funds to enhance teaching as well, but even then there is considerable overlap with scholarship.

Central Washington University is at a crossroads. Current funding is derived from budget line-items, from indirect costs, and from vending machine returns and presently is somewhat less than optimal. If indeed research is to become a more fundamental part of the enterprise, resources will be needed with which to encourage and reward it. Eventually, faculty incentive programs should be developed that enable the university to reward each successful grant recipient. In addition, the high rate of turnover in the faculty ranks due to retirements requires dedicated start-up funds through which new faculty can establish their laboratories and purchase specialized library and other resources.

Standard 4

Appendices and Exhibits

Appendices

- 4.1 *Institutional Faculty Profile*
- 4.2 *Terminal Degrees and Awarding Institutions for the University*
- 4.3 *Reasons For Separation from the University or the Department*

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- G.1 *Strategic Plan Executive Summary*
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August 31, 1999

Standard 5.A: Purpose and Scope

Historical Perspective

The Central Washington University library has been a source of pride for the university for many years. It has a long history of maintaining a strong book collection and providing outstanding services for its users. This tradition was followed most strongly during the 1970s and 1980s when the budget for monographs was very extensive. In more recent years, budget shifts, inflation, and the increase in the use of electronic resources has resulted in reduced funding to support monographic collection development. Historically and currently, cooperative relationships and agreements including interlibrary loan services and database purchasing agreements have enhanced the ability of the library to serve its students (Exhibit 5.1: [Agreements](#)).

As electronic library resources have increased, the library has become much more dependent on equipment, particularly in the last decade. A much greater portion of the budget is devoted to maintaining the equipment necessary to access resources than was required only a few years ago. The statewide Cooperative Library Project (Exhibit 5.2: [The Cooperative Library Project](#) for Phase One -- in hard copy only, Phase Two and Phase Three) supported the addition of a number of computer workstations, a new main computer to house the integrated library system, and supporting systems hardware. The recent development and addition of electronic access to databases and the implementation of the electronic catalog (Exhibit 5.3: CATTRAX -- Available in electronic form only) have expanded greatly patron access to electronically-based information. Through state-level funding and cooperative purchasing, the library has been able to expand its electronic resources over the past several years, thus enhancing the access for all students and faculty. In 1998 the library participated in a statewide database-purchasing project funded by the state and was able to purchase additional electronic resources at a lower cost. More full-text capacity now is accessible off-campus with over 7,000 journal titles available electronically to off-campus and center students.

The size of the staff has increased within the last two years, recovering from a 33% decrease in library faculty positions in 1992. Currently, 28 classified employees and 13 librarians staff the library. Some positions have been reallocated to meet emerging needs and to provide the skills required by the new electronic environment.

A major curricular emphasis of Central Washington University has been the preparation of professional personnel for the public schools. For a number of years, a curriculum laboratory was maintained in the main library, and a center that housed both assessment and curriculum materials was located in the Preservice Center in Black Hall where a number of related classes were taught. Over the past decade, there has been a concerted effort to coordinate these two services, and those efforts were fully realized with the addition of the Educational Technology Center (ETC) at the beginning of the 1998-99 academic year.

Historically the emphasis on programs, resources, and services has been on the Ellensburg campus which has the largest student enrollment of the university's seven sites. However, the university long has been involved in delivering distance education to several locations away from the Ellensburg campus (Exhibit 2.2: History of the Centers), and for many years, library and information resources needs of students at the centers were addressed through the provision of a courier service (Exhibit 5.4: Courier Schedule for the University Centers). The courier service continues, but services to students at the centers have been augmented considerably by the addition of electronic resources and reciprocal borrowing cards during the last decade.

Current Situation

Central Washington University's information resources and services include sufficient holdings, equipment, and personnel at the main library on the Ellensburg campus (5.A.1). Current library holdings are described fully in Exhibit 5.5: Catalog Department Annual Report, FY 1997-98. In summary, the holdings include over 500,000 monographs, more than 600,000 government documents, approximately 2000 serial subscriptions, well over 1,000,000 microforms, a well-stocked map collection of over 87,000 items, an audio collection of some 13,000 items, and over 8,000 videos and films. In addition, 7,000 serial titles are available in full text through various electronic databases.

The Central Washington University Library at Ellensburg currently has 36 computer workstations (a combination of PCs and character-based terminals) available for public use and up-to-date workstations for all staff.

Media Circulation provides access to a collection of approximately 3,700 videotape titles and 2,700 films. Six viewing carrels are available for video viewing, and one film-viewing room is provided at the Ellensburg site. The unit supplements equipment that is available in departments and units with video projectors, video tape recorder/players, camcorders, videodisc players, overhead projectors, 16mm projectors, tape recorders, projection screens, opaque projectors, film strip projectors, slide projectors, tripods, microphones, public address systems, record players, lcd display units, batteries, and carts.

Media Circulation operates on a budget of approximately \$20,000 per year for new video tapes and films and \$8,000 per year for equipment updates, replacements and new equipment. Two hundred fifty-six new video titles were added to the collection in FY 1997-98 at a cost of \$21,023. One hundred thirty-eight new titles were added during FY 1998-99 at a cost of \$23,000. Conversion of film to video tape costs about \$1,000 per year, and licenses to record off-air programs onto video tape accounts for approximately \$1,500 of the budget. Collection development places a priority on faculty requests in the selection of new materials. As a result, faculty generally are satisfied with the content, currency, and quality of the collection.

The Educational Technology Center (ETC; Exhibit 5.6) supports the Center for Teaching and Learning and is administered by the College of Education and Professional Studies. Located in the newly remodeled Black Hall, the ETC includes a curriculum laboratory, a multimedia production laboratory, an equipment laboratory, a professional collection of books and software related to teacher education, and other faculty/staff and classroom support services. The ETC supplies materials related to school professional preparation as well as the latest state-of-the-art technology applications to students at both the Ellensburg campus and at the centers. ETC materials are catalogued using the Winnebago Spectrum system. The Winnebago Spectrum system is available through the Internet to all students from their home computers. The ETC catalog also is linked from the main library's CATTRAX system.

The Central Washington University library currently employs 28 classified staff members and 13 faculty member, whose titles and qualifications are described in more detail in the response to Standard 5.D.

The university's library holdings form a well-balanced and carefully selected collection that focuses on serving the curricular needs and the learning and teaching mission of the institution (5.A.2). Central Washington University is primarily a teaching institution, and the library provides strong support for that mission. Although there is some unevenness in acquisitions across the curriculum, most of the academic departments rate the library resources and holdings as adequate or better (Exhibit G.6: Department Strategic Plans--Adequacy of Library Resources).

Information resources and services are determined by the nature of the institution's educational programs and the locations where programs are offered (5.A.3). Each department has a faculty liaison (Exhibit 5.7: Department Representatives to the Library) who join with the Library Advisory Committee (Exhibit 5.8: Library Advisory Committee) to assist the library staff in developing policy and in matching resources to the university's educational programs and its mission. The large programs in business, education, and social services are particularly well served. The university is somewhat more dependent on interlibrary loan and electronic resources for highly technical areas in the sciences. The resources of the library are available to students on the Ellensburg campus and the university centers; however, access historically has been difficult for many of the center students. Recent efforts have focused on improving access for students at the centers, and this effort is greatly enhanced by the increasing availability of electronic resources.

Appraisal

Staffing. The single strongest resource of the library at Central Washington University is its excellent staff. Staff in both the professional and classified ranks value the service attitude so important to a successful program of library service. The staff in the library are highly educated, well trained, and highly motivated. Many individuals on the staff exceed the education requirements for their position. To ensure that the staff use existing resources optimally to serve users, extensive and regular internal training and frequent external workshops and training events are provided. Faculty are very generous in their praise for the expertise and service orientation of the staff.

The university is fortunate to have built a staff in recent years that contains the important mix of individuals from the various stages of their careers. As older members retire, newer staff are added. It appears the balance will be able to be maintained for the future. The serious concerns expressed only a few years ago about the role of librarians in the electronic information age seems to have been settled to some extent. The explosion of information resources makes the role of a trained and skilled mediator between the user and the resources just as important if not more important in the future.

The biggest concern about current staffing is the number and nature of the staff available to support university center programs. Currently, two library technicians staff a branch library site at the SeaTac Center, and this has improved the support to the students at that site, which is the largest of the centers. Nonetheless, the library staff believe service would be improved further by locating a library faculty member in the Puget Sound area to devote his or her energy exclusively to students at the westside centers.

Collections. The Central Washington University library has very strong monograph, microform, and government documents collections built up through past collection-development practices. The recent implementation of the automated integrated library system has greatly enhanced the library's capabilities, especially the addition of the On-line Public Access Catalog (OPAC), CATTRAX. The substantial monograph collection assembled over the years of the library's existence is a major strength of the library. The holdings particularly are strong in the areas of education, business, and the social sciences. The documents and maps collections are substantial and well maintained and the microform collection is excellent. These microform materials serve as unique and valuable tools, particularly for students and patrons who seek to work with primary source materials. The university has an adequate but not ideal number of periodical subscriptions. Most important is the improved availability of and access to electronic resources, especially through the Cooperative Library Project with other public Washington higher education institutions.

Although resources are adequate, collection-development funding in recent years has been reduced by budget shifts and the effects of inflation, and these factors have had an undeniable impact on the collection. Funding for serials and monographs are well below past levels of expenditures (Exhibit 5.9: [The State of Serials in the](#)

[CWU Library](#); Exhibit 5.10: [Challenge Concerning the Status of Funding for Monographs](#)). When the book budget was at its highest during FY '91 over 15,400 books were added to the collection. During FY '97, 6,705 books were added, about 43% of the FY '91 acquisition. There was a significant decrease from the previous year's funding in FY '92 when the book budget fell from a high of almost \$600,000 in FY '91 to \$219,076, approximately 37% of the previous year's funding. The earlier amount was in part a function of end-of-year funding that prior to 1992 had to be spent or lost. Revisions in the state regulations allowed departments and units to carry-forward certain funds, ending the practice of shifting funds to the library. The FY '99 allocation of \$220,000 reveals that the book budget has stayed virtually flat since 1992. The extensive book collections gathered in the past continue to be available to users. Serials holdings have been adequate relative to the size of the university, although the necessity of trying to maintain the serials holdings in light of their extraordinary inflationary costs has had a further negative impact on book purchases.

The inflationary impact on the serials budget easily can be seen by comparing the number of journals the library purchased in 1993 and 1998 and the serials budgets for those same years. In 1993 when the budget for serials was \$389,500 the university subscribed to 2,236 journal titles. However, in 1998, when the serials budget had risen to \$503,094, the university purchased only 1,908 journal titles, a decrease of over 300 titles. Central has the smallest number of subscriptions among the three Washington State regional universities. In 1995, Central Washington University had 2,236 subscriptions (or .26 subscriptions per student) while Western Washington University had 4,800 subscriptions (.45 per student) and Eastern Washington University had 4,436 subscriptions (.58 per student).

In Phase 3 of the Cooperative Library Project, the state will implement reciprocal borrowing for library users at each of the six state-funded universities (CWU, EWU, WWU, WSU, UW and Evergreen State College) and associated branches and centers. This phase currently is in the planning stage, and holds great promise for expanding the functional collections at all of the state universities.

Both inflationary costs of serials and a declining serials budget impede the university's ability to maintain the current number of journal subscriptions. A number of print subscriptions for periodicals have been discontinued due to inflation and budget stagnation. Most faculty and staff agree that the weakest part of the library's holdings is current periodical subscriptions. Requests far exceed available resources in this area. The most common concern from departments is both the number of and gradual reduction in print periodical subscriptions. The continuing availability of full-text electronic journals through various electronic databases ameliorates this problem somewhat.

The ability of the library's resources to meet curricular needs in the future will, of course, be a function of how the curriculum evolves. It is essential that library and information resources be carefully reviewed when new programs and shifted emphasis within programs are considered. Electronically-mediated distance delivery of the curriculum presents its own concerns with respect to both availability and access. Clearly, the growth of electronic resources, electronically-mediated distance education, and web-based instruction significantly will change the very concept of a "core collection" and will require constant monitoring and upgrading by library staff both of resources and their own skills. Currently, the library staff is investigating the viability of implementing a system of electronic reserve materials that would be available to both on-campus and university center users.

The recent addition of the Educational Technology Center (ETC) adds valuable resources, particularly for students in school professional preparation programs. The university long has had a "preservice center," but many of the materials were outdated and staffing was minimal. The new facility is a major improvement. The relationship between the Educational Technology Center (ETC) and the main library is not clearly defined, and it will be important to clarify the relationship in the near future. It is important to ensure that the loan program and courier service that characterizes the main library also is available for students who wish to borrow materials from the Educational Technology Center.

Electronic Resources and Equipment. The up-to-date computer workstations provided to staff and users are a major strength. Most of the computer workstations in the library are less than five years old. A number of ergonomic desks, tables, and chairs have been added as a way to improve productivity through more comfortable work stations. The connectivity and availability of electronic resources greatly has increased over the last several years. The library basically runs its own distributive computer system off of the university backbone, which increases its flexibility. With the addition of a proxy server, all of the electronic databases are available to any users, regardless of their physical location. Weakness in the equipment resources of the library is centered on the network infrastructure. The wiring in the building is old and inadequate for the exploding demands of electronic information. The wiring infrastructure in the building is severely overloaded, and renovation is scheduled to begin in summer of 1999 (Exhibit 5.11: Library Dataport Wiring Diagrams).

The extensive use of electronic resources and the rapidly growing demands of networking and World Wide Web access will continue to force the library to upgrade computers to faster machines with greater memory and speed. The probable movement to web-based instruction in a number of disciplines also will contribute to increased demand for upgrading computers.

University Centers. The ability to provide library and information resources to students at the university centers has been facilitated greatly by the assignment in fall 1997 of a professional librarian to coordinate services for university centers on the west side of the state. Strengthened agreements with community colleges and other four-year colleges in the state have increased the access for the students at the university centers to use additional library resources. Student and faculty surveys have clarified library and information resources needs at the centers, and perhaps most important, access to electronic resources at the university center sites continues to expand. Even so, compared to the resources and services available at the Ellensburg campus, some of the services at the community college sites are quite limited. Limited staff and the small number of work stations available for assistance with some electronic databases interfere with students' abilities to access information in a timely fashion.

Like most universities, Central Washington University is caught in a period of transition in which faculty, students, and library staff are trying to achieve the proper balance between print and electronic resources. The shift in funding to purchase both the databases and the equipment necessary for library users to benefit from them necessarily decreases the funding for both monographs and periodicals. Further, there is a gap between the availability of electronic resources and the fluency of their use by both students and faculty. All of this results in a perception by faculty and students that the size and value of the collection is suffering and that electronic resources do not yet fill the gap. It is hard to predict the future, but there is reason to be confident that both the increasing number of on-line resources and better incentives for faculty and staff to use them will improve overall perceptions of availability and access. The biggest determining factors will be the amount of funding made available by the university and the growth of electronic publishing. It also appears that the rapidly growing use of cooperative electronic resources will revolutionize the way libraries view their holdings.

Space. The library is beginning to need more shelf space for both serials and the book collection. The book stacks and the periodical stacks were recently measured as over 90% full. The situation has been alleviated somewhat by extensive weeding of both the book and serial collections. Also the book stacks are being expanded to achieve additional space. Some of the rarely used serials have been moved to a recently expanded compact shelving area on the first floor to make more room in the periodicals shelving area. The increasing availability of full text articles through various electronic databases also may have a favorable impact on the need for more periodicals shelving in the future.

Standard 5.B - Information Resources and Services

Historical Perspective

Over the past decade the library has accelerated the integration of electronic resources into its collections. Key to these efforts was the successful migration of the library's online catalog from the ULISYS (Universal Library Systems) product to the Innovative Interfaces software system in 1995. The library worked closely with Computing & Telecommunication Services in the mid-1990s to enable Internet access via all library computers. Over the course of the last five years the library has moved from reliance upon print periodicals indexes to electronic means of locating serials articles, government documents, and financial data. This action has improved greatly the library's capability to serve students at the university centers. The first stage in the transition was offering access to a limited number of CD-ROM indexes relevant to some of the largest academic programs on campus--business, education, and psychology. Today's library is radically different from the library of a decade ago, almost exclusively as a result of the explosion of electronic resources and the university's commitment to provide access to them for all of its students.

Current Situation

Equipment and materials are selected, acquired, organized, and maintained to support the educational program (5.B.1). The important relationship between the library staff and academic department representatives helps to ensure that equipment and materials purchases are in keeping with curricular needs of degree programs. Opportunities are provided for faculty, staff, and students to participate in the planning and development of the library and information resources and services. The library staff is committed to providing access and delivery of services using the best available technologies as well as anticipating changes within the information technology market place. A guiding vision of the library is the development of a completely integrated information resources center in which all users will find the best available materials regardless of the format in which it occurs.

Collection development activities are coordinated among teaching faculty, librarians, staff, and students, with special emphasis on promoting involvement of teaching faculty (5.B.4). The library collections are developed to support the general cultural and intellectual formation of students and the work of faculty and staff engaged in university business. Each academic department has a library faculty representative who works as a liaison with the library for collection development purposes (Exhibit 5.7: Department Library Representatives). The automated catalog, CATTRAX, has an electronic feature that allows faculty, students, staff, and other users to suggest materials for purchase. They can make suggestions or comments concerning any aspect of the library or its services through this feature. In addition, recently completed surveys of both faculty and students provided an opportunity for them to evaluate and comment on library resources and services (Exhibit 5.12: 1995 Faculty Assessment Survey; Exhibit 5.13: 1995 Student Assessment Survey).

Library and information resources and services contribute to developing the ability of students, faculty, and staff to use the resources independently and effectively (5.B.2). The faculty and staff of the library offer both support and training to faculty and staff that enable them to maximize their use of library resources. A tour of the library and introduction to the library's electronic resources is required of all freshmen in their University 100 classes. (See Standard 2.) Library faculty and staff are available to visit classes, to provide training to classes, and to assist faculty. The opening of the Library Reference Facility in January 1999 provide library faculty another way to meet instructional needs. Librarians now can offer in-depth instruction in research

methods to classes in any discipline and at any level. The 20 networked computers in this facility that is adjacent to the Reference Room allow for direct student participation during instructional sessions and provides opportunities to practice what they are learning. When the room is not in use as an instructional facility, it is available for students to conduct online research. New faculty are encouraged to request orientation to library services. One measure of the use of library services is provided in the library's Reference Desk Statistics (Exhibit 5.14).

Policies, regulations, and procedures for systematic development and management of information resources in all formats are documented, updated, and made available to the university's constituents (5.B.3). The recently revised Collection Development Policy (Exhibit 5.15) outlines the procedures for the development and management of the collections. The policy sets priorities and distributes decision-making among the collection development librarian, faculty library representatives, other library faculty, students, and staff.

Computing and communications services are used to extend the boundaries in obtaining information and data from other sources, including regional, national, and international networks (5.B.5). Over the course of the last two years, the need to deliver materials electronically that formerly were available only in print format has accelerated rapidly in the library. This fact, coupled with the expansion of the university centers and the university's overtures into distance education to meet instructional needs, has inspired library staff to incorporate these new technologies for the benefit of all students and faculty, regardless of their location. Since 1994 the library has increased its electronic subscriptions from a few hundred journal, magazine and newspaper titles available only on the campus network via CD-ROMs, to over 7,000 subscriptions available to all faculty and students at any location 24 hours a day, 7 days a week via the World Wide Web. This array of database subscriptions now provides for research and instructional needs in nearly all academic programs (Exhibit 5.16: Electronic Resources Matched to Curricular Programs).

The library has been fortunate to participate in the statewide Cooperative Library Project through which the Washington State Legislature allocated \$345,000 in 1998 for the six public university libraries to jointly purchase access to databases providing indexing, abstracts, and full text of journal, magazine and newspaper articles. The six cooperating libraries purchased access to a suite of databases from University Microfilms, Inc (Exhibit 5.2). These include a general interest database providing subject coverage for most disciplines, a business and finance database, a biomedical database, an applied sciences database, and databases providing full text of both Washington State and national newspapers. Furthermore, the library recently has subscribed to the Lexis-Nexis electronic document indexing and text service. This service provides hundreds of full text journals and magazines on a variety of topics, the full text of hundreds of newspapers from around the world, full text of hundreds of law reviews, and federal and state case law. The library also is beginning an electronic subscription to UMI's Digital Dissertations, an online version of Dissertation Abstracts, which will serve quite well the needs of faculty, upper-level undergraduates, and graduate students. Exhibit 5.17: Electronic Resources Usage Statistics provides information on student use of these resources.

Appraisal

Selection of Resources. The university's well-developed policies related to collection development are a major strength. The library staff values the important role of the faculty in maintaining a collection that meets the academic needs of the university. The department library faculty representatives play an extraordinarily important role in ensuring a relevant collection. The relationship between the library staff and the faculty always has been strong, and the faculty commend the library staff for the spirit of collaboration. Occasional surveys and, more important, the real-time electronic opportunity to recommend additions to collections further strengthens the ability of the library to support the academic mission of the university. The one area in which it might be possible to improve the collaboration is in the development of new programs and courses. Although a librarian serves on the Faculty Senate Curriculum Committee, new programs and courses are not

circulated routinely to the library staff for their comment. By the time the proposal reaches the FSCC, it is quite late in the process to consider the implications for both staffing and resources. This is true particularly when the proposed curriculum represents a foray into a substantially different content area.

Electronic Resources. The university recently has completed the retrospective conversion into MARC format of all our older catalog records, which now are entered into the new On-line Public Access Catalog (OPAC), CATTRAX. The staff is in the process of converting over 200,000 government documents records through MARCIVE into the database. This process greatly will enhance access to the government documents collection, which was not included previously in the CATTRAX database. The library subscribes to various electronic databases and recognizes the importance of these new media in support of teaching, learning, and research at Central Washington University. The library now has in place a wide range of databases that should satisfy most academic research needs. All of these databases are available from any computer connected to the campus network and, with the recent installation of a proxy server, the remaining databases that information vendors had restricted to campus access only now will be available to all students, faculty, and staff, regardless of their physical location. The addition of the UMI suite of databases and the Lexis-Nexis service greatly strengthens both the indexing and periodicals text coverage that the library provides to its patrons. It also provides the full text of thousands of periodicals to the university centers.

Because of the nature of electronic publishing at the current time, the library has not been able to secure widespread access to some desirable but prohibitively expensive natural and physical sciences journals. Some of the vendors of these electronic databases do not allow access to users outside of the campus Internet Protocol range, meaning that students studying through the university centers cannot access these databases from their homes or offices. Instead, their access is limited to the computers at the centers that are on the university network. Continued improvement in the number of computer workstations at the university centers will improve access for students who are completing their programs at those sites. However, this does not solve the problem for future forays into asynchronous learning from students' homes.

The staff continues to explore the use of electronic databases and the World Wide Web to enhance access to materials and resources, particularly for full text journal databases that may help alleviate the impact of the decreasing serials subscriptions. In addition, continued collaboration with the other institutions of higher education in Washington and the Pacific Northwest promises even greater improvement in resource sharing. This particularly is the case with the Cooperative Library Project which not only provides for resource sharing, but also funds technological improvement, for example, the installation of the new automated integrated library system, complete retrospective conversion of the card catalog, and purchase of equipment and databases for providing electronic resources.

Improving Independent Use of Resources. The library staff makes available a wide array of training opportunities for students and staff. The inclusion of a library competency in the University 100 seminar for entering freshman provides an avenue for improving student awareness of and ability to access the rapidly expanding information resources. It is through this kind of training for the novice user that greater independence can be achieved. However, it has been easier to offer support and training than it has been to ensure that faculty, students, and staff take advantage of it. Feedback from students and departments suggests that they are unaware of or unable to access resources that are available to them. This points to a need for more aggressive advertising and advocacy of available resources and the training that enables their effective use.

The success of training also is dependent on the capabilities of the library staff. The maintenance of a well-trained and motivated staff, both for public and technical services, is vital if one is to create the ideal learning environment with respect to information resources. To this end, the university continues to recruit and sustain an excellent core library staff.

Standard 5.C - Facilities and Access

Ellensburg Campus

Historical Perspective

The main library is located on the Ellensburg campus of Central Washington University in a four-story building. Built in 1975, the building contains 143,324 square feet of floor space. One elevator provides handicap access to the upper floors. The building occupies a relatively convenient location on the north-central part of campus with several parking lots located within one to two blocks in addition to the adjacent parking lot. Central Washington University's enrollment has remained relatively stable over the last five years at approximately 6,000 Ellensburg students and 1,000 center students. Until recently, space in the library has been considered adequate. Improved infrastructure and the addition of electronic access to databases and the electronic catalog (CATTRAX) greatly have extended the availability of and access to information. Media circulation historically has provided faculty, staff, and students with access to a variety of films and videotape materials, as well as media equipment such as video projectors, film projectors, and video cameras.

Current Situation

The building currently is occupied by eight library departments in addition to the dean's office suite and meeting room. The eight departments, Circulation Services; Collection Development; Documents, Maps and Microforms; Serials; Reference; Cataloging; Systems; and Media Circulation (Exhibit 5.18: [Brief Description of Each Department](#)), employ 45 faculty and staff (Exhibit 5.19: Library Organization Chart). In addition, the building houses the staff of the Center for Learning Technologies, the Ellensburg Community Television editing studio, Graphics Productions, Student Copy Services, Engineering and Technical Services, and one daytime custodian. This brings the total occupancy of the main library building to 62 staff members in addition to student workers. The physical plant also includes one general-purpose classroom, one special purpose interactive television (ITV) distance education classroom, one computer training classroom for faculty and staff development (12 computer stations), and the library instruction and reference facility (20 computer stations). The library provides 23 assigned study carrels and six closed study rooms appropriate for small group study.

Library and information resources readily are accessible to all students and faculty on the Ellensburg campus (5.C.1). The library maintains hours that meet the needs of its constituents on the Ellensburg campus (Exhibit 5.20: [Library Hours of Operation](#)).

The resources and services are sufficient in quality, breadth, quantity, and currency to meet the requirements of the educational program (5.C.1). The main campus library provides access to 1,629,326 individual volumes in various formats as of June 30, 1998. These holdings are broken down by type and detailed in the Catalog Department Annual Report, October 14, 1998 (Exhibit 5.5: FY98 Annual Catalog Department Report). Access to a large collection of government documents is provided through the Documents, Maps and Microforms Department. The department is a depository for all official Washington State documents and a selective depository for federal government documents. It selects 73% of the categories of items available through the U.S. Government Printing Office's federal depository system. The collection currently stands at over 698,000 individual document titles. The individual document types and holdings are detailed in the Annual Report of the Documents, Maps and Microforms Department, July 1, 1997 - June 30, 1998 (Exhibit 5.21: Documents Department Annual Report FY 1998). Clearly, resources have greater breadth and depth in

some curricular areas than in others, but an active interlibrary loan program and the increasing availability of electronic resources ensures that students and faculty have access to needed resources. The faculty and staff in the library assist faculty and students in accessing resources and provide training as necessary to enable more independent use of resources.

The library faculty and staff have access to a local area network and the on-line integrated library system, Innovative Interfaces Inc., from their desks. Student and faculty access to library electronic resources has expanded rapidly over the past year. The installation of a new 20-stations computer classroom in the library will facilitate training and student access to these electronic databases. Currently there are 12 public workstations in the Reference Department and five public workstations in the government documents area where students can access the World Wide Web as well as other sources of electronically available material. Sixteen additional public workstations located throughout the library allow direct access to the electronic catalogue. The public workstations are a combination of character-based terminals and PCs. The library's home web page and telnet connections provide remote access to the catalogue to students and faculty away from the main campus in Ellensburg. This is especially important to students who are earning their degrees at the university centers.

The Department of Media Circulation provides electronic media equipment across campus as well as access to six video-viewing carrels and two film viewing rooms. Access to media also is available in classrooms in two new buildings through the new Crestron Media Retrieval System. The Media Retrieval System allows videotapes, laser discs and video CDs to be loaded in playback equipment located in the media circulation area and controlled remotely by instructors in classrooms across campus. Portable retrieval units also are provided in a number of other classrooms across campus to access this system. Media Circulation continues to supply faculty, staff and students with the latest video and computer projection equipment as well as videotapes, CDs, and other educational materials and equipment for classroom use.

The location of the Interactive Television Distance Education classroom within the library building has provided the necessary capabilities for Central Washington University to become the first regional university in the state to connect to the microwave based, distance education network (Washington Higher Education Telecommunication System WHETS.) The facilities provided by the library have contributed significantly to the ability of Central Washington University to develop a leadership role in offering quality, state-of-the-art, electronically-mediated distance education throughout the state of Washington. Engineering and Technical Services allows off-air dubbing of commercial video material from satellite feeds and provides downlinks from seven satellite channels as a part of the campus cable television system of 25 channels.

Formal, written cooperative agreements exist with community colleges and four-year colleges in the state (5.C.2). Agreements with community college campuses hosting Central Washington University centers provide use of their collections to students, faculty, and staff, and in return, the host campuses have access to Central's collections (Exhibit 5.22: Model for Off-Campus Library Services). The ICCL (Inter-University Consortium of Chief Librarians) group continues to develop the CLP (Cooperative Library Project) initiated in 1995. Currently, phase 3 (Exhibit 5.2: CLP Phase 3) is in the development stage. It will provide reciprocal borrowing for the six member institutions and their branches, broadening the access and core of information available to all. These agreements both provide access closer to home for students at the university centers and complement the university's holdings, particularly in highly specialized curriculum areas, but they do not mitigate the university's responsibility to maintain a strong core collection of resources and services that are accessible to all constituents (5.C.2). Access to the worldwide web greatly expands the amount and kind of information available to anyone with Internet capability. On-site computers are another vehicle for providing information to all library users addressed in agreements.

Appraisal

The library building is esthetically pleasing with an air of spaciousness. Participants from off-campus who attend various continuing education programs of the university frequently praise the quality of the library facilities in their written evaluations. The building is easily accessible on the campus and to individuals with physical disabilities. The library hours are appropriate to student and faculty needs. The electronic catalog provides easy access for students, and adequate staff are available to assist both students and faculty when needs arise.

The addition of computer workstations has improved access for students, but it also has highlighted the current inadequacies of the wiring infrastructure, which is severely overloaded. Current plans call for renovation to begin in the summer of 1999.

There is an inherent conflict in the allocation of funding between new electronically-based information resources and more traditional print-based resources. The former requires equipment and the latter requires space. Planning related to facilities is necessarily influenced by the relative weight the university places on these two important resources. In their strategic plans, departments report a desire to maintain and improve print-based resources at the same time that they request expansion of electronic resources, but it is unlikely that monetary resources will be available to match the commitment in both areas. It is becoming increasingly important for the university to establish a process whereby policy and procedures can be established to rationally address the transition and the dilemma that is embedded in it. The faculty, the library staff, and the university administration must develop a shared vision related to this matter.

The additional occupancy of the building related to the university's emerging distance education capabilities has created serious space problems which are detailed in Exhibit 5.23: Space Problems in the Library Building. Funding patterns compromise somewhat the ability of the library to meet increasing student demand, modernize facilities, and at the same time maintain a high quality collection. Thus, while the quality of library services is a matter of great pride at Central Washington University, maintenance and modernization issues could threaten the excellence of the library. It appears that the current space problems may be somewhat alleviated as faculty occupy two new buildings on campus, and staff currently housed in the library may be able to move to other locations that are more appropriate to their duties with respect to marketing and student recruitment

Facilities and Access Away from Ellensburg

Historical Perspective

Central Washington University long has provided educational programs to students who were located at sites away from the Ellensburg campus. In the past two decades, these students most commonly have completed their programs at one of our university centers. Although library faculty and staff long have recognized the vital importance of serving students at the university centers, library service delivery was somewhat erratic. In 1992, the library developed a model for off-campus library services (Exhibit 5.22: Model for Off-Campus Library Services) to serve better the over 1300 students who complete their education at one of the Central Washington University's centers.

Current Situation

Library and information resources, particularly electronic resources, are accessible to students who complete their degree programs away from the main CWU campus at Ellensburg (5.C.1). Agreements with community college libraries at sites in Lynnwood, Steilacoom, Wenatchee, Yakima and more recently Grays Harbor are an essential part of this service model. Central Washington University students and faculty are able to use the community college libraries in their areas for basic library services including use of their collections, computer workstations, reference services, and interlibrary loan services.

Central also provides document delivery of books and journal articles from Ellensburg to center students via a courier service. A courier makes deliveries to the eastside centers (at Wenatchee Valley Community College and Yakima Valley Community College) once a week on Mondays. He goes to the westside centers (at Pierce Community College at Ft. Steilacoom, Edmonds Community College in Lynnwood, and the branch campus at SeaTac) twice a week on Tuesdays and Fridays. Central Washington University students and faculty also may borrow materials from other university libraries by using an ICCL (Inter-University Consortium of Chief Librarians) Reciprocal Borrowing Card (Exhibit 5.24: Reciprocal Borrowing Card). This card allows students to borrow materials at the state university library closest to where they live.

One librarian in Ellensburg currently coordinates off-campus library services and maintains communication with the community colleges where the university centers are collocated. The coordinator also provides instruction and training sessions on a limited basis for students, faculty, and staff with an emphasis on access to electronic resources available via the library's web server. In addition, the librarian supervises the library staff at the SeaTac Center in Seattle, which houses a small branch library with a basic reference collection and a limited number of books and periodicals. Two paraprofessionals work full-time in the branch library, assisting students in finding and retrieving library resources via print and electronic sources.

Access to electronic resources off-campus is consistent with on-campus access as a function of a proxy server. Students and faculty have access to the library's online catalog (CATTRAX) either via a modem using Telnet software or using the web-based catalog on the Internet. Remote access to the electronic databases is possible from off-campus as long as the user has a web browser such as Netscape or Internet Explorer. In order to use Central Washington University's electronic databases, students also can use computer workstations available at community college libraries or other libraries or from their home or office computer.

The number of electronic resources available at Central Washington University has expanded over the past several years in order to provide electronic indexes, abstracts and full-text articles in many disciplines (Exhibit 5.25: Databases: A to Z). With the use of a proxy server the library recently has been able to provide access to all of these databases for off-campus and center students, which enables them to use the same electronic resources as students on the main campus. Center students can request books, government documents, and other printed materials through the courier services. Clearly, the ability to browse the collections is not available from remote sites, and the use of non-circulating materials in reference and other departments is restricted. Students can request books and copies of journal articles, microforms, and other materials that are sent electronically or via the courier service.

The library faculty and staff have developed excellent relationships with the community college libraries that provide services to off-campus and center students and have formal agreements with most of these libraries. The ICCL (Inter-University Consortium of Chief Librarians) reciprocal borrowing card greatly has expanded resource availability for students. The recent addition of the proxy server allows identical access to electronic resources to students whether located on Central's campus in Ellensburg or at sites away from Ellensburg. Expansion of electronic resources through the library's participation in a statewide database-purchasing project resulted in additional full-text resources, which are essential for off-campus students. There are now

more full-text journal, magazine, and newspaper articles available for all students. The addition of the Aerial software at the SeaTac branch library has enhanced access for center students by decreasing greatly document delivery time for most articles.

In order to provide more immediate access to the journals, magazines, newspapers and other serial publications in the Central Washington University library, copies of these materials are now sent electronically to the SeaTac site via software called Aerial. In addition, library staff offer similar training in the use of electronic resources to both Ellensburg-based and center-based faculty and students. For example, library staff offer course-specific instructional sessions on how to use specific databases to find print and electronic resources and on the procedures for requesting materials from the main library on the Ellensburg campus.

Appraisal

The availability of electronic resources combined with the agreements with community colleges, the reciprocal borrowing cards, and the courier service are major strengths of library and information resources availability to students who study away from the Ellensburg campus. While Central Washington University center students are able to use community college libraries, these libraries have limited resources in certain areas, particularly reference materials and academic periodicals. Using books and other printed materials from the main library is time-consuming, as center students must rely upon the courier service for delivery of books and printed materials, such as government documents. The Ariel service holds promise as a way to improve the off-campus access to the journal and newspaper collections of the university, but at present its use is fairly limited. The SeaTac branch provides some staff support for westside students, and allows for more rapid delivery of electronically available material, but no one is convinced that the level of support is ideal.

Expansion of off-campus courses and programs to new sites at the centers and at other sites will continue to provide challenges for the provision of library services (Exhibit 5.26: Plans for Off-Campus Sites). Sites in smaller communities will undoubtedly present more of a challenge, and in these communities students and faculty will depend greatly upon Central's library services for their library needs. Students who complete programs and courses via the Web present another challenge. In order to meet the information needs of these students, the library will need to provide additional enhancements to its current capability to delivery of documents and journal articles electronically.

The trend in higher education toward the completion of educational programs from remote sites and the already large student population at the university centers has spurred Central Washington University to purchase and encourage greater use of electronic resources. The comments that were received from departments about the adequacy of library resources suggest that some faculty do not view electronic resources as comparable to or supplanting print collections; on the other hand, some faculty and students are becoming increasingly impressed and fluent with and reliant on electronically available resources. The university is committed to even further enhancement of electronic availability of information.

Electronic resources are only useful to the degree that students and faculty know how to access them. The problem is similar to that always experienced related to library use. Some students and some faculty develop greater expertise with respect to the access of resources in the library. It is true, however, that the hardware and software needs and technical skills required effectively to use electronic resources require specialized training. Training opportunities always have been a particular strength of Central's library, although the library staff express some dissatisfaction about the number of faculty and students who take advantage of these opportunities. Training opportunities specifically related to electronic resources not only need to be

expanded, but also need to be extended to the centers in a place and at a time that is convenient for the faculty and staff who participate in center programs.

Standard 5.D: Personnel and Management

Historical Perspective

Staffing has changed several times during this decade, in terms of numbers, credentials, and organization. In the early 1990s, budget cuts resulted in reduced staffing of the library. Some classified staff were not replaced as they retired, and three faculty positions were eliminated. Gradually, as budgets were adjusted and reorganizations took place, some positions were recovered. Three new faculty positions were added in 1996, because of the Cooperative Library Project (Exhibit 5.2: COP & CLP) allocation from the state legislature.

In 1993 the staff of the Instructional Media Center were moved physically and administratively to the library. In August 1998, the former Instructional Media Center was moved administratively away from the library, but remains physically located in the building. The number of university centers has grown to six in the last several years. In addition to the established sites, Central Washington University is working with the other state universities to identify other areas of the state where educational programs are needed.

The degree to which library faculty and staff need to upgrade their skills has grown significantly in this age of electronic resources. Recent changes in university policies has made faculty development funds, previously restricted to faculty in academic departments, available to library personnel, and enabled these very good faculty to remain current in the face of extraordinary changes in the way library and information resources are delivered.

Current Situation

The Central Washington University Library currently employs 28 classified staff members and 13 faculty members (5.D.1; Exhibit 5.27: Integrated Postsecondary Education Data System (IPEDS) Report: Washington State Academic Statistics 1996-97). Professional librarians and technical support staff are well qualified for their positions (5.D.2; Exhibit 5.28: Library Faculty Vitae). Eight library departments in addition to the dean's office suite and meeting room currently occupy the building. The eight departments (and number of employees) include: Circulation Services (7); Collection Development (3); Documents, Maps and Microforms (5); Serials (5); Reference (8); Cataloging (7); Systems (4); and Media Circulation (3). The dean and dean's fiscal assistant (2) brings the total number of library staff to 45. (Exhibit: 5.18: Brief Departmental Descriptions). One librarian works closely with the university centers and also provides instruction to staff and faculty. Exhibit 5.29 outlines staff distribution across the units and the major qualifications of each staff member.

The university provides opportunities for professional growth for library and information resources professional staff (5.D.3). The Library Staff Development Committee arranges programs on pertinent topics in conjunction with, or occasionally in addition to, the general staff meetings it is responsible for scheduling. As a part of the library budget each year, each internal department receives funding for staff development which is available to faculty and civil service staff. These funds are available for opportunities of professional growth or official training. Beyond the amount budgeted per department, the Library Travel Committee has an additional pool of funds for which faculty and staff may apply. Professional growth is one of the criteria by which library faculty are evaluated. Faculty members are encouraged to become involved in professional organizations and activities, attend and/or participate in pertinent conferences, have papers

published, and the like, as opportunities arise. The professional staff are designated as faculty and have at least a master's degree in library science.

The library resources and services are organized to support the accomplishment of the university's mission and goals in a number of ways (5.D.4; Exhibit G.10: 1999 Library Strategic Plan). Probably most notable in the past decade are the efforts of the library staff to incorporate electronic library and information resources and their efforts to extend services to the university centers and to other students who study away from the Ellensburg campus. Both technological sophistication and improved services to students at the centers are long-standing university goals. The library staff, through their liaison relationships with faculty in each department, also contribute to the currency of holdings to meet the curricular needs of the university.

The current organizational structure of the library is the product of evolution from the traditional structure inherited by the current dean upon his arrival in 1991 (Exhibit 5.30: Recommendation for a Middle Management Organizational Structure). The structure is similar to that of most academic libraries, but a special feature is the absence of assistant directors for the divisions of technical and public services. While this structure increases the number of individuals reporting directly to the dean, it allows for placement of the maximum number of individuals in non-administrative positions. The structure works well due to the high level of competence of the department heads and an administrative philosophy that allows these individuals to have as much authority as possible. The organizational structure of the library is very dynamic. Position descriptions and organizational structure are revised as needed to optimize staffing toward the library's stated goals and objectives. The dynamic nature of the structure is the primary way that it contributes to the mission. Changes accompany alterations in internal and external conditions, staff hiring and resignation, and major shifts in technology.

The institution consults library staff in the development of the curriculum (5.D.5) through the inclusion of a librarian on the Faculty Senate Curriculum Committee. In this forum, the librarian is able to identify potential library concerns that result from course and program modifications. Department representatives to the library and the Library Advisory Committee serve as other points of contact.

The institution provides adequate financial support for library and information resources and services, and for their maintenance and security (5.D.6). The university invested \$2,795,785 in library staff and materials during 1998-99.

Appraisal

Clearly the staff is a major strength of library and information resources at Central Washington University. There is a good mix of library personnel in terms of expertise and in terms of length of tenure at the university. Those with long tenure have a particularly strong understanding of the university. Those new to the university infuse new ideas. This has created a strong knowledge base. The dean encourages innovative workflow, and there is strong cooperation between various library departments. The currency of many members of the staff with respect to electronic library resources is particularly noteworthy. The electronic resources have proven to be only as good as the support provided to members of the university community to address them. The library will continue to adapt to changes in technology, provide support for changes in the university's educational activities, and train personnel to be proficient in the new technology.

The inclusion of a librarian on the Faculty Senate Curriculum Committee (FSCC), department library representatives, and the Library Advisory Committee all provide opportunities for departments to consult with the library about the impact of new programs and courses. Even so, it is atypical for a department to route a curriculum proposal to the library staff for their comment during development. By the time the proposal reaches the FSCC, it is quite late in the process to consider the implications for both staffing and resources.

Library staff are invested both in maintaining a reasonable print collection and in ensuring currency with the rapidly expanding electronic medium. This requires splitting an already barely adequate budget at a time when the cost of print materials, particularly serials and monographs are increasing at an alarming rate. These problems plague this university just as they do many others. The declining materials budget is troublesome not only to the library faculty and staff but also to the university faculty.

Standard 5.E: Planning and Evaluation

Historical Perspective

The library always has been involved in university planning and in 1992 created its first long-range plan. (Exhibit 5.31: Long Range Plan, 1992). Beginning in 1993, the president introduced a highly formalized university-wide strategic planning process in which the library participates each year. Plans are developed at the unit level and forwarded to the next level, and eventually the university administration integrates the plans.

Current Situation

The planning process involves users, library and information resources staff, faculty, and administrators (5.E.1). Strategic plans and budgets are submitted each year in the spring. A number of campus-wide forums are held where plans and budgets from each area are presented to the entire campus community. (See Standard 1.) In the library, plans are initiated by the dean and then given to the department heads for review and comment. The department heads discuss the plans with staff members in their departments. Input is both solicited and valued. The current process of strategic planning provides an opportunity to integrate the various facets of information resources in an effort to create appropriate linkages and avoid unnecessary duplication (Exhibit G.10: Library Strategic Plan).

The library receives informal feedback and suggestions from the Library Advisory Council, the department library representatives, and from the library suggestion box in the library online catalog (CATTRAX). The library also maintains lines of communication with the Faculty Senate via the library representative to the senate. Surveys are administered to the campus community on an as-needed basis to determine areas of strength and challenge. Members of the library faculty and staff serve on various campus committees, which also provide a forum for discussions of the library's effectiveness in supporting the mission of the university. Each academic department reports on the adequacy of library and information resources for undergraduate and graduate programs, both on and off-campus, in their strategic plans (Exhibit G.6: 1999 Department Strategic Plan -- Adequacy of library resources). These comments are extracted and made available to the library staff for their review.

In 1995, Central Washington University faculty and students were asked to participate in an evaluation of the library and its services by responding to questionnaires distributed on campus and to faculty and students at the university centers. This was done in an effort to *evaluate the quality, adequacy, and utilization of the library and information resources (5.E.3)* available to students and faculty (Exhibit 5.12: 1995 Faculty Assessment Questionnaire Results). The results of the student surveys (Exhibit 5.13: 1995 Student Assessment Survey; Exhibit 5.32: 1998 EUC Student Survey) provided either an incentive for or reinforcement of the following changes to library operations.

- Added full cataloging for periodicals that previously had brief records (an area most undergraduates indicated they used).
- Implemented the Ariel service to lessen the time-to-receipt of items requested for interlibrary loan.
- Enhanced subject analysis of already cataloged items.
- Provided additional references to assist patrons in retrieving items.
- Created authority records for new concepts and areas of research.
- Created authority records for personal and corporate bodies.
- Enhanced access to journals via use of more full-text databases.
- Posted library hours on bulletin board outside the front door of the library and on the library web page.

The planning process for the Media Circulation Department relies on on-going monitoring of needs in combination with a media request procedure. Media use by both students and faculty is tabulated on a daily basis. Equipment and media use in the classroom by faculty is tabulated regularly in order to assess future needs. Requests are accepted from faculty and staff regarding new media materials or equipment that is desired. The equipment and media materials inventory is then expanded to meet these requests as budget constraints allow. Updating equipment and media materials to meet new technology standards and requirements is considered a high priority.

Appraisal

Internal to the library, the planning process enjoys widespread participation. The library staff encourages input through formal (surveys, department liaisons) and informal (comment box) means.

The library's planning process is dynamic and iterative. As the university has changed, for example, increased student enrollment away from the Ellensburg campus, the library staff has accommodated to the changes. Staffing, equipment, and materials decisions are influenced heavily by the needs of the campus.

Formal surveys indicated an overall satisfaction in most areas of library services, and the staff instituted changes where legitimate problems were identified. For example, the dean extended library hours based on the concerns that were raised by both students and staff. The library will continue to seek formal evaluation by faculty and students, and will continue to modify its practices in keeping with the needs of the university.

Planning is important and it provides an opportunity for individuals to reach consensus on important goals which are then aligned with the goals of the university and of other units. At the same time, the staff and administration of the library have found that informal planning processes allow more rapid response to rapidly changing contingencies, and to that end, they attempt to adopt an attitude of flexibility that is in the best interest of the students. Long-range planning allows the library faculty and staff to establish important goals, and the more informal processes allow for flexibility in the objectives that correlate with the goals and in the strategies to achieve them. Occasionally, decisions are made external to the library that change its focus between the time an annual plan is written and the time of its implementation. For example, the rapid advancements in electronic resources have implications that may recommend major shifts in resources and goals in the middle of the year.

The formal planning process provides an opportunity for coordination between different areas of campus; however, it has not always achieved optimal linkages between units that must collaborate for maximum effectiveness. This is particularly true across major divisions of the university. There is a tendency for individual units to focus more on their own internal reports than on the dynamic process of planning. The effect is poor integration among some units that are highly interdependent. An example with respect to the library is the integration that should be forged between the library and Computing and Telecommunication

Services. The library has a representative on the University Computing Committee, and staff from the two units interact as needed; however, the two branches generally operate independently. Efforts to improve integrated planning already are underway, but some problems remain.

Standard 5

Exhibits

Exhibits

- G.6 Department Strategic Plans
- G.10 Strategic Plans Other than Academic Departments

- 5.1 Resource Sharing Agreements
- 5.2 Cooperative Library Project Proposal
- 5.3 CATTRAX, The Online Catalog for Central Washington University Library
- 5.4 Courier Schedule for the University
- 5.5 Catalog Department Annual Report FY 1997 – 98
- 5.6 Black Hall Educational Technology Center
- 5.7 Department Library Representatives
- 5.8 Library Advisory Committee
- 5.9 The State of Serials in the CWU Library
- 5.10 Challenge Concerning the Status of Funding for Monographs
- 5.11 Library Dataport Wiring Diagrams
- 5.12 1995 Faculty Assessment Survey
- 5.13 1995 Student Assessment Survey
- 5.14 Reference Desk Statistics
- 5.15 Collection Development Policy
- 5.16 Electronic Resources Matched to Curricular Programs
- 5.17 Electronic Resources Usage Statistics
- 5.18 Brief Description of Each Department of the Library
- 5.19 Library Organization Chart
- 5.20 Library Hours of Operation
- 5.21 Documents Department Annual Report FY 1998
- 5.22 Model for Off-Campus Library Services
- 5.23 Space Problems in the Library Building
- 5.24 Reciprocal Borrowing Card
- 5.25 Databases: A – Z
- 5.26 Plans for Off-Campus Sites
- 5.27 IPEDS
- 5.28 Library Faculty Vitae
- 5.29 Library Staff Distribution
- 5.30 Recommendation for a Middle Management Organizational Structure
- 5.31 Long Range Plan 1992-1998
- 5.32 EUC Student Survey

August 31, 1999

Standard 6.A - Governance System

Historical Perspective

Although the policies of the university undergo regular review and revision, the university's system of governance has remained stable throughout the decade. The role of the governing board is articulated clearly in state and university policy, and the board's actions conform to these policies. In 1989, the NASC evaluation team recommended that the "current system of faculty governance should be carefully reviewed." As a result, the Faculty Senate established the Ad Hoc Committee on University Governance which culminated in the University Governance Final Report (Exhibit 6.1). The committee was charged to "gather information in order to redefine or redesign the present system of governance, especially concerning the structure and role of the Faculty Senate." The university has implemented a number of the recommendations of the task force including clearer definition of the university's mission and role, a strategic planning process, refinements to the organizational structure, and streamlining of the committee structure.

Current Situation

Central Washington University is a *single-unit governance system (6.A.4)* with a residential campus and six university centers. The residential campus in Ellensburg is the main delivery site and the home base of the large majority of the university's personnel. Program directors and administrative staff at the centers serve as liaisons to the Ellensburg campus. Departments and schools/colleges develop and approve the programs for implementation at all sites.

The authority, responsibilities, and relationships among and between the governing board, administrators, faculty, staff, and students are clearly described in the University Policies and Procedures Manual (6.A.1; Exhibit G.4). This policy manual is the official policy document for the entire university. Individual units have internal policies that also guide their operations. A copy of the university manual is available in the library and in the offices of all of the main units of the university. It also is available on the university's web page at <http://www.cwu.edu/~pres/policies/index.html>. The manual includes the following sections: Board of Trustees, General University Policies and Organization, Faculty Code, Civil Service Exempt Employees' Code, Business and Financial Affairs, Student Affairs, and sections of the Washington Administrative Code that are relevant to Central Washington University. The policies are subject to review and revision, and the dates of policy development reflect a dynamic review and revision process.

The governing board, administrators, faculty, staff, and students understand and fulfill their respective roles as set forth by the university's official documents (6.A.2). Information about roles is widely distributed, and the continuous process of review and revision of policies speaks to efforts to ensure the clarity of the university's official documents. The Associated Students of Central Washington University, the Faculty Senate, the Employee Council, and the Association of Exempt Administrative and Professional Staff (Exhibit 6.2: By-Laws of Organizations) are structural entities that communicate to their constituents their respective roles and represent these constituents to the university community. A portion of the classified staff of the university also are represented by two collective bargaining units.

The system of governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest (6.A.3). The policies of the university describe a structure of shared governance. They call for the participation of faculty, staff, and students and consideration of their views at various, though not all, levels of decision-making.

These policies are collected in the Policies and Procedures Manual. The Faculty Code (Part 4 of the Manual) describes faculty participation in decision-making, and Sections 0.003 and 1.03 of the Civil Service Exempt Employee's Code (Part 6 of the Manual) speak to participation in decision-making.

The Board of Trustees invites the chairs of the Associated Students of Central Washington University Board of Directors, the Faculty Senate, and the Association of Exempt Administrative and Professional Staff to participate during meetings of the board and receives reports from these groups. The board seeks directly and welcomes input from the university community.

Appraisal

The current system of governance and policies of the university allow shared governance and participation by members of the university community. Students, faculty, administrative staff and professional staff have formal and informal avenues through which their opinions can be presented to upper-level administrators and the Board of Trustees. The board solicits opinions from these groups in a variety of contexts. Dissenting views are encouraged and valued, and both the board and administrators revise their positions or policy on the basis of input from the university community. The meetings and actions of the Board of Trustees are open to the public by state law, and the board has been particularly attentive in the past few years to improving communication with the university community about its activities. The policy manual is a living document as the changes of the past decade witness.

The governance structure is articulated clearly. However, the structure has resulted in a governance system that tends to work more in parallel than in synchrony. Recommendations have tended to be developed fully by one group or another before they are distributed for discussion by the entire university, a practice that has led to conflict. The strong interest of the faculty in collective bargaining also has created conflict with the Board of Trustees. At the heart of some of the conflicts is a lack of a shared understanding about what it means to be a university. Currently, administrators, faculty, staff, and students are divided among those who view the university as a community that needs to be nurtured, those who view it as a collective of higher education employees, and those who view it as a corporate business entity. To some degree, it might be argued that the university is all three.

Central Washington University historically has organized and reported on staff in three categories: faculty, exempt employees, and classified staff, even though there are important subdivisions within these groups that bear on their rights and responsibilities. The breadth of positions encompassed by the administrative exempt category has led to misinterpretations about the size and function of the university's administrative rank. The number of administrative exempt employees has increased in relation to full-time equivalent students during the decade, and faculty have questioned the need for this growth. Some of the growth is a function of two events: First, the state of Washington reclassified a number of classified staff into the administrative exempt pool in 1994. For Central Washington University, this represented an increase of 26 administrative exempt positions. Second, as the university has experienced growth in grants and contracts and in development and fund-raising, many of the individuals who have been hired to manage grant activities are in the administrative exempt status. Recent efforts to further sub-divide and report on functionally different classifications will provide a clearer picture of the patterns of and reasons for growth in this category and the accompanying distribution of funding.

The major activity of the Association of Exempt Administrative and Professional Staff in recent years has been the development of changes to the administrative exempt code. In addition, its executive officers recommend actions to the membership when issues of importance arise.

Regulations governing employment of classified staff are controlled at the state level, and the Board of Trustees has no influence regarding these matters. As a result, representatives of classified staff have not participated during board meetings, nor are they asked to submit a report to the board. There is no mention of them in the university's policy manual. Classified staff representatives report that many of them feel somewhat disenfranchised.

All of this has created a perception of exclusion of classified staff of the university, who do not have the same formal avenues for providing comment to the Board of Trustees or to the university administration as do other groups. Members of the classified staff whose work stations do not include personal access to electronic mail do not have the same kind of access to important announcements and documents of the university that other employees have. The importance of the classified staff to the operation of the university cannot be overstated. The university needs to develop a mechanism whereby the unique and valuable perspectives that classified employees have about students and the life of the university are considered systematically. Enhancing their actual involvement in decision making and their perception of their role could benefit the entire university community.

Several events of this and recent years have set the context for more frequent contact between the Board of Trustees and the employees and students of the university, particularly between the faculty and the board. First, in response to concerns that have been raised about the university's system of governance and particularly the relation among the board, administrators, and faculty, the president and chair of the Faculty Senate established an ad hoc task force, which they called the "University Forum." Three members of the faculty--one a part-time instructor--and three administrators--the provost and two college deans--met for most of the 1998-99 academic year to discuss core values, governance, and other topics of importance. These discussions were open to any interested members of the university community. Six positions adopted by the board of trustees at its October 7, 1998 meeting formed the basis of the discussions (Exhibit 6.3). Among the issues discussed were faculty compensation parity, faculty salary equity, increased legislative funding, the conditions of employment of part-time instructors, resource allocation, and shared governance. The participants also discussed the university's academic values. Audience members occasionally commented during the meetings. Minutes were distributed widely, and all members of the university community were encouraged to communicate to participants their interests and concerns. The group has submitted a formal report to the board including recommendations for future action (Exhibit 6.4).

Second, the Board of Trustees and the president have involved the university community in the development of themes, mission, and goals by calling for individual and group responses. They have held numerous open meetings and circulated proposals on "Vision, Mission, and Goals for critical comment. While these proposals and actions have been met with considerable debate, they have set the stage for serious discussions about the university's future by members of the university community, particularly students and faculty. Third, following President Nelson's announcement of his decision to retire, the board established a process for involving the entire university community in shaping the leadership profile to be used in the search for the next president.

There is evidence that some members of the university community have felt the need for a stronger voice. This has been most evident in the development in the past few years of the "Concerned Faculty of Central," the "United Faculty of Central," and "The Students" and in continued friction between the Employee Council and the collective bargaining units for classified employees.

The major challenge for the university is to move from a system in which several governance units operate somewhat independently to a system in which the units work interdependently. The key elements that are needed to achieve this shift are early and frequent communication about initiatives, opportunities for collaboration and mutual planning, improved use of liaisons between and among the major governmental

units of the university, and an enhanced sense of trust and respect among all parties. Further, it will be important for the representative bodies to ensure that they speak for all of their constituents. All of these efforts are necessary to ensure that the governance structure is not only capable of achieving but effectively does achieve the university's mission.

Standard 6.B: Governing Board

Historical Perspective

The Central Washington University Board of Trustees is appointed by the governor of the State of Washington under authority and requirements in RCW 28B and has been in continuous existence since the university's founding in 1891.

Current Situation

Board members represent both the public interest and the diversity of the university's constituents (6.B.1). Central Washington University has an eight-member board, two of whom were appointed during the current academic year and one of whom is a student member. Board members are citizens of the state of Washington who are appointed by the governor. Typically, at least one member is appointed from the three largest cities surrounding the residential campus, Ellensburg, Yakima, and Wenatchee. The current board has a member from each of these areas. Four additional members are from the western part of the state where the two largest university centers are located and from which a large percentage of the university's student body is drawn. The student member was added to the board in 1997-98 as a result of state enabling legislation (RCW 28B.35.100) following advocacy by student governments from throughout the state. The student member is given all rights of other members of the board, except that he or she cannot participate or vote on personnel matters. All members of the board, except the student member, serve six-year staggered terms of office. Student members are appointed yearly. The board membership is culturally diverse. In the past ten years, board membership has included two African Americans, one Hispanic, and one Asian American.

The president does not serve as a board member nor do any employees of the university serve as members (6.B.1). The president reports to the board. The chair and other officers of the board are elected from among the voting members according to policies established in section 1-1.4 of the Central Washington University Policies and Procedures Manual (Appendix 6.1: Board Members and Officers from 1989-1999). Policies that provide for continuity and change of board membership are established in RCW 28B.35.100 and are implemented by the governor of the State of Washington.

The board has specific provisions in its by-laws and subsequent resolutions stipulating that it acts only as a committee of the whole. No member or subcommittee of the board acts in place of the board except by formal delegation of authority (6.B.2). Section 1-2.0 of the Policies and Procedures Manual states that “[the board] governs the university as a body representing the people, and individual members have no authority. No member can bind the board by word or action, unless the board has, in its corporate capacity, designated that trustee as its agent for some specific purpose, and then that person can go no further than he or she has been empowered. Even during a regular meeting of the board, its control is exercised as a body and the individual member has no right beyond his or her own voice in any matter.” There is ample evidence in practice that the board is committed to working as a unit.

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the board are clearly defined in the Policies and Procedures Manual (6.B.3). The governor of the state of Washington provides instruction to newly, elected members of the Board of Trustees regarding their duties and ethical standards (Exhibit 6.5: Boards and Commissions Membership Handbook). In addition, the board operates under the guidelines of Chapter 42.52 of the Revised Code of Washington (RCW), "Ethics in Public Service" (Exhibit 6.6: Legislation Related to the Board of Trustees). The Revised Code of Washington details the financial reporting requirements of public officials including members of the Central Washington University Board of Trustees (RCW 42.17.2401(4)). Restrictions on legislative activities by representatives of state agencies are included in RCW 42.17.190.

The state law that establishes, empowers, and dictates ethical standards for the board is RCW 28B.35. The duties, responsibilities, organizational structure, and operating procedures of the board are defined in sections 1-1.0 through 1-8.0 of the Central Washington University Policies and Procedures Manual. The manual includes a statement of professional ethics for the Board of Trustees, indicating that the board is subject to the laws of the state of Washington regulating ethical behavior. Specifically, there are provisions related to the open public meeting act, the public disclosure requirements, and ethics in public service. These guidelines are in keeping with the ethical guidelines set down in RCW 42.52: Ethics in Public Service.

The board members also have agreed on the following operational values.

- Openness in discussion and dialogue, relationships, decision-making, and processes.
- Focus on ends (what); delegation of how.
- Operating as a leadership team with the president, not a collection of individuals.
- Leading by behavior as much as by formal action.
- Doing things differently/innovative, unconstrained.
- Recognizing the complexity of the change process.
- Valuing people in the organization.
- Valuing external constituents.

The relationship of the university to the Central Washington University Foundation is described in section 1-7.3.2.2 of the policies and in a formal agreement between the university and the foundation (See Standard 7.0.)

All formal actions of the board are included in its minutes (Exhibit 6.7). Personnel and other actions routinely are approved as consent items by numbered reference to a consent agenda. The university operates six centers throughout the state in addition to the Ellensburg campus, and one trustees' meeting each academic year is held at one of the sites on a rotating basis. To encourage observation and participation as appropriate by all members of the university community, the meetings of the board are carried via electronic interactive technology to the SeaTac Center.

Consistent with established board policy, the board selects, appoints, and regularly evaluates the president (6.B.4). RCW 28B.35.120(2) empowers the trustees to employ the president, but it does not dictate the procedure whereby the board selects and appoints the president. Because the selection and appointment of a president happens infrequently, the procedure is established on each occasion according to the conditions that exist at the time.

The Board of Trustees, in compliance with the president's contract (Exhibit 6.8) and with the exempt employees' code, annually reviews the performance of the president. The president first conducts a self-evaluation based on the goals that have been established for his performance during the year. The self-evaluation forms the basis of discussion between the members of the board and the president. The president

receives both verbal and written feedback on his performance, including commendations and recommendations. The most recent evaluation occurred in November 1997 (Exhibit 6.9).

In 1996, the board also arranged for an external evaluation of the president after his fifth year in office. The process was selected following participation of the board at the annual conference of the National Association of Governing Boards and combined evaluation of the president with concurrent evaluation of the board (Exhibit 6.10). The consultants' evaluation formed the basis for extending the president's contract for four more years. The board recently adopted policy language to require a formal evaluation of the president at least once in each five-year cycle (Exhibit G-4: Policy 1-1.6).

The board reviews and approves the university mission. It approves all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas. It approves major substantive changes in institutional mission, policies, and programs (6.B.5). The board approved the current mission statement of the university in 1993. Since that time, the board has engaged in on-going discussions about the mission statement (See Standard 1.) and these conversations continue. The board also approves all degree programs of the university (Exhibit 6.7: Board Minutes). These activities are long-standing in practice but only recently were added to the board's powers and duties as specified in the Policy Manual (Exhibit G-4: Policy 1-1.6).

The board arranged for evaluation of its performance in conjunction with the 1996-97 evaluation of the president (6.B.6). The external evaluation was conducted under the auspices of the Association of Governing Boards of Universities and Colleges (Exhibit 6.10). The evaluation team praised the improvements in strategic planning, responses to budget constraints, and increased diversity among the faculty, administration, and student body. The team recommended greater visibility and cohesion on the part of the board. The board recently adopted policy language to require a formal evaluation of its performance at least once in each five-year cycle (Exhibit G-4: Policy 1-1.6).

The board also holds retreats to discuss its function and responsibilities, typically during the summer months. At the board retreat on July 29-30, 1998, the trustees reflected on the themes they had examined during 1997-98, synthesized outcomes, and developed options. They examined the university mission statement. Their discussions resulted in the development of the Board Themes document and the Vision, Mission, and Goals document that formed the basis of discussion during the following year (Exhibit 6.11). They also established the board meetings and work plan for 1998-99 (Exhibit 6.7: BOT Minutes, Summer Retreat, July 29-30, 1998).

The board held small group discussions with members of the faculty during the fall of 1998, focused mostly on the board's efforts to articulate themes, vision, mission, and goals. On October 9, 1998, the board held a study session to discuss the feedback they had received (Exhibit 6.7: BOT Minutes of October 8-9, 1998).

The policies of the university are in an almost constant state of revision as the board and administration attempt to clarify the university's operational procedures (6.B.7). The dates of adoption and revision of policies in the University Policies and Procedures Manual reflect that it is a dynamic document.

The Board of Trustees demonstrates to its constituencies that it is carrying out its responsibilities effectively and efficiently (6.B.6) by operating in an open and public manner. It complies with open meeting laws and broadcasts its meetings over the university's television station by way of KCWU TV and to the SeaTac Center. A video record is maintained of board meetings (Exhibit 6.7: BOT Minutes of June 11, 1999). Meeting minutes are distributed widely via electronic mail. In addition, the board members meet yearly with different groups of constituents to seek their input on a variety of topics of concern to the welfare of the university (Exhibit 6.12: Meetings with Constituents).

The Board of Trustees has final authority for setting direction and policy for the university. In addition, the board oversees the academic integrity and financial health of the university. Through the president, it ensures that the institution is organized and staffed to reflect its mission, size, and complexity. Through the president, it approves an academic and administrative structure to which it delegates the responsibility for effective and efficient management (6.B.7). Through Section 1-1.7 of the Central Washington University Policies and Procedures Manual, the Board of Trustees may and does "delegate to university groups or individuals certain appropriate operating responsibilities." Section 1.80 identifies those delegations of authority, specifically "appointing authority" and "contracting authority" (Exhibit 6.13: Delegation of Authority). The Board of Trustees and its appointed officers operate within the regulations of the state of Washington, including the expressed budgetary and operational guidelines and limitations that are an integral part of operating as an agency of the state.

The board takes no direct hand in managing the university. Rather, it relies on the president to make such decisions, and it insures that the president is doing so by routine questioning and by evaluation. The board evaluates the performance of the president who is responsible for ensuring that the institution is organized and staffed to reflect its mission, size, and complexity and that the university operates with an effective academic and administrative structure. The board meets with and receives reports from school and college deans. Representatives of constituent groups within the university, for example vice-presidents, student body president, faculty senate chair, and administrative exempt council chair participate during board meetings, and each may submit a report to the board at each meeting. Board members address questions to these representatives and consider their recommendations.

The board approves the annual budget and the long-range financial plan, and reviews periodic fiscal audit reports (6.B.8). The president and the vice-president for business and financial affairs report regularly on the financial status of the institution. The board approves budget requests and the operating budget of the university (Exhibit 6.7: Minutes of the Board of Trustees' 1998-1999). It receives and reviews each fiscal audit when it is completed.

The board is aware of the university's accreditation status and is involved, as appropriate, in the accreditation process (6.B.9). The president or provost, who is the accreditation liaison officer for the university, regularly reports to the board about accreditation status. When the university or a unit of the university is involved in preparation for an impending accreditation visit, the provost or his designee provides status reports to the board (Exhibit 6.14). The board receives copies of the standards of accrediting bodies, and they receive written reports about the progress toward accreditation.

Appraisal

The board is representative of the citizens of the state of Washington and operates under well-defined ethical standards set by the state. Employees of the university do not serve on the board. Board members recognize and accept their important role in setting direction for the university and for seeing to its academic and fiscal integrity. They actively are engaged and interested in the affairs of the university. Board members as a group seem concerned about and take pride in the work they do. When dissention occurs, it troubles them, and they attempt to fulfill their responsibilities and maintain a sense of community. The board invites informal feedback through meetings with constituents. It acts as a unit, has a well-developed set of policies that guide practice, and makes both the policies and its actions available to members of the university community and to the public. The board appoints and evaluates the performance of the president and delegates authority, as appropriate, to officers of the university. The recent addition of a student member to the Board of Trustees addresses a long-standing request of students at this and other universities in the state. A student member

was appointed for the first time during the 1998-99 academic year immediately following the passage of the enabling legislation.

Because the student member of the board serves a one-year term and all other board members serve staggered terms, it is important for the board to develop an active process of orientation. At the end of the first year, there was some overlap between the outgoing and incoming student members, which partially served this purpose. In addition, the board must work collaboratively with student government on an ongoing basis to ensure that new students understand the role of the student trustee.

The policy manual is very detailed, constantly reviewed, and widely distributed. Because it is a living document, it takes considerable persistence to ensure that existing copies of the manual are updated. Even though changes are circulated promptly in the form of replacement pages, it is not uncommon to find outdated versions of the manual in offices throughout campus. The web-based version of the manual will ensure that everyone can access a current version.

There has been some dissatisfaction expressed with the board, mostly by members of the faculty. The 1992 presidential search process was controversial. The makeup of the search committee, limited input from the university community in the development of the position announcement, and the secrecy of operation of the search committee created suspicion within the university. In the end, the controversy affected the extent to which faculty and others supported the new president. Some faculty felt that the board that was in place at the time disregarded their contributions to the university, and this along with somewhat dysfunctional methods of communication between the board and the faculty became an impediment to cooperation. Both of these issues often are credited with driving faculty collective bargaining initiatives, which also has caused friction between the faculty and the board. (See Policy 6.2.)

In response to these concerns, the board has adopted a much more open search process for the next president of the university. It sought input from the university community in the development of the leadership profile and the job description. Search committee meetings, other than those in which candidate files are discussed, are open to the public, and minutes of the meeting are distributed widely. Through the Faculty Senate, faculty members expressed concern about the relatively small percentage of faculty members on the committee (4 of 14 including the chair of the committee) and inclusion of board members as voting rather than ex-officio members of the current search committee (3 of 14 members). The Ellensburg business community expressed concern that it was not represented explicitly on the committee. Students questioned their level of involvement (originally one member of 13), and they were granted a second member. Overall, there is considerable evidence of openness of process that has quieted some of the concerns that were expressed regarding the last search.

The board also has been attentive to criticisms of its responsiveness to faculty concerns and continues to seek ways to be more knowledgeable of the faculty role at the university and to endorse publicly the important role of faculty. The recent failure of the board to embrace faculty collective bargaining continues to be an issue between some faculty members and the board.

Standard 6.C: Leadership and Management

Historical Perspective

When President Nelson was appointed to his position in 1992, the trustees presented him with a list of goals (Exhibit 6.15: Statement of Issues – December 1991). Notably, the president was charged to establish a culture of planning and diversity in an atmosphere of trust and respect. Toward these ends, he was instructed to develop a strong administrative team and establish a decision-making process that included those most closely affected. In 1994, the president appointed a Campus Climate Task Force to assess the working and learning environment of Central Washington University. The committee spent two years interviewing self-selected members of the university community and issued the Campus Climate Task Force Report (Exhibit 6.16) in January 1996. The report made a number of recommendations including some related to leadership and management.

The president made several notable administrative changes. He eliminated the position of dean of undergraduate studies and distributed the responsibilities of the office to a variety of units, primarily the dean of academic services. He reorganized university committees, eliminating some and reorganizing others. He clarified the relation of the university to the Central Washington University Foundation and improved the accountability of the foundation. He overhauled the university's accounting system making sources of funds more visible, decentralizing disbursement, and increasing accountability.

During this same period, many faculty and senior administrators reached retirement age and a number of interim or acting officers filled important administrative positions. A vice president for student affairs was installed after several years when the position was filled by an acting officer. The positions of vice president for business affairs and vice president for advancement also were filled anew. The president created two new colleges out of the former College of Letters, Arts, and Sciences. The deans of the four colleges have been hired in the past three years. The current provost has been in office for three years, after serving for three years as the dean of the School of Business and Economics.

In summer 1998, one major administrative position was created (the Vice-President for Enrollment Management and Marketing) and two were redefined out of existing positions (the Associate Vice-President for Academic Affairs & Vice Provost Learning Technology, and the Vice Provost for Curriculum, Assessment, & Academic Policy). The position of Vice-President for Enrollment Management and Marketing was created out of the position of the former Dean of Academic Services, and the existing Dean of Academic Services assumed the position on the basis of a modified search procedure. The position of Associate Vice-President for Academic Affairs & Vice Provost for Learning Technologies was a redefinition of the previous position of Associate Vice-President for Academic Affairs. The position of Associate Director of Institutional Studies, Assessment and Evaluation and the Director of Assessment was eliminated, and the individual who had served in the position in an interim capacity was selected for the newly created position of Vice Provost for Curriculum, Assessment, & Academic Policy following an internal search. In March 1999, these two individuals were reassigned to their faculty positions, and the functions of the positions currently are being performed by interim appointees. Discussion among academic affairs administrators with the Faculty Senate Academic Affairs Committee will occur before the positions are recast to undergo national searches.

By the end of the first six years of the president's tenure, the entire administrative team was new, as was much of the structure of the university. The president and administrative officers devoted considerable time during this period to clarifying decision-making processes and areas of responsibility.

Current Situation

The administrative structure of the university includes a president who oversees the five divisions of the university, each of which is headed by a vice-president (one of whom also serves as provost). The provost oversees two associate vice presidents, deans of the four academic schools/colleges, the dean of libraries, and the graduate dean, among others. These officers serve the entire university, which includes the Ellensburg campus and the six university centers (Appendix 6.2 – 6.8: Organizational Chart of the University and of the Five Divisions).

The president's full-time responsibility is to the university (6.C.1). President Nelson served on a number of statewide higher education boards. He also served on the statewide Commission on Student Learning which is developing standards for the K-12 public schools. At one time, he served on a private bank board, but later relinquished that role.

The duties, responsibilities, and ethical conduct requirements of the university's administrators are clearly defined and published. Administrators act in a manner consistent with them (6.C.2). Administrative position descriptions (Exhibit 6.17) are maintained in the Office of Human Resources. All position descriptions have been updated recently and always are updated when a position is open. In addition, the Office of Human Resources recently has encouraged greater diligence in maintaining the currency of position descriptions.

Conditions of employment of administrative exempt employees are governed by the Civil Service Exempt Employee's Code, which is Part 6 of the Central Washington University Policies and Procedures Manual. The Association of Exempt Administrative and Professional Staff has reviewed and revised sections of the code that had caused confusion, and the current code is improved greatly. The category of exempt employees houses a wide variety of positions from the president to professional staff, and the rights and responsibilities vary somewhat across the group. Ethical conduct requirements clearly are defined and published in the Policies and Procedures Manual, Part 6, Section 1.05, Code of Ethics (Exhibit G-4). In the few instances where misconduct has been identified, action has been taken against administrators, resulting in their resignations from administrative positions.

The university includes effective leadership and managerial abilities in the job descriptions for all top-level administrators of the university (6.C.3). Recently the Strategic Planning Committee, working at the request of the Board of Trustees, coordinated an effort to establish the leadership profile that was used to develop the job description and screening criteria for hiring the next president.

The ability of the university's leadership to facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment is assessed both formally and informally (6.C.6). Structural mechanisms are in place to encourage dialogue and participation by the university community in university decision-making, and the minutes of planning meetings of all sorts are distributed widely. Decision-making related to budget, programming, and marketing involve public review and comment. Minutes of the president's cabinet, the academic council, and the councils of the vice-presidents for student affairs and business affairs are regularly circulated on campus by electronic mail. Each division maintains a file of documentation for all items that come before its council, and members of the university committee are invited to request copies of items of interest.

According to its policy, the Faculty Senate conducts a faculty survey of opinions about top-level administrators of the university, including the president, provost and vice-presidents, and deans, every two years. The opinion survey most recently was distributed during the 1997-98 year; 30% of the faculty responded to the questionnaire (Exhibit 6.18: Results of the Faculty Opinion Survey of Administrators).

School and college deans are perceived, for the most part, as facilitating cooperative working relationships and encouraging open communication. Deans meet with chairs on a regular basis, and their meetings are relatively informal although they may work from a structured agenda. Some schools and colleges circulate minutes of their meetings, though not all do. Policy recommendations are communicated to the faculty at large, and faculty members are encouraged to comment. This seems to be a satisfactory arrangement for everyone. The Academic Department Chairs Organization (ADCO) was begun during this decade to provide another forum for faculty views to be communicated to the administration. The chair of ADCO sits on the Academic Affairs Council of the university.

The president reviews each of the vice-presidents each year and requires that they evaluate their subordinates (6.C.3). This practice is consistent with Part 6-2.07 of the policy manual (G-4: Part 6 - Civil Service Exempt Employee's Code), which provides for evaluation of all exempt employees at least once each year. Each of the vice presidents is asked to conduct a self-evaluation, using a series of questions that are provided by the president. The president reviews the self-evaluations, provides written feedback to each vice president, and holds individual meetings to discuss the feedback. Each vice president develops his or her own evaluation procedures, but all have a procedure in place (Exhibit 6.19).

University advancement activities, which include development and fund raising, institutional relations, alumni and parent programs, are clearly and directly related to the mission and goals of the institution (6.C.4). They are managed through the Division of Development and Alumni Relations whose mission is to establish, cultivate and maintain relationships between the university and its various external constituents. Development staff collaborate with others in the Central Washington University community to increase awareness, understanding, and appreciation of the accomplishments of Central students, faculty and programs. They position the university to secure external funding from its alumni, friends, corporations, foundations and government constituencies. The goals, accomplishments, and disappointments of the division are set out in writing in its strategic plan (Exhibit G.10). The Central Washington University Foundation, established in 1968, is an independent, nonprofit, charitable 501(c)(3) organization. The foundation is dedicated to operate exclusively for the purpose of encouraging, promoting, and supporting educational programs and scholarly pursuits of the university and its students, faculty, and staff. When President Nelson arrived in 1992, he noted that the relationship between the foundation and the university was vague. He developed a written agreement that clarified the role of each and the relationship between the two entities (Exhibit 6.20). The clarification was long past due, and the current working arrangement is vastly improved. (See Standard 7.D for greater detail on the role of the foundation.)

The Central Washington University Alumni Association recently applied for separate 501(c)(3) classification from the Internal Revenue Service as a step toward strengthening its mission to connect and reconnect alumni to the university.

Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are published, accessible, and periodically reviewed and revised (6.C.8). The university's policies with regard to administrative, civil service-exempt positions are well developed and published in Part 6 of the university policy manual: Section 2.0, Conditions and Terms of employment and 3.0, Separation from Employment (Exhibit G-4). Criteria for evaluation of exempt employees are developed individually in relation to the specific position characteristics as defined in the position description. The

university appointing authorities, the Office of Human Resources, and the Office for Equal Opportunity monitor the implementation of the procedures, which are reviewed and revised periodically. The state of Washington Department of Personnel and the Central Washington University personnel officer oversee the rules applicable to the classified staff which are published in Title 251 of the Washington Administrative Code (WAC). The university is required under Chapter 251-20 of the WAC to conduct annual performance evaluations of classified staff. The state Department of Personnel provides an evaluation form for use in this regard, which includes a list of evaluative criteria (Exhibit 6.21).

Administrators' and staff salaries and benefits are adequate to attract and retain competent personnel consistent with the mission and goals of the institution (6.C.9). Central Washington University recently has adopted the CUPA (College and University Personnel Association) position numbering system and now uses the CUPA annual salary survey as the basis for salary evaluation. Comparison groups vary according to position, with a very few positions being unique to Central Washington University and others having more than 80 comparisons. The data in Exhibit 6.22 describe the CUPA comparisons for 1998-99. The administrative exempt employees are in the thirty-second percentile in relation to comparison schools, and the data reveal a great deal of unevenness in the comparisons across all divisions and classifications of the university. Of 155 employees for whom comparisons were available, 42 had a comparison below the twentieth percentile. An administrative-exempt salary plan was adopted on February 13, 1998 (Exhibit 6.23), which was intended to bring administrative exempt salaries into line with salaries in the twentieth to eightieth percentile range.

Classified staff salaries and yearly increments are set by the state of Washington and are comparable across the state institutions of higher education. However, salaries for many positions dip below salaries for comparable positions in the surrounding area (Exhibit 6.24), creating some difficulties in attracting and retaining classified staff in some positions.

Administrators ensure a timely decision-making process (6.C.5). Schedules for submitting changes of status for faculty, budget requests, and other routine administrative decisions to the Board of Trustees are established clearly, and these schedules are followed with very rare exception (Exhibit 6.25). Timetables for reports to the Board of Trustees on work in progress and meeting work plans are established routinely. The President's Cabinet and the councils of each of the divisions meet regularly and address matters of importance that come before them (Exhibit 6.26: Minutes of Cabinet and Division Councils. 1998-99). Deans meet regularly with their department chairs. Departments are not required to meet regularly, though many do. Representative bodies of the university maintain and distribute minutes of their activities as well (Exhibit 6.27).

Administrators responsible for institutional research ensure that the results are distributed widely to inform planning and subsequent decisions that contribute to the improvement of the teaching-learning process (6.C.7). Central Washington University long has had an Office of Institutional Studies that develops and circulates reports of importance to decision-making at the university. (See Standard 1.) Reports are distributed routinely throughout the university, as are those coordinated through the Office of Assessment. The Office of Institutional Studies has been particularly instrumental in providing data related to the institution's accountability measures with the state of Washington Higher Education Coordinating Board. The Office of Assessment has played a particularly key role in providing data of importance to improvements in teaching and learning. The role of educational program assessment is discussed in more detail in Standard 2.B.

Both the institutional studies and the assessment functions of the provost's office have a presence on the university's web site, and it is through these sites, as well as through distribution of print copies of reports,

that data are made accessible to the university community. In addition, many administrative units of the university have direct access to certain reporting screens on the main database systems of the university (SIS, FRS, HRS, Blackbaud). Individuals with accounts on the university computing network also can access frozen university budget files. Further, all reports of the university are available either through distribution or upon request. The university operates openly with respect to data, and only the obtuseness of the current data systems, soon to be improved in the transition to the relational PeopleSoft system, and the accuracy of reporting mar an otherwise excellent operation. (See Standard 1.)

Appraisal

Policies and Practices. Policies of the university are approved through the Board of Trustees and are a matter of public record. They are maintained on the university web site and in hard copy in each unit or department office. However, at the beginning of the self-study, it became clear that policies developed in some units and departments were less accessible. Thus, during the past two years, each unit of the university has been developing integrated policy manuals that include the various policies adopted by the unit. For some individual units, this was mostly a matter of updating an existing policy manual. Others required considerably more work. Currently, most units of the university have a policy manual, and many can be accessed through unit web sites. Policy manuals are cited in each unit's self-study/strategic plan.

The university has a well-defined system for employing, evaluating, and terminating its relationship with employees. Compliance with procedures is monitored diligently. Although the hiring process is quite open, the evaluation and termination processes require greater confidentiality. Because fewer facts are known publicly when a reassignment, resignation, or decision not to renew an appointment occur, the lack of factual information can grow into feelings of concern and even mistrust among those not involved directly in the personnel action. Administrative exempt employees can be terminated through non-reappointment following a period of notice. In some cases where popular administrators have been terminated or reassigned, friction has resulted that has not been resolved easily. Further, the rapid turnover in the provost's office and the different personal and administrative styles that have resulted have made it difficult for the faculty to have a reliable compass to guide their actions. Members of the university community look forward to greater stability within the academic administrative ranks.

Some individuals appointed to administrative positions also request or are offered faculty tenure at the time of appointment or sometime thereafter. On a few occasions during the decade, questions have been raised about the manner in which these tenure decisions are made and particularly the degree to which department faculty are involved in the tenure decision. Generally this has not been a problem, but in the few cases where questions have arisen, reputations have been damaged because of perceived injustices in the process. It might be worthwhile for academic administrators and the Faculty Senate to review the procedure and make the adjustments necessary to avoid awkward moments.

Administrative Salaries. Administrative salaries are low compared to peer institutions. There is anecdotal evidence that exempt administrative personnel have left the university largely because of low salaries and that recruitment efforts have failed because of the level of salary offered. University policy allows the university to match bonafide contract offers from other institutions, and a small number of employees take advantage of this opportunity each year. At its June 11, 1999 meeting, the Board of Trustees adopted salary adjustments for administrative exempt salaries which were based on merit, on the degree to which employees were below the 20th percentile on the CUPA scale, and on equity adjustment. These adjustments alone will improve considerably the percentile ranking of administrative salaries on the CUPA scale, and the board is committed to future improvements as well.

Decision-Making and Communication. After his arrival in 1992, President Nelson attempted to decentralize both responsibility and accountability for decision-making. The budget process, which had been guarded, was made much more accessible to all members of the university community. He also made a concerted effort to improve communication. As the university local-area computer networks and access to the Internet developed, it became much easier to distribute meeting minutes and to describe and discuss ongoing issues of importance to the university community.

Staff in the Office of Institutional Studies respond to both internal and external requests for information (See Standard 1.) and provide valuable input into the decision-making process. Their reports are made public and are shared with all interested parties. They post important data to their web site. Although concerns have been cited, they are almost wholly related to technical aspects of data storage and retrieval. The newly hired director of Institutional Studies, working with the team that is implementing the university's new relational database system, has begun the work necessary to improve data integrity and timeliness of reports and to develop common data elements for annual distribution.

Even so, members of the university community have expressed concerns about both the style and effectiveness of communication throughout the university. Truly accessible ways of sharing information have been elusive. Faculty, staff, and students sometimes say that they have not heard about events that are well known and openly discussed in the administrative buildings of the university. There clearly is no intent to hide information but rather a need to find better mechanisms for sharing it.

The perceived lack of prominence afforded academic values during planning and decision-making also has been criticized. People of good will have different perspectives on common problems, and the university has not found the best ways to share and develop mutual respect for alternative perspectives. The faculty bemoan what they perceive to be an imbalance in their influence, particularly on matters that bear directly on the academic and material health of the university. These issues seem to transcend specific leaders and to be characteristic of the culture. The frustration for both administrators and faculty has been the inability fully to overcome what is, at times, a culture of negativity.

Management and Leadership. The university has remained fiscally stable, and its educational programs are excellent, both sources of evidence of effectiveness of its administrators to manage the university. Different administrators have brought different strengths to the university. Some administrators have excelled in educational leadership. Others have excelled in management. Some administrators have excelled in both.

An important characteristic of good leadership is the ability to inspire loyalty, confidence, and a sense of shared purpose among members of the university community, and it is in this arena that the university has experienced some difficulty during the decade. Two votes of no-confidence by the faculty during the decade, (Exhibit 6.28: Votes of No Confidence) one concerning the provost (1991) and one concerning the president (1998) are among a number of events of the last decade that suggest dissatisfaction with some leaders. Although many reasons have been offered, it has been difficult to pinpoint the precise cause of the dissatisfaction.

The survey of administrators that is mandated by the Faculty Senate was intended to provide constructive feedback and to identify strengths and weaknesses of university leaders. The process and the impact of the survey have been questioned. Usually less than 35% of the faculty respond, and comments emphasize weaknesses to the exclusion of strengths. Efforts to revise the process have not improved the response rate or silenced the criticisms.

Satisfaction with a leader may, of course, be totally separate from the leader's effectiveness. Central Washington University's leaders have kept the university solvent, have expanded its horizons, and have brought educational services to individuals who could not access them previously. They have achieved these outcomes in a somewhat unfriendly legislative environment. In these ways, they have been effective. The university is spending more in adjusted dollars per FTES in 1999 than it was in 1998, despite a turndown in state appropriations per FTES. The university is much better positioned than it was in 1989 to enter the electronic age. It has choices related to expansion, both electronic and otherwise, that could not have been dreamed of in 1989.

Nonetheless, events and conversations of the past year suggest that there are members of the university community, particularly faculty members, but also students, administrators, and classified staff, who are concerned. Many faculty members are troubled by the application of a business model to the academy. In the fall of 1998, faculty dissatisfaction with the president's performance was demonstrated in a general faculty vote in which some 64% of those voting (87% of those eligible) indicated no confidence in him. Even though specific concerns about the president were discussed in the Faculty Senate prior to the call for a vote on confidence in the president, much of what troubled the faculty was difficult to define and quantify and almost surely did not reside entirely with the president.

It is in the intangible nature of "leadership" that many problems arise, and this has made it difficult either for those who are disenchanted to be clear about why or for those who are criticized to understand what they should change. The board has discussed in open session the concerns of the faculty and the lack of trust. They have resolved to improve communication with all members of the university community and already have taken steps to involve the entire university community in the development of the leadership profile that will be used to seek the next president.

Standard 6.D: Faculty Role in Governance

Historical Perspective

The role of faculty in institutional governance is embodied in the Faculty Senate, its committees, and various other university-wide committees. The Faculty Council was created in 1947 and was transformed into the Faculty Senate in 1962. It operates as a representative body. Every department, regardless of size, has at least one representative, and larger departments may have two, determined according to a formula established in the bylaws of the senate. Representatives are elected by their departments. The senate elects an executive committee each year, and the chair serves as the liaison to the administration of the university. The senate meets at least once a month during the academic year.

Current Situation

The role and function of the Faculty Senate is articulated in the Faculty Code (Exhibit G.4: Part 5). Faculty members who are elected to the senate serve as uninstructed representatives of their departments. That is, while senators' votes are advised by the opinions of their department colleagues, they are not bound by them. Senators are encouraged to discuss issues that are coming before the senate with their department colleagues. In recent years, upcoming initiatives and documents of the senate have been made available on the senate's website.

The university president is an ex-officio, non-voting member of the Senate (Senate Bylaw I.A.2) and is given the privilege of the floor. The chair of the senate serves on the provost's Academic Affairs Council and on the University's Budget Advisory Committee and participates in meetings of the Board of Trustees.

The senate's role in governance relies on the active involvement of its standing committees in policy development and review. These committees are charged to consider routine issues in the areas indicated by their names and to bring forward proposals to the senate for action. In addition to standing committees of the senate, there are 34 university committees which, combined, require participation by approximately 125 faculty members. Faculty also are recruited to serve on ad hoc committees and task forces to consider emerging issues that do not fit conveniently into the charge of an existing committee. All full-time faculty of the university are invited yearly to identify their willingness to serve on the senate's and the university's standing committees and to identify committees of interest.

Currently there are six standing committees of the senate. During the 1998-99 academic year, the senate supported the concept of shifting the General Education Committee from its position as a university committee reporting to the provost to a position as a standing committee of the senate. The Senate Code Committee will take the matter under advisement during the 1999-2000 academic year.

Faculty Senate Academic Affairs Committee. This committee's role has been redefined during the decade, primarily to oversee policy functions that were lost when the Dean of Undergraduate Studies and the Undergraduate Council were eliminated. In 1996, the committee's task was defined as “[being] concerned with the study and improvement of academic standards and academic organizational structures. It shall make policy recommendations concerning admission, registration, grading, withdrawal, the university calendar scheduling, and academic support systems such as the library and audio-visual division. It shall cooperate with other individuals, groups or committees in long-range planning, including the creation of new schools, departments, programs and academic posts” (Exhibit 6.2: By-Laws of the Faculty Senate; Exhibit 6.29: Charge and Reports of the Faculty Senate Committees). The committee's jurisdiction is restricted to undergraduate programs. The Graduate Council, a university committee, provides similar policy guidance related to graduate programs.

Over the past several years, the Academic Affairs Committee has accumulated, organized, and set the entire body of academic policy into print (Exhibit G.4: Section 5 of the University Policies and Procedures Manual). It also has established or clarified primarily undergraduate policies in a wide variety of areas including admissions, grade inflation, international programs, registration, and S/U grading practices. The committee has worked to clarify the relation between admissions criteria and budgetary needs of the university. The Faculty Senate Academic Affairs Committee sets admission policy and criteria; the Vice President for Enrollment Management and Marketing implements the policy. The senate committee has established minimum admission criteria that exceed the Higher Education Coordinating Board minimums and that inform the vice president's office in their enrollment efforts. To ensure sufficient separation between admission criteria and budgetary needs and to maintain the integrity of and adherence to faculty-driven admission criteria, a University Admissions Committee -- a new university committee -- will be established beginning in the 1999-2000 academic year to oversee exceptions to admission policy or criteria. The charge to the committee, which will report to the Vice President for Enrollment Management and Marketing, currently is being drafted.

Faculty Senate Curriculum Committee. This committee is to “be concerned with the study, development, and improvement of the curriculum, educational programs, and academic policy at the university” (Exhibit 6.2: By-Laws of the Faculty Senate). The committee recently has overseen an excellent revision of the “Curriculum Policy and Procedures Manual” (Exhibit G.4: Section 5) designed to clarify processes and to

incorporate Higher Education Coordinating Board requirements. The committee spends much of its energy on procedural correctness of proposals. The curriculum review process came in for specific criticism by the 1989 NASC accreditation team. Since then, curriculum review procedures have been streamlined and simplified, notably by the elimination of the Undergraduate Council (Exhibit 6.29: Charge and Reports of the Committees).

Faculty Senate Budget Committee. According to the Faculty Senate bylaws, the mandate of the Faculty Senate Budget Committee is to “be concerned with recommendations regarding the budgetary and financial affairs of the university, the level of financial support for the university, short-and long-range budgetary projections, and distribution of funds within the university” (Exhibit 6.2: By-Laws of the Faculty Senate). The chair of the committee is involved in major budget discussions and decisions of the university. During the current academic year, the committee was involved in interpreting the recommendations of the Salary Equity Study that was initiated by the senate. On the basis of the committee's recommendations and the concurrence of the administration and the board, a series of steps were taken to improve long-standing issues of salary inequity and compression (Exhibit 6.29: Charge and Reports of the Faculty Senate Committees). This committee works cooperatively with both the Senate Code and Personnel Committees on a number of matters of importance to the university.

Faculty Senate Code Committee. This committee “shall be concerned with the continuing study and improvement of the Faculty Code and shall receive, review, initiate, and make recommendations or proposals for amendments to the Faculty Code,” according to the bylaws of the Faculty Senate (Exhibit 6:2). The Code Committee performs its functions by receiving charges, suggestions, or proposals from the Faculty Senate Executive Committee, from other senate or university standing committees, from members of the university's administration, and from members of the faculty at large. It is the only committee on campus that must formally make its proposals known to the entire faculty through formal hearings preceded by ten days notice to the faculty. In the past, Code Committee hearings drew only minor involvement, and the Senate changed its policies to provide that a hearing occur only if five or more faculty indicated in advance that they would attend. Within the past two years, faculty attendance at the hearings has improved partially as a function of increased interest on the part of the faculty in governance activities.

The Code Committee also meets or consults with other committees of the senate. A revised merit policy, instituted in 1997, was the result of many meetings between the Senate Budget and Senate Code Committees, after a prototype was developed by the Senate Personnel Committee and approved by the senate in 1994. Because of the heavy work load, the joint meetings, the necessity to be as informed and as precise as possible in wording of Code proposals, all of which will bear the force of law, the Code Committee usually holds hearings once a year. It attempts, through hearings and through the scheduling of votes in the senate to provide adequate time for discussion of proposals. The Code Committee also holds discussions with the university's administration prior to a senate vote and attempts to represent faculty interests as fully as possible (Exhibit 6.29: Charge and Reports of the Faculty Senate Committees).

Faculty Senate Personnel Committee. This committee is charged to “be concerned with matters relating to the terms and conditions of faculty employment at the university [and with] aspects of academic policy that affect faculty morale” (Exhibit 6.2: By-Laws of the Faculty Senate). The Personnel Committee spent several years revamping the university's merit distribution procedure culminating in a proposal that was adopted by the Senate in 1994. The degree to which the 1994 version required any changes to the Faculty Code was not made clear, and no changes resulted until the 1994 process was applied during fall 1997. Based on the 1994 version and the fall 1997 experience, Faculty Code changes were approved effective fall 1998, and the revision is now operational for those instances in which merit awards are available. During the current

academic year, the Personnel Committee has spent a great deal of its time reviewing the employment conditions of part-time appointees (Exhibit 6.29: Charge and Reports of the Faculty Senate Committees).

Faculty Senate Public Affairs Committee. This committee “shall be concerned with matters relating to developing and expressing faculty positions for presentation by authorized university representatives before the State Legislature, Congress and other legislative bodies, as well as other bodies, public and private, which affect faculty interests and welfare. It shall advise the Faculty Legislative Representative[s], ascertain and articulate faculty positions on issues, [and] act as liaison with the Director of Legislative Relations” (Exhibit 6.2: By-Laws of the Faculty Senate). During the current academic year, the Senate Public Affairs Committee has been particularly active, serving in an advocacy role for the faculty with the Council of Faculty Representatives, with a subcommittee of the Board of Trustees that is working on faculty salaries, and with the Director of Government Relations. It also has been active with legislators and their staff (Exhibit 6.29: Charge and Reports of the Faculty Senate Committees).

Other Faculty Roles in Governance. Faculty also exercise their voices through 34 university committees (Exhibit 6.30). Although these committees report directly to officers of the university rather than to the senate, committee reports that have implications for academic policy come forward to the senate through its standing committees. For example, the general education committee is a university committee, but because it addresses issues of curriculum and academic policy, its decisions are forwarded through the Faculty Senate Curriculum Committee for approval by the senate.

Over the years, the Faculty Senate has initiated inquiries and actions in a wide variety of special areas of interests, such as distance learning, salary equity, grade inflation, and student-faculty conflict of interest, to name a few. In the spring of 1997 the Senate actively worked with the locally organized United Faculty of Central in conducting a vote on collective bargaining, which proposed identifying the local union as the only bargaining agent. The Board of Trustees has not endorsed collective bargaining, instead continuing to recognize the Faculty Senate as the body representing the faculty. Indeed, a move to collective bargaining may require major revisions of the existing Faculty Code.

Appraisal

The Faculty Senate is the only representative body with clearly defined status to represent faculty interests and to make decisions concerning the academic programs of the university. Its role in oversight of the curriculum has never been challenged. The senate maintains close ties with the faculty and with the administration. The role of the senate chair as a member of the Academic Affairs Council serves an important liaison function between the faculty and the administration. The president's membership on the senate serves the same function. President Nelson involved the senate in university affairs more than the previous president did, and the current provost has made a particular effort to discuss emerging issues with senate representatives at the earliest possible moment. The senate has earned its reputation as a deliberative body.

The university supports half-time release for a faculty member to serve as senate chair, quarter-time release for the chair-elect, a full-time administrative assistant, and the cost of maintaining the senate office. In addition, the university pays travel and other expenses for Council of Faculty Representatives' members who advocate for faculty with the state legislature. University policy provides opportunities for faculty participation in governance in a variety of ways. The faculty are well represented on university committees in addition to the number who serve on committees of the senate, and very few actions of the university are taken without opportunity for review and comment by the faculty and input from at least one committee. Committee representation is defined in the University Policies and Procedures Manual, and most committees

include equal representation from the four colleges/schools of the university. Exceptions are based on reason; for example, the general education committee has representation by disciplinary area.

Still, there is some dissatisfaction with the faculty's role in the governance of the university. There have been and continue to be disagreements about the appropriate role of the senate. Some faculty believe that the group serves an academic policy-making function and, at the same time, represents faculty interests; others disagree. Indeed, some faculty have supported the current union activity on campus in response to their perception of the senate's limited ability to represent faculty interests effectively. The board, most faculty, and administrators view the Faculty Code as a binding contract between the faculty and the administration. Section 1.05B of the Faculty Code states, "This code is binding on the faculty as defined in section 2.10, the university administration, and the Board of Trustees...." (Exhibit G.4).

There continues to be insufficient integration of senate governance with university governance in ways its constituents regard as meaningful and in ways the administration accepts as contributing to the future development of the university. The current process operates in parallel, but not in tandem, with other university decision-making operations. Conflict and frustrations can and do occur. The administration sometimes will see an issue through to a recommendation before coming to the senate for comment, giving the impression that the involvement of the senate is a second thought. Similarly, the senate sometimes takes action without adequate conversation in advance with administrative officers.

The 1992 Ad Hoc Committee on Governance recommended the creation of a university council similar to the current President's Cabinet to function as a university-wide governance body. Members of the senate including the chair would participate along with academic officers, students, and civil service employees. This recommendation was not followed, although the senate chair does sit on the provost's Academic Affairs Council and participates in meetings of the Board of Trustees.

The standing committees of the senate reflect the important role of faculty in shaping policy related to personnel, curriculum, budget, academic policy, and public affairs and in establishing the language of the Faculty Code. Still, involvement has not proven to be the same as influence, especially in matters of budget and budget-related personnel affairs. For example, the Faculty Senate Budget Committee long has felt that it had to be assertive to ensure meaningful inclusion in budget discussions and decisions (Exhibit 6.29: Report of the Senate Budget Committee). Budget committee chairs have cited difficulty in getting budget data and limited influence in the decision-making process. Senate and university committees are empowered in the Faculty Code to take an active role in the university's governance, but they must assert their right to do so. The administration needs to seek counsel in a deliberate way on all matters that are assigned by policy to committees of the university, and members of committees need to pursue actively their right of involvement. The structure doesn't always work as it should, sometimes as a result of the passivity of committee members and sometimes as a result of the failure of administrators to encourage involvement.

A number of ad hoc committees have addressed a number of matters of importance to the senate. Although these committees generally have been effective in their work and their reports have been presented to and accepted by the Senate, their recommendations often do not become institutionalized and the issues they have addressed are revisited in subsequent years. Occasionally, an ad hoc committee is established to study a particular issue only to have the administration make decisions that appear to interfere with the work of the committee. A recent and notable case involved the work of the Ad Hoc Committee on Salary Equity, which the administration supported financially with \$50,000 for an outside consultant. While the committee was still in process, a group of faculty members threatened a lawsuit to achieve equity. The president took action on the salaries of those among the participants in the lawsuit whom he felt had a viable case, as a way to avoid legal action. The president communicated his decision to the Faculty Senate, to whom the ad hoc committee reported. He did not communicate directly with the committee. This lack of direct contact from the

president troubled members of the committee. The president was respecting the reporting lines of the committee to the senate; nonetheless, the action contributed to a perception that the faculty in general and the senate in particular are not considered in university governance.

In recent years, senate chairs have improved communication about emerging issues of the university and about the action of the senate, primarily by posting information to the senate's web site and through the use of the electronic mail faculty distribution list. This is particularly important in maintaining a clear sense of belonging among faculty, staff, and students who work at the university centers. Although some difficulties have been noted in the transition to a mostly web-based medium as opposed to print form of displaying important documents, overall the communication has been improved greatly by these technological advances.

Naturally, these methods of communication are only as good as the substance that is communicated. There are occasional criticisms about the quality of the communications. For example, while the minutes of the senate record its official actions, supporting materials that are referenced often are not available readily. This creates a particularly difficult situation for faculty located at the university centers. Some committees of the senate and the university do not keep minutes, instead providing end-of-year reports. This practice makes it difficult to track the process through which recommendations are developed. In addition, while various reports are referenced in the senate minutes, they often are not available except through special request. The web site is a wonderful addition to other means of communication. Maintaining its currency and accuracy are essential to its success.

There has been occasional concern about the degree to which the effectiveness of the Faculty Senate is more a function of particular personalities of its leaders than of clear principles. Although this matter is discussed informally from time to time, it might be useful for the executive committee of the senate to consider what, if any, structural modifications might improve effectiveness across many different types of leaders.

Perhaps the greatest challenge to the faculty's role in governance is the apparent reluctance of faculty to participate in the senate and on senate and university committees. The executive committee reports difficulty finding willing participants to fill out the committee rosters, even for the most important committees for which seats were competitively sought in the past. There are a number of contributing factors, not least of which is the perceived lack of influence of the senate. In addition, some faculty complain that service on important committees of the university provides minimal benefit to faculty members who are attempting to build a record of scholarship. Some of the cohort of retiring faculty had long tenure on the senate or its committees, and their departure not only leaves open slots on committees but deprives the senate of their institutional memory. Further, newly hired faculty have very little history with the purpose and potential benefits of the senate, and there is little attention to explicit mentoring related to this role. Some new faculty express concern about taking public stands on controversial issues during their probationary years, an almost necessary condition of senate service. All of these factors combine to produce less continuity in the senate and on its committees and operate as a threat to continued vitality of the group.

Standard 6.E: Student Role in Governance

Historical Perspective

Historically, student government has had a somewhat limited scope, although students have been involved in distributing student activity fees, lobbying about tuition, and assigning student members to university committees. More recently, students have become active in more global matters related to the university and have become involved in administrative matters to an extent never before known. Their added perspective

has been valuable, and their sophisticated reasoning and critical thinking skills that are brought to bear on discussions in the Faculty Senate and other forums have been noted by a number of faculty and administrators.

Current Situation

For the first time during 1998-99, a student member was appointed to the Central Washington University Board of Trustees as a result of enabling state legislation. In addition, the president of the Associated Students of Central Washington University participates in meetings of the Board of Trustees. Students participate on the Faculty Senate as well as on most major academic committees of the university. In some instances they hold several seats. Students are represented particularly well on committees that make decisions about student life at the university. Students typically do not participate in unit and division staff meetings, for example, the president's Cabinet, the provost's Academic Affairs Council, deans' meetings with department chairs, or department faculty meetings. Student membership on committees is listed in Exhibit 6.31. Student representatives usually have the full range of rights of other committee members, although they typically are proscribed from voting on personnel matters.

Appraisal

Central Washington University benefits from a large number of extraordinarily gifted students serving in leadership positions of the university, particularly as officers of the Associated Students of Central Washington University. They distinguish themselves and the university by their participation, their insights, and their enthusiasm. In this past year alone, one of the student representatives to the Faculty Senate has been commended by a number of faculty for his clarity of thought and presentation. Students hold seats on most major academic committees and decision-making bodies including the Board of Trustees. Those who participate generally are engaged actively. It is very clear that absent formal orientation, some students learn their roles very well, they contribute meaningfully to campus life and governance, and they seek actively the opinions of other students in order to represent them more effectively. The first two students appointed to the Board of Trustees have shown great enthusiasm for and dedication to their role.

There are, however, areas for improvement. Representatives are drawn almost exclusively from students on the Ellensburg campus; rarely are students from the university centers and distance learning environments represented on committees. Students earning their degrees at the university centers and by way of electronically-mediated distance education should have more accessible opportunities to participate in university governance. These students express their interest in participating as members of the university community and should be given the opportunity to do so. This presents a definite challenge that the university and the student government must address.

The constant (and appropriate) turnover of student members on committees creates some problems of continuity, although many students do the necessary work to be fully informed on the issues that come before their committees. The university might benefit from a more systematic orientation process for students who are joining committees.

The Associated Students of Central Washington University work with administrative officers to identify and appoint students to committee positions. Although there are many students who participate willingly in governance of the university, there are instances when student positions go unfilled through much or all of a year. Central Washington University's student body is more actively involved in governance than those of many other universities; however, the university could still benefit from increased student participation,

particularly in committee work. This suggests the need for a more effective method of identifying, encouraging, and selecting student representatives.

Policy 6.1: Policy on Affirmative Action and Nondiscrimination

Historical Perspective

During the course of the last ten years, the university has refined its policies and stepped up its efforts to increase recruitment of women and people of color for faculty and staff positions and as students of the university. Efforts to strengthen the numbers of women and minorities within the teaching faculty and the institution as a whole have been genuine.

Earlier in the decade, some argued that the university's difficulty in attracting and retaining women and minorities was a function of campus climate. As a result, the president commissioned a campus climate study some four years ago. The task force completed the study and issued a report that was critical of the atmosphere at Central Washington University. The task force members argued that some feel alienated, unwanted and otherwise not a part of the university community because of their gender, race, ethnic background or sexual orientation. (Exhibit 6:16: "Campus Climate Task Force Report, January 1996")

The administration responded twice to the report, first outlining planned responses to ameliorate the conditions noted (Exhibit 6:32: "Presidential Response to the Campus Climate Report," October 28, 1996) and later to describe the consequences of their actions (Exhibit 6.33: "CWU Efforts in Response to the Campus Climate Report," Agenda Item No. 14, February 13, 1998). While the issues of campus climate range far beyond affirmative action and policies of nondiscrimination, they are closely related and bear mention here.

Current Situation

Central Washington University has an extensive published policy on affirmative action and non-discrimination. Basic policy for Central's stance on affirmative action and non-discrimination are embodied in Part 2, Section 2.2 of the university policy manual (Exhibit G.4). The director of the Office for Equal Opportunity, formerly known as the Office of Affirmative Action, is responsible for implementing, assessing, reviewing, and recommending changes to the policy. She reports to the president. The Affirmative Action Committee (Policy 2-1.1) and the Affirmative Action Grievance Committee (Policy 2-1.2) support the effort.

Central Washington University has been successful in recruiting and retaining minorities and women in the faculty, administration, and staff. Appendix 6.9 details hiring by gender and ethnicity for the past decade. In 1987, 17% of the faculty were females. By 1997, 34% were females. In 1987, 25% of the executive/administrative ranks were females. By 1997, 41% were females. In 1987, 93% of both faculty and executive/administrators were Caucasians. This number had shrunk to 88% and 81% respectively.

Human Resources provides all new employees – faculty, civil service, and civil service exempt – with a packet of information including, among other things, the university's affirmative action, sexual harassment and related policies (Exhibit 6.34: New Employee Information Packets). New faculty and academic exempt employees are provided an orientation at the beginning of their employment, usually at the beginning of the

academic year, at which time they are informed about these policies as well. Civil service employees are provided information in the packets that are given to all new employees, and Human Resources representatives answer their questions. The Office of Equal Opportunity provides training to departments upon request.

Appraisal

Central Washington University has generally well-developed policies on affirmative action and non-discrimination. Recent revisions brought policy language in line with the Washington State anti-affirmative action initiative (I-200). At the same time, the policies related to affirmative action and non-discrimination were reorganized, clarified, and made more accessible.

The improvements in the number of women and people of color of the decade are products of stepped-up recruitment and explicit contingencies that the president put in place. Most impressive are the number of women who have been hired into the science disciplines in the decade, the diversification of the upper administration, and increases in the number of persons of color in all ranks of the university. The number of students of color has improved in the decade, particularly at the university centers. The university is well positioned to move into the next century with faculty, staff, and students that are much more diverse than in the previous decade, but there is more work to do.

Passage of a Washington State anti-affirmative action initiative (I-200) in December, 1998 should have little effect on the university's efforts to recruit and retain a diverse faculty and staff. The initiative prohibits *preferences* in hiring based on race, color, sex, and national origin. It does not preclude aggressive *recruitment* to attract diverse pools of applicants or other strategies that support federal affirmative action requirements. The university will maintain an annual Affirmative Action Plan to comply with federal requirements under Executive Order 11246. Annual plans include workforce analysis, employment goals for underrepresented groups, identification of problem areas and action-oriented programs to overcome deficiencies. Deans and departments receive copies of relevant portions of the AAP for planning purposes

Some departments and units of the university have been less successful than others in recruiting a diverse candidate pool. The Office of Equal Opportunity will continue to work with units of the university to develop more workable strategies. Central Washington University is not alone in having a large cohort of retiring faculty. Hiring of the most qualified women and people of color promises to become more competitive. Further, those recently hired must be convinced that remaining at Central can satisfy their academic aspirations, and that both the campus and the surrounding communities are hospitable places in which to live and work.

6.2 Policy on Collective Bargaining

Historical Perspective

A portion of the classified staff of Central Washington University has been represented by collective bargaining units since 1969.

During the last half of the century, the terms and conditions of employment for Central Washington University faculty have been defined and administered according to the Faculty Code of Personnel Policy and Procedure. The code was established and promulgated within the statutory authority granted the Board of

Trustees, with issues being addressed through the Faculty Senate. Collective bargaining for faculty has never been approved by the Board of Trustees, although there have been initiatives by the faculty on at least two occasions. A vote was held in the spring of 1972 to determine faculty interest in collective bargaining. The vote failed, and the issue did not come up again as a widely discussed topic until the early 1990s. Both the American Federation of Teachers (AFT) and the Washington Education Association (WEA) have provided consultation to faculty in recent years.

Current Situation

Central Washington University does not bargain collectively with its faculty; however, there is an active movement promoting collective bargaining. An organization known as the United Faculty of Central, a coalition of AFT and National Education Association (NEA) locals, has lobbied the Board of Trustees during the last half of this decade to recognize the union and enter into a bargaining agreement, which state law does not prohibit. In 1998, a referendum was conducted by the Faculty Senate, which indicated that 74% of the faculty wanted to be able to vote on whether to have collective bargaining. Issues focus largely on improved communication, salary levels and salary inequities in general, and the status of part-time instructors in particular. At the October 1998 board meeting, the trustees asserted that they would continue discussion on these issues, but that they would do so with the Faculty Senate, which is identified in policy as the official body representing the faculty (Exhibit 6.7: Board of Trustees Meeting Minutes, October, 1998). Faculty contested the board's declaration that they were willing to work cooperatively with the senate because the senate had gone on record as supporting collective bargaining and the Board did not support the Senate's recommendation. In fact, the University Forum of the past year, which is described in more detail earlier in this standard, is an outgrowth of the board's action and the resulting discontent of many faculty.

There are, however, collective bargaining agreements between the university and some of the classified staff (Exhibit 6.35). Of the two existing bargaining units, one includes the traditional area of the trades, notably in facilities management and some elements of auxiliary services. The other covers some, but not all, of the clerical positions on campus. Civil service supervisors are not included in these bargaining agreements. There is a third area made up of a variety of classified positions not included in either of the bargaining units. Neither civil service supervisory personnel nor a third group which includes a variety of other classified positions are included in these bargaining agreements. A recent attempt by the teamsters to unionize supervisory staff personnel was unsuccessful. Currently, the union has asked to open one of the collective bargaining agreements for negotiation in fall 1999. This is the first time the contract has been renegotiated since 1977.

Some time ago, the university established an Employee Council. Its stated purpose is to "provide civil service employees with a means of receiving timely information and contributing ideas to the decision-making process in matters affecting their working conditions, benefit plans and the functioning of the university" (Employee Council Statement of Purpose and Operation). Though the Employee Council does not perform the functions of organized labor, there has been periodic dissension over the role of the Employee Council by local union officers.

All classified staff matters are governed heavily by agencies of the federal and state governments external to the university. Both federal and states rules govern collective bargaining and state laws regulate conditions of the workplace for all classified state employees. These rules are reviewed and updated regularly and include recommendations from representatives of agencies from around the state including the Central Washington University Office of Human Resources. The Board of Trustees has little say in establishing local work rules other than in matters such as establishing the annual holiday schedule and university business hours.

Appeals of local grievances are handled first at the local level, but decisions can be appealed at the state level. Hence, there is little opportunity for local deviation.

Appraisal

All members of the university community have been involved actively in the self-study process, regardless of their collective bargaining status. Members representing all sides of the issues that have arisen around collective bargaining were included in the sub-committees and review committees during the preparation of this self-study. The presence of the classified staff bargaining units and the discussion of collective bargaining by the faculty have not impacted either the quality or effectiveness of the institution. Existing collective bargaining agreements among classified staff seem to have worked well for the classified staff who currently are represented by the bargaining units. It seems likely that there will be initiatives by the segment of the classified staff not currently addressed in collective bargaining agreements.

Nothing in existing agreements or in proposed agreements contravenes the requirements of the commission nor disrupts the educational process of the institution, although dissention that has arisen during discussions of faculty collective bargaining were distracting for many members of the university community. Similarly, when contracts are opened for classified staff, there is a certain redirection of energy away from the primary mission of the university. All of this, however, is within the normal range that one might find during any negotiations about working conditions, whether or not unionization is a part of the discussion.

Wage disparities between classified staff at Central Washington University and at peer institutions in other states follow the same pattern that has been described for faculty and administrative exempt personnel. As efforts are made to correct disparities for faculty and administrators, it will be important for the university to advocate for similar corrections for classified employees whose work is essential to the functioning of the university.

Standard 6

Appendices and Exhibits

Appendices

- 6.1 Board Members and Officers 1989 – 1999
- 6.2 University Organizational Chart 1998 – 99
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- 6.4 University Organizational Chart: Provost/Vice President for Academic Affairs
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- 6.9 Hiring by Gender and Ethnicity

Exhibits

- G.4 University Policies and Procedures Manual

- 6.1 University Governance Final Report
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August 31, 1999

Standard 7.A: Financial Planning

Historical Perspective

The university has a long history of fiscal solvency. The major change of the last decade has been a progressive effort to integrate financial planning more clearly into the strategic planning process of the university. Based on planning, prioritization, and decision making at the unit and division level, budgetary implications of changes in programs, operations, and facilities are incorporated into the yearly budget plan (Exhibit 7.1). The budget also has reflected in recent years the priorities of the State Higher Education Coordinating Board with regard to enrollment revenue and program approvals. The yearly budget plan, after approval by the Board of Trustees, forms the basis for the formal budget requests that are submitted to the state of Washington for funding. Based on state allocation, tuition revenue projections, and private funding sources, the annual budget of the university is developed.

Current Situation

Refinements to the university's planning model continue on an annual basis. The Strategic Planning Committee and the Budget Office have modified and simplified the submission schedule for budget requests and strategic planning documents to promote timely and useful input from all departments. This modification resulted from concerns that were expressed about the seeming disconnection between budget requests and submission decisions. The timelines have been merged into one with department deadlines in mid December, deans/principal budget administrators at the end of January, and vice presidents at the end of February. This allows ample time to submit strategic planning and budget requests to the Board of Trustees in May as information and in June for approval.

Both its governing board and state agencies provide the university with appropriate autonomy in financial planning and budgeting matters within overall mandates and priorities (7.A.1). Central Washington University is an agency of the state of Washington. Both through the Revised Code of Washington (RCW) and through the Washington Administrative Code (WAC), the state establishes budgetary parameters within which the university is required to operate. Central Washington University follows the budgetary policies and procedures mandated by the State Office of Financial Management and by the state legislature. In some areas (for example, the distribution of salaries), legislative provisos place some restrictions on allocations. However, within the programs defined by these parameters (for example, instruction, student services, and plant operations), there is management flexibility.

Prior to its submission to the state, the Board of Trustees approves the budget, along with the strategic plan and programs it supports (Exhibit 6.7: Board of Trustees Minutes, for example, June 11, 1999). However, the board does not make specific allocation decisions. Divisions of the university have considerable discretion in their use of funds to provide academic programs and support services that are consistent with the university mission.

Individual departments and units initiate and justify financial planning and budgeting as part of their strategic planning process. At each level, plans and requests are prioritized and justified. A public budget review and prioritization process, which results in the allocation of operating budget funds back through the vice presidents and unit heads to the individual units, occurs at least once in each biennium.

The university's financial planning is tied to its strategic plan (7.A.2). The university operates with a rolling five-year strategic planning process (Exhibit G.1). Each year, units submit a three-year budget projection --

current year plus upcoming biennium. The five-year horizon allows the university to look ahead to what might be impacting revenues and expenses in the future. Income projection is based on enrollments. Enrollment models are projected for 10 years by the state Higher Education Coordinating Board. Refinements to a more detailed tuition income model are used for current and next biennium operating budgets to meet unit needs (Exhibit 7.2: Three (five) Year Plans).

The university maintains a ten-year planning cycle for capital budget requests (7.A.2). This plan is updated each biennium to coincide with the state budget cycle (Exhibit 7.3: Ten-year Capital Plan).

The policies, guidelines, and processes for developing budget requests are clearly defined and followed (7.A.3). The state Office of Financial Management distributes capital and operating budget submission instructions during the month of May in even years (Exhibit 7.4: Budget Submission Instructions). The instructions provide explicit direction on different levels of funding and are supplemented by special instructions for institutions of higher education. There are three layers to the budget. The carry forward budget contains the current biennium authorized budget, plus or minus annualizations of salary, tuition, enrollment, and health benefit changes. Maintenance is the next level of the budget and includes the carry forward budget and mandatory activities not previously addressed by the legislature including mandatory workload changes, general inflation, lease costs, utility expenses, and maintenance funding for square footage increases. The remaining layer of the budget is additional funding, referred to as an enhancement request, which includes salary increases, enrollment increases, university priorities, and technology initiatives. The enhancement portion of the budget is the reflection of the strategic planning/budgeting process that determines the university's critical needs.

In September of each year the Office of Financial Management also asks universities to prepare a supplemental budget. This budget is presented in enhancement package format and represents items that are of emergent nature and not able to be absorbed in the current budget (Exhibit 7.5: Supplemental Budget).

The ten-year capital plan shown at Exhibit 7.3 also is developed as part of the strategic planning/budgeting cycle. Unlike the operating budget, the capital budget builds on the previous university and gubernatorial ten-year plan, taking into account emerging needs of university buildings and infrastructure. Also, unlike operating budget appropriation, capital appropriations from the state must be spent on the explicit project identified in the budget request. Capital and operating budget appropriations are tracked to insure internal compliance with state requirements (Exhibit 7.6: Tracking Form).

The annual budget request (Exhibit 7.7) and the annual budget (Exhibit 7.8) are published in detail and distributed to the campus community both in hardcopy and on the university website (7.A.3). The annual budget is sent to the Board of Trustees, president, vice presidents, deans, principal budget administrators, the Faculty Senate office, the library reserve desk, and any department wishing a copy. The information also is accessible to any person with an authorized university computer account.

The biennial operating and capital budget requests are submitted to the Higher Education Coordinating Board and to the governor through the Office of Financial Management. Additional copies are sent to departments on campus, to sister institutions, and to other requesting parties. The strategic planning committee and budget office sponsor a series of budget hearings during which the vice presidents, school deans, and principal budget administrators outline their areas' accomplishments of the past year and provide a rationale for their current budget requests. These hearings are designed to allow area directors to describe their current accomplishments and areas of greatest need. They provide a forum for university-wide information-sharing and interaction on critical issues facing each division of the university.

Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified (7.A.4). The annual financial statements provide a detailed footnote on long term debt (Exhibit 7.9). Debt service

requirements, which have been declining steadily for more than thirty years, are reviewed at least annually during the budget process. Other than the refinancing of some bonds to achieve better interest rates, no new debt has been incurred for new construction and there has been no official policy establishing limits on debt. However, in 1998, some capital debt was incurred to partially repay construction costs on energy projects which would be defrayed by energy savings, and to upgrade academic support software systems university-wide. This activity, along with planning for a new Capital Plan for Non-State Funded Buildings (Exhibit 7.10), which the board will consider in 1999, may require the formulation of policy regarding capital debt.

Appraisal

As the strategic planning process has developed over the past six years, there has been increasing incentive for departments and units to tie their budget requests to their strategic plans. They are encouraged to redirect resources, fund new initiatives, and discontinue certain programs or operations as necessary to more clearly meet the goals articulated in their plans and to support the university's stated mission. Each vice president is asked to engage his/her staff in rigorous program evaluation and cost-benefit analysis. Nonetheless, reallocation of resources is difficult, and it is sometimes difficult to reach consensus about new directions. This has resulted in a tendency to maintain the status quo, both in actual dollars allocated and in the allocation process. It is also true, particularly in the academic areas, that fixed costs make reallocation particularly difficult. The process can and does become contentious, and administrators struggle to maintain a sense of community in the context of understandable territoriality. The challenge is to prevent unavoidable disappointments from undermining the perceived validity of the process. The university administration must strive not only for greater inclusion but also for the perception of inclusion in budgetary decision making and reallocation.

In recent years, the budget process has become more open and more informative. During the strategic planning process in 1998-99, the Strategic Planning Committee asked unit heads explicitly to articulate to the units that report to them their decision-making rationale related to the budget. Despite efforts of the university administration to open up the budget process and to decentralize programmatic and budgetary planning, concerns about the decision-making process related to budgets are voiced. These concerns are, in part, an inevitable function of somewhat static resources combined with the task of keeping pace with emerging state needs. A critical part of planning is the public give and take necessary in the process of prioritizing budget requests. The process will be strengthened as a wider spectrum of the campus community gains a greater understanding of the budget process and a greater sense of involvement in establishing priorities.

In the most recent session of the state legislature, boards of trustees of state universities were given flexibility to adjust tuition rates. Further, recent clarifications by the attorney general have allowed for more flexible use of funds to address salary issues. Both of these developments combined with internal program reviews, bode well for the reallocation of resources to support critical needs, new initiatives, and the core mission.

Standard 7.B: Adequacy of Financial Resources

Historical Perspective

A number of actions of the past decade have contributed to the current picture of the adequacy of financial resources. State allocations to Central Washington University as a ratio to FTES have decreased by over \$1,200 over the decade (Appendix 2.8), following the pattern for all state institutions of higher education in Washington. Students have been asked to carry a higher share of the costs of their education through increased tuition and fees. However, certain other legislative actions have given universities greater

flexibility with respect to revenue generation. Most notable is the lifting of the enrollment cap in 1993 allowing state universities to admit additional students "on the margin." That is, universities could carry students above the funded cap on the basis of tuition revenue alone, without support from the state. Further, these tuition funds were allowed to "carry forward" across biennia, instead of reverting to the state, allowing for better management of expenditures. Revenues from non-state sources (auxiliary enterprises and sales) have remained healthy throughout the last decade.

A much-needed infusion of state capital funds provided for the renovation of facilities that no longer could support programs. These improvements allow the university to deliver state-of-the-art instruction in such core programs as business, education and the sciences. The restoration of historically important buildings, such as Barge Hall and Shaw-Smyser Hall, also serves to enhance the community and maintain the attractiveness of the campus to prospective students.

Current Situation

Central Washington University seeks and uses different sources of funds adequate to support its programs and services (7.B.1). It has adequate resources to meet its mission and goals, the scope and diversity of its programs, and the number and type of students it serves (Appendices 7.1 – 7.3). During 1998-99, the state allocated just over \$4,900 per FTES which was supplemented by an average tuition cost of \$3,800 per FTES. Revenue from other sources brought the total sources of funds for operations to \$13,800 per FTES (Appendix 2.7).

Resources are allocated consistent with the mission, goals, and priorities of Central Washington University (7.B.1). The allocation of resources closely follows the priorities outlined in unit strategic plans, although funds sometimes are diverted to meet emerging opportunities for the university, for example, participation in the K-20 statewide technological infrastructure project. The university's history of funding from the state, restrictions on the use of state funds, and internal decision-making have combined to create some areas of deficiency, particularly with respect to salaries which are at the fourteenth percentile for faculty compared to peer institutions and at the 30th percentile for administrative exempt employees on the CUPA Scale.

The university maintains adequate resources to meet debt service requirements of its indebtedness (7.B.2). Debt service requirements are reviewed annually as part of the financial statement preparation process. No new debt has been incurred for several decades except for refinancing to reduce interest rates. This conservative debt management policy has resulted in very adequate cash reserves available for emerging contingencies. Outstanding bonds will be paid off in FY2000. An assessment of the condition of non-state funded buildings indicates that new bonds may be required to renovate them. A bond consultant is under contract to help assess this possibility (Exhibit 7.11). Both three-year histories and five-year projections related to debt repayment are maintained in the Office of Business and Financial Affairs (Exhibit 7.9). The university's capital investments are detailed in Appendix 7.4.

The university has enjoyed a history of financial stability (7.B.3). During its 108-year history, Central Washington University's finances have been very stable and without deficits. The university has benefited from a legacy of conservative and wise fiscal managers. Though at times it has been necessary to redirect resources, eliminate programs, or even reduce staffing, the university has never been in the position of being unable to fulfill its core educational mission due to inadequate fiscal resources (Exhibit 7.9).

Transfers and borrowing among funds are within legal guidelines (7.B.4). In recent years, the board has approved minimal interfund borrowing for parking development and bookstore remodeling. These transfers were between self-support funds and did not involve state-appropriated funds. The projects were completed and the loans repaid in all cases within three years.

Resources are adequate to support the academic offerings of the university including specialized occupational, technical, and professional programs (7.B.5). The university's professional programs are housed primarily in the College of Education and Professional Studies (CEPS) and the School of Business and Economics (SBE). The average instructional allocation in these two colleges in 1998-99 was \$2,811 per FTES for CEPS and \$3,207 per FTES for SBE. The average instructional allocation per FTES for the other two colleges is \$2,969 (CAH) and \$2,845 (COTS). The college budgets were \$5,916,326 (CEPS), \$3,276,251 (SBE), \$7,175,232 (COTS), and \$5,046,478 (CAH). See also Appendix 7.5 for direct cost by department.

Central Washington University sources of financial aid are described in Appendix 7.6 (7.B.6). Central Washington University's ability to dedicate funds to financial aid is limited by statute. The university can waive 8% of tuition. In addition to the 8% waivers, the university is required by statute to dedicate a minimum of 3.5% of its tuition revenue to need-based aid. This aid is awarded to students with need who have maintained a GPA of 3.2 or better. Need is determined using the conventional federal process; the same criteria apply to incoming freshmen, transfer students, and returning students.

There is no ceiling on the amount of tuition revenue that may be dedicated to need-based aid. However, the university has not seriously considered increasing from 3.5% the amount of tuition revenue used for need-based student aid due to the tremendous pressures on the operating budget. Traditionally, the state has maintained low tuition at state institutions by providing significant subsidies. As the subsidies have diminished in relation to inflation, the cost of technology, and higher expectations, there has been increasing pressure to raise tuition and housing prices. Private gifts can be directed toward student aid, and it is for this reason that the university has increased its support for the Office of Development and strengthened institutional efforts to raise donated funds.

Approximately 25% of the university's students are Pell Grant and State Need Grant recipients. The university's aggressive efforts with the Higher Education Coordinating Board to ensure that all eligible students who attend Central Washington University qualify for State Need Grants have been successful. Efforts to encourage transfer students to apply for the state education opportunity grants (EOG) also have been successful. The amount of state-funded gift aid received by Central's students increased by 63% between 1996 and 1998 (Exhibit 7.12).

The Perkins loan is a small but very valuable loan fund for Central Washington University because of the flexibility allowing awards by institutional policy. Perkins loans are awarded to first year freshmen who are limited to \$2,625 in the Federal Direct Loan Program and to students with dependent children whose expected contribution is less than \$2,000 and whose cost of attendance is in excess of \$13,000. Approximately \$100,000 per year is forgiven for graduates who are working in low-income schools, law and justice, social service, or nursing professions. Although the university no longer budgets a match for federal capital contributions to the Perkins fund, it has, for the most part, been able to find the needed match when given the opportunity.

Over half of Central's students have documented need in an amount totaling approximately \$35,000,000. After all available aid is disbursed, \$11,000,000 of need is unmet. The total dollar amount of unsubsidized loans borrowed by students and parents has increased faster in the decade than any other type of aid.

The university waiver committee is chaired by the Vice President for Enrollment Management and Marketing and includes the Director of Financial Aid, the Dean of Graduate Studies, the Director of International Programs, the Athletic Director, and the Director of Financial Services as ex-officio members. This committee makes annual recommendations to the University Budget Committee for distribution of the 8% waiver within state authorized boundaries.

The university maintains adequate financial reserves to meet fluctuations in operating revenue, expenses, and debt service (7.B.7). During the annual budget process, the institution analyzes potential fluctuations in revenue and expenses and determines necessary reserves. Fund balances are maintained at adequate levels to offset temporary setbacks in revenue generation or unanticipated expenses. Debt service covenants define the amount of reserves to be held in trust for long-term obligations (Exhibit 7.13: Housing/Dining/ASCWU Audit Reports).

An enrollment tuition model is reviewed quarterly to monitor the flow of income (7.B.8). State appropriations are measured on a dollar per FTES basis. Housing and conference center revenue is determined based on occupancy history and projections. Individual managers review revenue trends for each type and source and modify operations accordingly. All of the revenue sources are monitored collectively by senior level administrators for adequacy and stability.

By state law and by bond covenant the university separates general and education operations from auxiliary services enterprises (7.B.9). The university's financial statements reflect this practice (Exhibit 7.9).

Appraisal

Resources. The university provides resources adequate to fulfill its mission, and the over \$13,000 allocation per FTES is competitive. Central Washington University experiences very little debt, excellent stability, and increasing support from private funds. This, combined with continuous efforts to improve efficiency, improved technology to deliver programs and services, and the dedicated efforts of faculty and staff to provide educational programs of high quality to students, keep Central a "best buy" among comprehensive universities in the nation. Central maintained its placement for the third year in a row in the year 2000 edition of John Culler & Sons "America's Best College Buys."

Continued economic stability is likely to be a function of several factors. First, it is a function of the state economy, which currently is healthy and is expected to remain robust. This situation projects continued, if not enhanced, levels of support for higher education. The Council of Presidents of the state four-year institutions is developing initiatives to stem the current trend of reduced state appropriations to higher education. There is reason to be hopeful that revised funding models and fewer restrictions will result. Second, state demographics point to a growing demand for higher education. The legislative and executive branches of state government recognize this and are looking for innovative ways to meet the demand. It is clear that institutions in eastern Washington including Central Washington University have the facility capacity to take more students. Any methods that the state adopts to channel more students to the central part of the state will bode well for the university's financial health. Third, the Board of Trustees has been given the authority to raise tuition within a designated range and recently agreed to do so, although not without concern about the impact the move might have on the university's ability to recruit students. Increased tuition allows the university aggressively to address salaries that lag behind peer institutions and technology and infrastructure requirements. Fourth, the removal of an enrollment lid provides an important means through which the university can control its own funding destiny. For this reason, current efforts are directed toward increasing the number of FTES who participate in the university's programs. This is true both for the residential campus in Ellensburg and for the university centers throughout the state. The excellent physical facility in Ellensburg allows for continued aggressive recruiting of students who prefer the residential environment. Three university centers are located in the western part of the state, where demand is high. The university continues to promote these centers as locations where students can complete high quality programs at relatively low cost.

Despite the fact that the university is fiscally healthy, there are a number of challenges. First, housing revenue at the residential campus in Ellensburg increasingly is threatened by off-campus competition. The

Office of Residential Services is planning upgrades of existing facilities and looking for ways to make campus living more attractive to students. Second, faculty, administrators, and staff develop a number of initiatives about which they feel strongly and which promise to improve the academy, but which are not funded. The continual need to reallocate existing resources wears thin and points to the need for additional sources of private funding for important initiatives of the university. In the past decade, the university has poured additional resources into university development and foundation activities and has reaped considerable benefits from doing so. This work will continue including plans for a capital campaign in the next ten-year cycle.

Support of Occupational and Professional Programs. The university carefully considers the addition of high-cost professional programs and supports the programs it develops. A number of challenges exist, however, for many of the more technical professional programs of the university. First, many of the professional programs are equipment-dependent and the cost of acquiring, maintaining, and replacing equipment often becomes an unfunded mandate for these programs. In programs where industrial and technology standards change rapidly, it is difficult to remain current. Programs that are heavily dependent on state-of-the-art computing equipment also are threatened by the costs of upgrading equipment. Second, the university meets its goal of serving place-bound students by increasing the number of offerings at the university centers. The demand particularly is great for its professional programs. Additional costs related to faculty reassignments, travel, and goods and services are incurred each time a program is offered away from the Ellensburg campus. Alternate forms of course offerings such as electronically-mediated distance delivery in its various forms also incur their own special costs. The state has benefited from supplemental funding from the state to build the infrastructure for distance delivery.

Financial Aid. Restrictions on the number of state-supported tuition waivers and limits on work-study allocation are serious challenges to the university's ability to maintain excellent programs and to recruit qualified students. The 8% ceiling on state-supported tuition waivers is considerably less than the state allows for the other public institutions in the state. Central Washington University has sought equity in the form of an increase to the amount of authorized and funded tuition waivers as presently authorized in RCW 28B15.910, but these efforts have been unsuccessful..

Even though tuition and room and board prices have been kept under control compared to the other state universities, the average cost of tuition and room and board at Central Washington University for an in-state undergraduate student is \$7,300. Despite advocacy by the university, an unacceptably large amount of student need is unmet. The increasing number of students that must complete educational programs through unsubsidized loans is troublesome. The debt load of Central's students is excessive and is a matter of considerable concern to the university. Partly due to that concern, the university has been very aggressive in seeking large increases to its state work-study allocation. The HECB bases institutional work-study allocations on historical precedent that disproportionately favors private colleges. With an initial allocation of barely \$300,000 for state work-study and \$380,000 in federal work-study, the university consistently has spent more than \$3,000,000 in additional dollars on student wages per year.

Standard 7.C: Financial Management

Historical Perspective

Central Washington University historically has been a well-managed financial organization. The university has been committed to a reporting system that meets all state and national requirements and provides the management information needed to operate effectively. Control mechanisms are in place and are audited regularly. The university has an exemplary record of compliance with state and federal law.

Current Situation

Central Washington University recently has purchased the next generation administrative and financial system from Peoplesoft and is entering into a carefully planned five-year implementation program. The Academic Support Systems Project, ASSP as it is called, is intended to serve the entire campus community and perform the function for student administration, human resource management, financial management and advancement. While it does not supplant all university data systems, its architecture allows interface with subsidiary systems that provide critical information. Exhibit 7.14 includes more detailed information about the system and the five-year implementation plan.

The president reports monthly to the Board of Trustees on any and all significant issues at the university including financial adequacy and stability. Bimonthly trustees' meetings also include reports on pertinent financial issues (7.C.1). The Board of Trustees meets at least once a quarter by policy and in practice six times each academic year. During each of these meetings, the president and the vice president for business and financial affairs report to the board about the financial health of the university. The process includes presentations on the state-funded operating and capital budgets and on all self-funded operations. The board approves budgets prior to the beginning of a fiscal year and submission of the formal request to the state legislature for funds. In addition, the board receives information from the vice president for business and financial affairs about investments and from the vice president for development about fundraising activities (Exhibit 6.7: Board Minutes for June 12, 1998).

Financial and business functions are centralized under the direction of the vice president for business and financial affairs (7.C.2), who manages all business functions of the university and reports to the president. The organization reports to him through three senior officers. The associate vice president for business and financial affairs is responsible for facilities, human resources, business services and contracts, environmental health and safety, and police services. The director of financial services is responsible for general accounting, enterprise (non-state funded) accounting, student financial services, and the budget office. The director of computing and telecommunication services is responsible for computer networks and operations, applications, laboratories and support services, and the telephone system. All of these officers and the department heads that report to them are highly trained and experienced managers. They all hold appropriate professional and academic credentials. An organization chart of the division is included in Appendix 6.7.

The institution, through its strategic planning, budgeting process, accounting system, and internal and external audit programs manages, monitors, and controls all income and expenses. Financial aid programs and resources are controlled and managed by the financial aid office (7.C.3). As an agency of the state of Washington, the university follows mandated guidelines set out by the state's Office of Financial Management (OFM). OFM's authority derives from statutes in the Revised Code of Washington (RCW 43.88). A team from the Office of the State Auditor annually checks the university's compliance with the guidelines. The university's director of auditing and controls also has an audit plan that includes in-depth reviews of individual departments. She also responds to concerns that are brought forward under the state of Washington's Whistleblower Law, a law that allows any citizen to question the misuse of state funds.

Central Washington University has an investment policy that reflects the state's policy for the investment of public funds. Privately donated funds are invested in accordance with the policy of the Central Washington University Foundation as directed by its governing board (7.C.4; Exhibit G.4: University Policy Manual - Section 7-2.2.1.1). The accounting system follows National Association of College and University Business Officers (NACUBO) recommended guidelines and is coded to interface to the state Accounting and Financial Reporting System. Both systems follow Generally Accepted Accounting Principles (GAAP) which are used to audit operations universally (7.C.5).

Central Washington University is not a proprietary institution (7.C.8). As a state agency, the university is audited statutorily by the Washington State Auditors Office (7.C.6, 7.C.9). The state auditor meets federal audit requirements by including all state agencies in the Single Audit Program. Central Washington University also contracts with the state auditor for required independent audits of the bond covenants. The audit of financial aid and other federal programs is included in the State Single Audit program (7.C.10). The state audit is conducted in accordance with generally accepted auditing standards. A formal audit report containing an opinion and any significant audit findings is publicly reported. The auditor also provides a management letter of issues that may be of concern or indicate system weakness. The institution replies formally to any significant findings and informally reports on corrective action on management letter items. The institution's annual financial statements are publicly distributed and contain an opinion letter from the state auditor (7.C.7, 7.C.1; Exhibit 7.15- Audits of the Past Five Years Including Management Letters).

The university's director of internal audit and control reports directly to the president and is responsible for the internal audit program and the risk assessment of internal controls (7.C.11). The Department of Auditing and Control is organized to serve university management by examining and evaluating operations and activities to provide independent risk assessment, analyses, appraisals, recommendations, counsel, information, and assistance. Evaluations are made of computer systems and accounting records for reconciliation and security controls, data integrity, programming documentation, and archiving. A comprehensive audit plan is formulated by analyzing the components of each unit or department across campus and assigning a level of risk to the component. This audit program is integrated with the requirements of the state auditor and is designed to prevent the loss of university resources. The department's activities are conducted in accordance with the Standards for Professional Practice of Internal Auditing.

The institution's annual financial statements are publicly distributed and contain an opinion letter from the state auditor (7.C.7, 7.C.12). All audit reports are public information (7.C.13; Exhibit 7.15: Audits of the Past Five Years Including Management Letters). Major audits of the university are mentioned in the minutes of the President's Cabinet and interested parties within the university can request a copy of the audit. Copies of audits of individual accounts are provided to the audited units. Internal audits are sent externally to the Office of Financial Management, the governor, the state auditor, the media, and any citizen upon request.

Appraisal

The university has maintained a rigorous system of auditing its accounts and responding to concerns that are raised in opinion letters. The state audit system is thorough and contains management letters to which the university responds. The excellence of the university's financial management is a function of policies and of well trained personnel. The university has been extraordinarily fortunate to maintain a cadre of well-qualified financial managers in the face of a state salary structure that is not competitive with the private market. The challenge is for the university to advocate for improved salaries for these valued employees and to identify other incentives to prevent their moving to more lucrative positions.

The new relational database system (PeopleSoft; ASSP) promises potential benefits to the university in student service, efficiency and the job satisfaction of employees. This state-of-the-art software allows much greater flexibility to provide financial, student, and human resources information in a variety of formats. It will enhance further the university's control mechanisms, while providing cross-functional reporting to improve decision-making. Unfortunately, the new relational database system takes considerable preparatory work before it can come on line. The anticipated date for its complete installation is a number of years out.

The Division of Business and Financial Affairs responds in a timely manner to requests for information and analysis related to the university's fiscal health. However, the increasing demands for data and analysis from internal units and external agencies taxes the resources available to address the requests. It is becoming increasingly difficult to respond to all requests in a timely manner.

Standard 7.D: Fundraising and Development

Historical Perspective

Since 1989, the division of the university that secures private external funding has undergone a number of significant changes. A new vice president was named in 1993, and the Office of Development was established in 1994. The division to which the development operation reports changed names three times, from University Relations and Development, to University Advancement, and as of July 1, 1998, to Development and Alumni Relations, a name reflecting the division's reorganization. University Relations and Government Relations now reports to the Vice President for Enrollment and Marketing Management. The Central Washington University Foundation (which is described more fully in a separate section of this standard) moved from a manual to a computerized donor/contribution record keeping system, and has undergone annual audits since 1994. The Foundation Board moved from an investment managing board to a fund raising board between 1994 and 1998.

A consistent annual giving program securing contributions of \$1 to \$10,000 was established between 1994 and 1997. A major giving program seeking contributions and grants of \$10,000 or more from individuals, corporations, and foundations was implemented in 1997. Seven new staff members were hired to manage and facilitate donated giving. Significant enhancements were made to divisional infrastructure, including:

- the conversion of the alumni and donor databases into one system, the *Raiser's Edge*, a Blackbaud product in 1995;
- the implementation of an automated telefunding system in 1998;
- the creation of funding search guidelines for the university community in 1998; and,
- the establishment of a formal donor stewardship program in 1998.

The Division of Development and Alumni Relations was reorganized in July of 1998 (Appendix 6.7: Organizational Chart). Four directors report to the vice president of the division. The director of advancement services manages the foundation accounts and endowments and oversees the alumni/donor database. The director of alumni relations manages the external outreach program to the alumni, including an alumni association membership program, events and related activities such as skill search programs for career development, and alumni travel opportunities. The director of development manages the cultivation, solicitation, and stewardship of the annual and major gift program. The director of Retired Senior Volunteers Program manages a federally funded program to use the skills and talents of seniors within the university and the community. These four directors, working with the vice president, have developed a team approach to the cultivation, solicitation, and stewardship of external, private funding. All staff within this division, regardless of position, actively are associated with the identification, cultivation, and stewardship process.

Current Situation

During 1998-99, the development operation established fund-raising targets for the next five years, moving from a \$3.4 million goal for the current fiscal year ('99) to \$4.5 million in FY'03 (Exhibit 7.16). Operating gifts and endowments are detailed in Appendix 7.7. Funding priorities are transmitted from the university leadership via the president and his cabinet to the division and are forwarded to the Foundation. The two top funding priorities this fiscal year are endowment support for scholarships and faculty development. Other funding priorities include classroom, laboratory, and facility enhancements; an endowed professorship; student life funding; cultural pluralism awareness and training; and an endowed graduate fellowship. A total of \$16.3 million is needed to meet these funding initiatives.

The more than ten-fold growth of alumni support between FY ' 93 to FY ' 98 is the result of the alumni telefunding campaign which began in FY 94 (Exhibit 7.17). At the June 30 close of FY'98, 7% of the university's alumni supported the institution. The goal is to improve the percentage to 15 % by FY 2003. Telefunding campaign calling is segmented by college, school, parents, and athletes. Half of the money that is raised is directed to the funding segments (for example, the College of the Arts and Humanities); the other half is directed to the foundation's Len Thayer Small Grants Program. This 50/50 split is applied unless the donor specifies the designation of the gift. Deans and vice presidents have authority over the annual funding initiatives of their divisions. The Office of Developments bears all telefunding campaign costs.

In total, the annual giving program account for approximately 16% of the total amounts raised each year (Exhibit 7.16: Annual Giving and Associates Giving).

In FY '98, the primary focus of the Office of Development moved to establishing a major giving program for the university. To this end, the director of development and the vice president of the Office of Development and Alumni Relations function as the institution's major gift officers, managing solicitations of \$10,000 or greater. The director is charged with managing the steps of the major donor prospect pool, for example, identification, cultivation, solicitation and stewardship, excluding planned giving prospects; staffing the Foundation Development Committee and the committee's major gift solicitations; making major gift cultivation/solicitation calls; and overseeing a small, but growing, prospect research program. The vice president currently serves as the lead planned giving officer and is assigned a pool of approximately fifty major gift prospects. This fiscal year, major and planned giving will account for a total of 49 percent of the total amount raised (Exhibit 7.16: Major Giving, Planned Giving, Bequests, and State Matching).

The Office of Development adheres to all federal and state laws governing the solicitation of charitable funds (7.D.1). Gift acknowledgments substantiate contribution amounts and identify the fair market value of any benefit received by the donor that exceeds the Internal Revenue Service's current definition of inconsequential. In-kind contributions are received and processed in accordance with Internal Revenue Service Publication 561. In addition, the Foundation is a 501(c)(3) organization registered with the secretary of the state of Washington (registration number CEW-A88-085). This information appears in all foundation solicitation materials. The vice president and the director of development are members of the National Society of Fund Raising Executives (NSFRE), and as members sign the NSFRE statement of ethics (Exhibit 7.18). Campaign reporting follows the Council for the Advancement and Support of Education (CASE) reporting standards. *Finally, the Division of Development and Alumni Relations' Policy and Procedures Manual outlines the policies governing the solicitation and receipt of charitable gifts (7.D.1; Exhibit 7.19).*

Endowment and life income funds and their investments are administered by the appropriate institutional officer (7.D.2). Some endowments are managed under the auspices of the university's Office of Financial Services and others are managed through the Central Washington University Foundation. The Director of Financial Services administers the institution endowment and other investments in accordance with the

policies of the Board of Trustees. Records are available in the Financial Services office. The Central Washington University Foundation Investment Committee administers investments of foundation endowment and other funds according to foundation policy. Records are available in the Foundation Office. The director of the foundation serves as the staff liaison between the Division of Development and Alumni Relations and The Central Washington University Foundation.

Appraisal

If state support remains stagnant, the university will rely increasingly on contributed funds in order to support fully the provision of high quality educational programs. The annual giving component of the development operation is strong, and is anticipated to grow at an aggressive rate over the next several years. Clearly, the division's ability to secure funding for the *Raiser's Edge* alumni/donor system, as well as the funding to establish an automated calling system, has made this growth possible. Only four years old, annual giving already is equaling or surpassing the amount raised through annual giving efforts at state peer institutions. In the next five years, the donor base is expected to grow from 5,658 donors in the current fiscal year to 9,020 in FY '03, in large part due to the division's new technology.

At the same time, the university has weak corporate/foundation giving and major giving programs, largely because it has deferred initiatives in this area until recently. Members of the Central Washington University Foundation are now positioned to begin these initiatives, which have the potential to improve greatly the overall private sector giving. Efforts of the next five years will focus on initiating a capital campaign and the recruitment of the high-caliber volunteer leadership that will lend credibility to it.

Departments and units depend on support for special projects and initiatives from the Office of Development and Alumni Relations. Yet, there is no established mechanism through which they work collaboratively with the office to set development goals. The Office of Development proposed that this process be linked with the university's strategic planning, and indeed individual units were asked to describe their development activities and goals in the current year's strategic plan.

The development office has made significant investments in purchasing prospect research tools such as the CD ROM products FC Search (Foundation Corporation Search a Foundation Center Product) and the Dunn & Bradstreet for the Pacific Northwest. Two Office of Development staff members, the Director of Development and the Assistant Director of Central Washington University Associates & Stewardship, presently serve on the board of a statewide prospect research organization: the Washington Development Researchers Association.

The division's success has encouraged the university and the foundation to hire more development staff. In 1994 the director was the only member of the development staff. As of 1998, there are six, full-time staff members and two temporary, part-time proposal writers assigned to the Office of Development. The division also has been able to make a persuasive case for hiring staff to manage and facilitate private fund development, and the Division of Development and Alumni Relations has been allowed to grow during austere financial times. Nonetheless, there are additional resource and staffing needs. Donor cultivation, solicitation, and travel are expensive, particularly at the beginning. It has been difficult to find the resources to fully fund the start-up costs of this operation. A campaign of significant size is likely to be more successful with the addition to the staff of a prospect researcher. The planned giving program is in its infancy and will require additional staff support to reach its potential. To meet these needs, the division will review current staffing patterns and identify staff additions and realignments that will be most successful in meeting its development goals.

To meet the current and future needs of the university, the division will implement the strategies outlined in its current strategic plan to reach the projected 32% increase in fundraising from the current year to year five (FY'03). These additional funds will be targeted to the areas of greatest need including scholarships and other forms of aid for students. The division will develop strategies for making the development operation, including major giving initiatives, more visible to internal and external audiences. This will be especially important to the success of a capital campaign. Finally, the division will develop strategies to ensure the projected increases in both university-managed and foundation-managed endowments.

Central Washington University Foundation

Historical Perspective

The Central Washington University Foundation, established in 1968, is an independent, nonprofit, charitable 501(c)(3) organization (Exhibit 7.20). It is dedicated to operate exclusively for the purpose of encouraging, promoting, and supporting educational programs and scholarly pursuits of the university and its students, faculty, and staff.

As evidenced in the graph included in Exhibit 7.21, the assets of the foundation have increased during the past fifteen years from less than \$2 million to more than \$12 million. In the early 1990s, the foundation lacked many of the internal controls, policies, and board oversight needed to keep pace with the increase of investments, transactions, and stewardship (Exhibit 7.22: Management Letter Accompanying the Foundation Audit). Exhibit 7.21 illustrates the increase in activities for the past six years and identifies projects through FY 03-04 in the areas of investments and assets, transactions per FTES, and scholarships.

By request of the university president and with the concurrence of the foundation board chair, an internal audit of the Central Washington University Foundation was completed in 1992. A number of concerns were raised in the findings (Exhibit 7.23). The foundation board took the findings seriously and took steps immediately to remedy the problems by reviewing staffing, systems, and procedures. Since 1993 the foundation has used Moss Adams L.L.P. to perform its external audit using the financial records system (FRS) trial balance as a starting point. Since fiscal year 1996, the foundation has received a clean audit report. In addition to following generally accepted accounting principles, the foundation complies with the Internal Revenue Service rulings and laws. The foundation has been certified as a tax-exempt organization by the IRS and annually files Form 990 along with other tax forms relating to charitable trusts. It also is registered with the state of Washington under the Charitable Solicitation Act, Registration CEW-A88-085. Administrative processes have been streamlined and unnecessary duplication eliminated. Foundation staffing has grown from one full-time fiscal technician and one part-time student assistant in 1993 to its current configuration of two full-time positions, a director with an accounting degree and an experienced fiscal technician, and one part-time student assistant. The number of transactions per FTES is included in Exhibit 7.21.

Current Situation

A formal contract defines the relationship between the CWU Foundation and the university (7.D.3). A copy of the agreement, the bylaws, and the Articles of Incorporation, are included in Exhibit 7.20. The agreement, bylaws, and policies are reviewed annually by the Foundation Governance Committee. The agreement clarifies the roles, financial responsibilities and the policies of the foundation and the university. The relationship to the Central Washington University Foundation is mentioned in section 1-7.3.2.2 of the Central

Washington University Policy Manual. This section establishes that an agreement with the foundation exists, and describes the relationship.

The university has selected new software systems for its core areas: student records, human resources, financial records, and alumni/donor records. Foundation and advancement services staff have been involved in the selection process. Since the alumni/donor system is just out of beta testing, it will be the last component of the software to be installed, probably in 2001 or 2002.

Since the 1992 audit, the foundation board has instituted a number of policies to ensure good fiscal management and accounting (7.D.1). The following policies are contained in Exhibit 7.20

Investment Guidelines and Policies	September 17, 1993
General Policy Governing Conflicts	October 1, 1994
Donor Clubs and Giving-Level Structures	May 21, 1999
Endowment Spending Policy	September 30, 1995
Gift Acceptance Policy	April 19, 1997
Policy on Releasing Private Information	October 17, 1997
Travel, Meeting, and Hosting Policies	October 17, 1997
Rules of Engagement	October 23, 1998
Code of Ethics	October 23, 1998

The Investment and Finance Committee of the Central Washington University Foundation developed the endowment spending policy to provide a consistent level of support for current and future beneficiaries, to minimize the probability of invading principal, and to offer greater predictability in forecasting spendable income. The university also follows the same endowment spending policy for its private gifts. The Investment and Finance Committee is comprised of foundation board members, university personnel, and alumni association board representatives. Both the university and the foundation use the Commonfund, a nonprofit organization for universities and colleges, to manage their investments.

The foundation examined its committee structure in 1997. It expanded the responsibilities of the Investment Committee by adding budget review, audit process oversight, and other financial management activities to the committee's charge. The Investment Committee as revised became the Investment and Finance Committee. The board also established the Governance Committee to review policies, to recruit and nominate new board members, and to assess the board and the executive director. The changes and additions to these two committees provided more policy direction and oversight. The board also strengthened and clarified the roles of the Development Committee and the Associates Committee by establishing job descriptions in 1995. All foundation job descriptions, along with an organization chart, are included in Exhibit 7.24. All of the actions taken in the last five years by the foundation Board of Directors and the administrative staff have contributed to greater accountability both to the internal university community and to external constituents.

The board has moved from a posture of fund management to a posture of fund raising in the last five years. The Collins Group conducted an assessment of board members and administrative staff in 1995 (see Exhibit 7.25). The results assisted both the board and staff in evaluating their readiness and effectiveness in fund raising, stewardship, and building relationships with external constituencies. The board hired Wilson and Associates in spring of 1998 and Diane Sublett in October of 1998 to assist them in their transition to a fund-raising board.

Appraisal

The Central Washington University Foundation always has had a clear sense of mission: to support the university. Every action and every dollar raised conforms to this mission. Its contributions to specific programs and initiatives of the university make it a valuable asset. Although it always has been responsive to requests for support from throughout the university community, only recently did the board adopt explicit annual goals, which are reviewed at each executive committee meetings and at board meetings. These goals help to articulate the board's vision and to guide its fund raising and budget development.

Although its overall mission and value have never been questioned, some of the foundation's policies and procedures did not ensure the optimum level of support and sound fiscal management. Five years ago the Central Washington University Foundation Board of Directors met primarily to discuss fund and asset management. More recently, these activities have been delegated to staff with Investment and Finance Committee oversight. The board developed new policies and strengthened some of its existing policies. The bylaws were amended to include term limits as a way to gain access periodically to fresh insights. The board has adopted a simple nomination form and a policy on rules of engagement with articulated expectations of board members.

During the transition and the development of new policies, the number of directors was kept low to allow time to restructure the committees and to develop policies. These tasks have been accomplished, and the size of the board will now be enlarged to help the foundation achieve its important goals. A major activity of the next year will be an active and focused recruiting effort. The board has increased its need for specialists and is diversifying membership by demographic characteristics such as type of profession, sphere of influence, geographic location, gender, and ethnic background. It has been difficult to fill the board's positions of leadership. The vice chair's position is vacant currently. Because the board chair typically serves two years and the current chair is in his first year of service, the vacancy has not been a major concern. However, it will be necessary to ensure a full contingent of officers in the very near future.

The board's hard work of the past five years in policy development, fiscal oversight, and fund raising has positioned it to venture to the next step – capital campaign readiness. In anticipation of the capital campaign, which will be initiated after the 2001/2002 completion of the new database software, the board must strengthen itself by adding influential directors from currently underrepresented sectors of the state and from diverse private sectors. It must continue its efforts to increase the size and influence of the Foundation board by adding new members at both the spring and fall meetings. This also will provide a larger array of members from among whom leadership positions can be filled. The board must continue to develop long-term goals in keeping with the university's strategic initiatives.

Standard 7

Appendices and Exhibits

Appendices

- 7.1 Current Funds Revenues
- 7.2 Current Funds Expenditures and Mandatory Transfers
- 7.3 Summary Report of Revenues and Expenditures
- 7.4 Capital Investments
- 7.5 Direct Cost by Department or Instructional Area
- 7.6 Sources of Financial Aid
- 7.7 Operating Gifts and Endowments

Exhibits

- G.1 Strategic Plan Executive Summary
- G. 4 University Policy and Procedures Manual

- 7.1 Yearly Budget Plan
- 7.2 Three (five) Year Plans
- 7.3 Ten-Year Capital Plan
- 7.4 Budget Submission Instructions
- 7.5 Supplemental Budget
- 7.6 Tracking Form
- 7.7 Annual Budget Request
- 7.8 Annual Budget
- 7.9 Financial Statements
- 7.10 Capital Plan for Non-State Funded Buildings
- 7.11 Bond Consultant
- 7.12 Financial Aid Disbursement Summary/Tuition and Fee Waiver Schedule
- 7.13 Housing/Dining/ASCWU Audit Reports
- 7.14 Five-Year Implementation Plan
- 7.15 Audits of the Past Five Years Including Management Letters
- 7.16 FY 1999 Fund-Raising Dollar Goals
- 7.17 FY 1994 Alumni Telefunding Campaign
- 7.18 National Society of Fund Raising Executives (NSFRE)
- 7.19 Office of Development and Alumni Relations Policy Manual
- 7.20 Foundation Agreement, By-Laws, and Policies
- 7.21 Foundation Assets and Activities
- 7.22 Foundation Audit with Accompanying Management Letter
- 7.23 Foundation Internal Audit Findings
- 7.24 Foundation Organization Chart and Job Descriptions
- 7.25 Collins Group Assessment of the Foundation

August 31, 1999

Standard 8.A: Instructional and Support Facilities

Historical Perspective

Central Washington University currently offers courses and programs at seven locations. The Office of Facilities Management is the unit of the university responsible for overseeing the development and maintenance of the university's physical plant. Organizational realignments among units reporting to the Director of Facilities Management, new coordination and control methods governing maintenance and repair of structures, and sophisticated landscaping and grounds-keeping procedures instituted over the past ten years have enhanced the university's reputation as a safe, highly functional, and beautiful campus dedicated to intellectual growth and development. Since 1992, space needs have been incorporated into the strategic planning process, and strategic planning has now replaced completely the historical unit request process.

Throughout the history of the university, the physical facilities have been upgraded successfully and increased to meet the instructional, research, and service requirements of departments and programs. Land acquisition in anticipation of program expansion has been at the forefront of the long-range planning process. The university owns 380 acres of land on the Ellensburg campus of which 255 acres are developed, and this amount has remained stable throughout the past decade. There are 56 non-residential facilities and 27 residential facilities. The assignable non-residential area is 1,128,115 square feet with an additional 730,930 square feet in assignable residential area. Improvements in the physical facilities on the Ellensburg campus have been constant throughout the decade. Historically, the university centers, some of which have been in existence for more than two decades, have been housed in leased facilities. In the last ten years, the university has stepped up its efforts to achieve permanent structures for the university centers.

Current Situation

Design, maintenance, and management of facilities is the responsibility of the Office of Facilities Management. The office reports to the Associate Vice President for Business and Financial Affairs. Five units report to the director of Facilities Management: Administrative Services, Facilities Planning and Construction, Building Maintenance, Custodial/Grounds Services, and Plant Operations. The office also works in partnership with the Office of Computing and Telecommunication Services, the unit of the university that oversees computing and telecommunication infrastructure and standards. The office also works with the academic planning unit in the provost's office to identify academic program and campus space utilization needs. The staff in the provost's office serve as the liaison between academic departments and facilities management staff and help to clarify academic program goals and priorities during strategic planning, the capital budget request process, and campus master planning. The academic planning officer and space analyst assist academic departments by providing assistance in identifying building and program space utilization, room utilization approval and assignment, and funding for space modification.

The past decade has been characterized by several new building and remodeling projects on the Ellensburg campus and by an aggressive program to improve the physical space at the centers. A current map of the residential campus in Ellensburg is appended (Appendix 8.1). Appendix 8.2 identifies buildings that are new in the past ten years and those that have undergone substantial remodeling. Appendices 8.3 describes the leased facilities at the university centers and provides web addresses that access maps of community college campuses where the centers are located. Maps of the university center sites are included in Exhibit 8.1.

Eleven newly constructed or remodeled facilities on the Ellensburg campus during the past decade have resulted in both additional and more functional space and vastly improved technological resources for students. Seven new facilities have been added during the decade: Aquatic Facility, Science Facility, Community Softball Field, the Psychology Research Facility, the Naneum Building, the Flight Technology Building at Bowers Field (1993), and the Public Safety Building. Four facilities have undergone major remodeling: Barge Hall, Bouillon Hall, Flight Technology at Bowers Field (1998) and Shaw-Smyser Hall. Black Hall was remodeled and expanded resulting in a total square footage of 105,273.

The university centers are served through lease agreements and collocation projects (8.A.6.; Exhibit 8.2). The university does not own land at these sites. The SeaTac and Lynnwood Centers are served through lease arrangements, one with a private entity (SnoKing Building at Lynnwood) and one with a public entity (Glacier High School at SeaTac). The university leases space from community colleges for the other university centers. University staff provide routine maintenance and janitorial services consistent with university standards at the SeaTac facility. The building, roofing, and exterior are maintained by the school district. The facility in the Sno-King building is fully serviced by the lessor. All other facilities are located on campuses of community colleges, and services are provided to the standards of the community colleges. *The lease agreements are individually negotiated to ensure that lessors meet on-campus requirements for health and safety (8.A.7).* Lease arrangements (Exhibit 8.2) at the centers vary somewhat, but they all specify standards of maintenance that meet university standards of care.

To further stabilize and enhance center facilities, the university has entered into cooperative agreements with Edmonds (ECC), Highline (HCC), and Yakima Valley (YVCC) Community Colleges to build facilities on their campuses. The Highline collocation will replace the current lease arrangement at SeaTac, and the Edmonds Center will replace the lease arrangement at Lynnwood. These resources will be shared with the community colleges and other educational entities. For example, the North Snohomish Island - Skagit Consortium (NSIS), a collaborative project of the four-year comprehensive schools in the state, will share the facility at Edmonds and Washington State University will share the facility at Yakima. Planning for these partnerships began in response to the 1996 State of Washington Master Plan for Higher Education, which was originated by the Higher Education Coordinating Board (HECB). The Moses Lake Center only recently has been reactivated, and plans for that center are not complete. The university's future goal is to strengthen the two-plus-two partnerships with community colleges by having all of its centers collocated on community college campuses. These unique and successful partnerships have enhanced the university's ability to extend its services to place-bound and time-bound students within the state. The ownership, maintenance, and operational framework for the inter-institutional projects are described in Exhibit 8.3. In the ten-year capital planning process, center needs are integrated with needs on the Ellensburg site, and one capital budget request is developed for the entire university. Current funding requests include several multi-institutional projects, which are funded from a different budget category at the state level than are individual institutional requests.

In the meantime, the university has improved facilities at the university's centers to make them functional for the current program offerings (8.A.6). Because the SeaTac Center has the largest number of students of any of the centers, it poses the greatest challenge. Initiatives of the current year have addressed some of the space concerns. A portion of one building was remodeled to accommodate additional classrooms, and an additional 26-station computer laboratory was added. The Steilacoom Center also cites a number of improvements that are needed for efficient operation, and these requests are pending.

The total building square footage including that obtained through leases has grown in the past decade from 2,589,336 in 1989 to 2,863,034 in 1998. Table 8.1 provides a breakdown of current square footage at the Ellensburg site and at each center. The planned collocation projects will enhance greatly the space available in the multi-use facilities, of which Central Washington University will have access to a portion ranging from one-third to one-half. The Central Washington University/Highline Higher Education Center (SeaTac Center)

is a 33,610 square foot structure. The Central Washington University/Yakima Valley Higher Education Center (Yakima Center) will have 42,845 square feet. The Central Washington University/Edmonds Higher Education Center (Lynnwood Center) is slated at 30,480 square feet.

Table 8.1: Square Footage at all Central Washington University Sites in 1989 and 1998.

Site	Square Footage in 1989	Square Footage in 1998
Ellensburg	2,567,482	2,842,300
Lynnwood Center	10,300	24,324
Moses Lake Center (Reactivated in 1998)	0	0
SeaTac Center (New location since 1989)	3,933	17,570
Ft. Steilacoom Center	588	588
Wenatchee Center (Established in 1995)	0	3,767
Yakima Center	1,033	428
TOTAL	2,589,336	2,863,034

The physical space at the Ellensburg site and at the centers serves multiple functions. Space utilization studies (Exhibit 8.4) are conducted, typically on an annual basis following fall quarter, and the results are used to report space use to the Higher Education Coordinating Board and for internal space allocation. Table 8.2 shows the breakdown of function by site in fall quarter, 1998.

Table 8.2. Space Utilization at Central Washington University's Sites.

Site	Total Square Footage	Classrooms (Code 110)	Class Labs (Code 210)	Faculty Offices (Code 311)	Administrative Office (Code 312)	Residential/Food Services
Ellensburg	2,816,357	79,668	135,120	80,496	12,675	1,047,182
Lynnwood	24,324	4,832	0	2,169	134	0
Moses Lake	0	0	0	0	0	0
SeaTac	17,570	8,057	0	2,928	172	0
Steilacoom	588	0	0	162	120	0
Wenatchee	3,767	765	0	266	0	0
Yakima	428	0	0	0	0	0

In 1989, the university had approximately 2,621 spaces available for parking on the Ellensburg campus. That number has improved to approximately 3,780 spaces. The increase has occurred as a result of capital development of existing property, as well as purchase of land in the southwest portion of campus in 1998. Additionally, the university systematically has upgraded lots throughout the years. In 1989, only 1200 spaces were paved. Today, all but 582 of the 3,780 spaces are paved. Parking at the SeaTac and Lynnwood Centers is currently sufficient to meet demand. Other centers are located on community college campuses, where parking availability varies. Because these facilities are not under the control of Central Washington University, the university is dependent on lease arrangements to achieve adequate parking for its students. There are no local, regional, or national standards that dictate the number of spaces required per student FTE. In the university's master plan study conducted by NBBJ, a consulting firm, a national average is quoted to be 4-5 spaces per 10 FTE. On the Ellensburg campus, the university provides over 5 spaces per 10 FTE. This compares favorably to Western Washington University, which has 3 spaces per 10 FTE.

Facilities are sufficient to achieve the institution's mission and goals (8.A.1). With respect to the overall academic space available and the times of use, academic campus facilities currently are somewhat underutilized on the Ellensburg campus according to the guidelines of the Higher Education Coordinating Board. With respect to particular academic needs and needed improvements in existing facilities, however, departments and units identify needs in their yearly strategic plans (Exhibit G.6). Most departments request additional space or space modification even though they judge the facilities as adequate.

The facilities are adequate for the effective operation of the function to which they are assigned (8.A.2). Utilization studies for classrooms and laboratories are conducted on an on-going basis, usually during fall quarter of an academic year. Studies are based on standards that are contained in the Facilities Evaluation and Planning Guide, a Space Planning Manual for Public Four-Year Colleges and Universities in the State of Washington (FEPG; Exhibit 8.5), most recently revised in 1977. Studies identify the overall campus average use for classroom and class laboratories. The studies, completed by the academic planning division of the provost's office, analyze only the use of structures, not their condition. The studies have found that the overall average use of classrooms and class laboratories at the Ellensburg site is high. Results of classroom and class laboratory utilization studies are included in reports to the Higher Education Coordinating Board and are used to justify capital project requests.

On the Ellensburg campus, spaces are available to fulfill most, if not all, functions of the university. Faculty sometimes must move from building to building to access the most appropriate facility for particular functions. This itinerant life style creates its own disadvantages for faculty, both in terms of commuting time and the need to move materials back and forth across campus. Often faculty will opt for a less than ideal classroom to avoid these disadvantages. The classroom management system (CLM) that is a part of the Student Information System (SIS) is used to schedule classrooms, laboratories, distance education facilities, university center rooms, and the student union building. CLM is integrated with SIS and is used to produce and download the quarterly schedule. Primary computer screens featuring classroom profiles, course sections, and course meetings are accessible at every computer that is connected to the university-wide mainframe computer system.

Analyses of these room characteristics and course inventories are used regularly for program support. This process will be integrated into PeopleSoft, the new relational database system, when it comes on-line. Additionally, the university has adopted a supplement to PeopleSoft that will allow the offices of the provost, the scheduling center, the registrar, and facilities management to use better its capabilities and to automate the scheduling process. The supplement, Schedule/Resource 25, will allow these offices to view building and room layout and design, maintain U.S. Department of Education CIP codes, standardize building codes and names, and allow increased communication while maintaining a standard inventory.

Facilities are furnished adequately for work, study, and research by students, faculty, and staff (8.A.3). The FEPG contains space planning guidelines and standards for relating educational programs and support services to a set of physical facility requirements. It is used by the university as a management tool for allocating existing space and as a guide in determining future physical facility requirements. The square footage standards for space also are used in the planning and design of new or remodeled physical facilities. The university furnishes offices according to the guidelines. Research facilities are furnished according to program need and available funding (Exhibit 8.6: January 16, 1996 Memorandum Regarding Inventory Guidelines).

The Office of Facilities Management coordinates the management, maintenance and operation of campus facilities and does so in a way that ensures their continuing quality, safety, and function (8.A.4). The office has drafted Facilities Conditions Surveys (Exhibit 8.7) for all on-campus non-academic units. Surveys for all on-campus academic units will be completed in the biennial year. These surveys together with vast quantities

of charted information about the physical condition of each facility (Exhibit 8.8: Sample Chart) provide the necessary data to determine needs for repairs or upgrades.

The Office of Facilities Management ensures that facilities are constructed and maintained with due regard for health and safety (8.A.5). The Office of Environmental Health and Safety has three primary areas of responsibility: industrial health and safety, compliance with environmental regulations, and compensation claims. The office manages and ensures compliance with the Washington Industrial Safety and Health Act (WISHA). Central Washington University has been particularly aggressive in establishing work environments that are safe for and maintain the health of employees. The office estimates that ergonomic efforts alone have saved the university over \$100,000 in workers' compensation claims. Currently, the university submits approximately 60 Labor and Industry claims per year. The office manages and ensures compliance with environmental regulations of the Department of Ecology. The university steadily has improved its environmental management system and currently is implementing an environmental control system based on client comfort, Year 2000 requirements, and energy and efficiency. Central Washington University has taken an aggressive stance with respect to asbestos abatement. The office also manages all workers' compensation claims for the campus.

The university, as a state entity, is heavily regulated with respect to all health, safety, and access requirements. The majority of code requirements fall under state regulatory code (WACs), city ordinances and codes, and the following blanket organizations and codes: National Fire Protection Association, ADA, OSHA, Uniform Building Code, Uniform Plumbing Code, Uniform Electronic Code, Uniform Mechanical Code, and Hazardous Materials.

The university conveys information to visitors to the Ellensburg campus in a number of ways. A staffed "parking and information" kiosk is strategically located in a drive-through location in front of the university's Conference Center, located one block from the campus entry on the main thoroughfare. At this location, the university provides visitors with a campus map and a brochure highlighting popular campus destinations. Other information provided by individual campus offices and city organizations also is available at this site. University Conference Services provides all conference attendees with a folder of similar materials. The student union also hosts an information booth that, in addition to materials provided by the kiosk and conferences, provides information about current campus activities. The university also conveys information by way of its web page, <http://www.cwu.edu>.

The University's 16 strategically located code-blue pedestal light emergency phones on the Ellensburg campus provide campus visitors with very visible access to emergency police and medical services. In addition, 19 emergency response phones are located at entrances to dormitory housing. Most university buildings have courtesy phones with local access.

Central Washington University's Ellensburg campus is well-known for its physical accessibility (8.A.5), and often students choose the campus because of the university's extensive efforts to remove barriers and improve access (Exhibit 8.9: Office of Disability Support Services Operations Manual). In spring 1999, 434 Central Washington University students disclosed disability status and 322 were using academic accommodations. Central Washington University has established the goal of having a barrier-free campus environment, and to that end the university has directed both financial and human resources. The Office of Disability Support Services (DSS; formerly ADA Affairs and Student Assistance) is in its twentieth year. The office coordinates the university-wide effort to create a campus that is accessible and responsive to persons of disability. Examples of accommodations available to students with disabilities include priority course registration, alternative examinations, print materials in alternative formats such as Braille, large print, and audio cassettes, sign language interpreters, "live" readers, scribes, note takers, priority snow removal, special classroom furniture, and elevator outage response systems. Computer laboratories feature computers and work station furniture to accommodate individuals with special needs.

One member of the DSS staff received the 1995 Distinguished Member Award from the Washington Association on Postsecondary Education and Disability (WAPED) for "significant contributions in providing and improving access to higher education for persons with disabilities." In 1999, State Audio Services, a taping service operated by Disability Support Services, received WAPED's organization award for "establishing a unique service program to better serve people with disabilities and, through its initiative and creativity, developing a program which has contributed significantly to the removal of barriers to persons of disability on a state-wide basis." Both the DSS director and its accommodation specialist are active in disability issues through WAPED.

Central Washington University also provides program access and accommodations for staff and visitors with disabilities. Flyers advertising university events carry the notice that "Persons of disability may make arrangements for reasonable accommodations and printed material in alternative format by calling the event coordinator or by leaving a message on TDD 509-963-3323." A peer review conducted in April 1998 revealed many strengths of the DSS program at Central Washington University, and several of the university's actions set the standards for other universities in the state of Washington (Exhibit 8.10). Other universities have requested copies of Central's DSS Operations Manual as well as training in how to do peer reviews and in establishing an on-site textbook taping program.

Both major and minor capital projects have supported many of the university's efforts to improve access. Facilities management staff work closely with the Office of Disability Support Services. Reviews of residence halls (Exhibit 8.11) and surveys of current and former disabled students (Exhibit 8.12: Survey Results) inform requests for capital funds to be used to remove barriers. In the 1995-97 biennium, restrooms were modified for access in eight buildings, one work station in the food laboratory in Michaelsen Hall was remodeled for access, an accessible ramp was added to McConnell Auditorium, and the main entry and several services in the library were made accessible. The request for the 1997 - 1999 biennium included 14 different projects to improve access, including modifications to curbs, sidewalks, additional restrooms, stairways, and drinking fountains; assistive listening systems; and directional and interior signs. Of the \$576,200 requested, the legislature granted \$76,500 to continue restroom modifications (\$35,000) and office modifications (\$9,000) and to improve exterior handrails (\$17,500) and door hardware (\$15,000).

Appraisal

The main goal of the Office of Facilities Management is to ensure that students have a safe and functional environment in which to pursue their educational goals and that faculty and staff are able to provide quality programs and support to students.

Building and Remodeling in Ellensburg. The Central Washington University campus in Ellensburg is a beautifully landscaped site with well-cared-for buildings and grounds. New construction of the past decade and remodeling of the campus's historic buildings add to the beauty of the campus. The elegant Japanese Garden, which was developed in 1992, provides an ideal site for peaceful reflection. The staff in the Office of Facilities Management take pride in the appearance of the campus, and staff in the provost's office are attentive to its function. The university has for some time been involved in the process of completing a campus master plan for the Ellensburg campus. This plan identifies and develops a process for considering issues such as parking; access to, around, and within the campus; future building sites that best accommodate educational growth; compatibility with the surrounding community; creating and maintaining a safe campus environment that is conducive to higher education; and community relations. The master plan is a living document. The university will be challenged in the coming decade to implement the plan and to adapt to the constantly changing academic and physical environment. At the same time, the university maintains a ten-

year capital plan which prioritizes renovation and new building projects, and this plan is used in discussions with the legislature and other funding sources.

The utilization studies of classrooms and class laboratories assist the university in using space wisely. The amount of space available is not the only indicator of space adequacy, and the university continues to face challenges in meeting the highly specialized needs of some disciplines, for example, music and geology. Initiatives currently are underway to solve these problems. When the new Science Facility was completed, Dean Hall, the previous site of the Departments of Biology and Chemistry, was mothballed in response to environmental safety issues. The university has requested pre-design money to determine future use and occupancy of this building, which will be an important step toward addressing current space requests.

Clearly a major accomplishment of the decade has been the completion of the Science Facility and Black Hall. They both improve overall space on the Ellensburg campus and provide state of the art equipment for programs in science and education. As a result of freed-up space through this new construction, the university is now able to turn its attention to improving existing facilities and equipping them for emerging needs. Currently, efforts are underway to review space usage for the purpose of enhancing current programs and to prepare for new ones. As departments grow, the need for better space utilization increases and continues to be the catalyst for action. Department needs, anticipated increases in the number of full-time students, and technology advancements create a situation in which campus facilities are in a constant state of review.

Building and Remodeling at the Centers. Central's primary goal related to the university centers is to maintain the ability to bring quality higher education to place and time-bound students. Consistent with the Higher Education Coordinating Board's plans, Central Washington University has been an active participant in developing, maintaining, and strengthening partnerships with community colleges and collocating its facilities on the community college campuses. As a result of aggressive overtures to the Washington state legislature, two centers soon will be housed in new collocated facilities. Requests currently before the legislature would establish new facilities at the other centers as well. Occasional uncertainties with the lease arrangements at the SeaTac and Lynnwood Centers have created disruptions for students, faculty, and staff, and the university looks forward to more permanent arrangements.

Although the major initiative related to the centers is the construction of new, state-of-the-art facilities, it has been important to improve and stabilize existing facilities in the interim. The conditions at the SeaTac Center have improved considerably during this past year, and the lease agreement at the Lynnwood Center is stable for the time being.

Historically, space utilization studies have been conducted only at the Ellensburg site. This work will be expanded to the university centers during the 1999 - 2000 academic year to ensure that not only the amount of space available but also its use is optimized.

Overall. In the past decade, three major budget challenges related to facilities -- regulatory, labor-management, and deferred maintenance -- have taken on increasing importance. Like most other institutions, Central Washington University faces regulatory challenges including those related to hazardous material, indoor air quality, personal safety, and energy consumption costs. Resources necessarily are diverted to meet the needs that these challenges present. Labor and management issues also impact the allocation of resources. Last, the university sometimes chooses to defer some building maintenance, specifically that which is not visible to the public and does not threaten public safety. This action occurs because maintenance comes from the operational budget of the institution whereas replacements come from the capital budget. Rarely are additional resources added to the operational budget to defray the cost of maintenance. Thus, maintenance can occur only through resource reallocation within the existing budget. Although the university is proud of the facilities maintenance and upgrades of the last decade, the resources that are diverted to regulatory, labor-

management, and maintenance activities necessarily erode the resources that are available for facilities and equipment upgrades.

Standard 8.B: Equipment and Materials

Historical Perspective

At the time of the last accreditation visit, Central Washington University had not entered the electronic revolution and was not well-positioned to do so. At the same time, scientific laboratories were falling into a state of disrepair. Equipment that was purchased when buildings were constructed was becoming antiquated, and there were no resources for replacement.

Current Situation

Equipment, including computing, telecommunication, and laboratory equipment, has improved significantly in the past decade (8.B.1). Major telecommunication and computer infrastructure projects have been completed during the past several biennia. At the same time, the university has responded to department and unit requests for more integrated and speedy communication services for faculty and staff, including voice, data, video, and Internet access. Computer laboratories installed during the 1980s have been upgraded to handle networking of data and text information, software management, and global access through the World Wide Web. New computer laboratories have been incorporated into all recent constructions and remodels. Computing and telecommunications support of instruction, faculty research, and the library now are closely aligned with all other aspects of academic planning through the strategic planning process. Exhibit 8.13 details major improvements to the campus voice-data system begun in 1989 with the introduction of a modern campus PBX. This development led the way for faculty and staff members to organize their communication requirements individually. By 1991, users no longer had to rely on one another to manage calls, take messages, or miss important calls. Phase One of the Complete LAN Infrastructure Project (CLIP), which brought high-speed network and Internet capability to more than ninety percent of the Ellensburg campus, was completed in 1996. The remaining ten percent of the Ellensburg campus was wired to the campus backbone in Phase Two of CLIP (1998).

Currently there are 3,810 computers registered to members of the university community. Nearly 75% of the installed base of computer equipment has been purchased in the last five years. Of this group, 1,445 or 37%, have been in operation less than 2 years. Eighteen percent have been in service between 2 and 3 years, and 19% have been in service for no more than 5 years. New faculty members routinely receive a computer and software as part of a start-up package.

New equipment including computing equipment is purchased with funds allocated to new construction and remodeling projects. Repairs and upgrades are funded with emergent remodeling and equipment repair and replacement dollars. External grants are another source of funding. To limit the number of older computers on faculty desks, a computer upgrade program is coordinated by the Office of the Provost and the Office of Computing and Telecommunication Services. When computers in computer laboratories are replaced, some of them receive new processors and components that meet the current university standard. This year, more than 60 upgraded computers were installed in faculty offices. Departments also may use summer school profits or their goods and services dollars for computing enhancements as the need arises. The addition of a section on computer planning into the university's strategic planning template provided an opportunity for all units of the university to identify their computing needs as part of the strategic planning process.

Twenty-two percent of all computers are assigned to faculty offices and work areas (Exhibit 8.14). Of this group, 43% have been in use for less than 2 years. The processor-upgrade program has made it possible to remove from circulation all faculty computers more than 5 years old. Moreover, only 9% of the faculty are using four-year old computers. Thirty-three percent of staff and 46% of administrative users have computers less than 2 years old. Among those whose computers are 4 years old or older, 11% are in use by administrators and 19% by staff.

The university provides computer access to students through computer laboratories on the Ellensburg campus and at the university centers. Six hundred fifty-eight computers have been installed in the 28 computer laboratories in Ellensburg and 4 laboratories at the university centers. Sixty-nine percent of these stations are less than 4 years old. Ninety percent of these units fully meet the needs of the primary users who regularly work in these labs (Exhibit 8.15: Configurations of Academic Computer Laboratories). In addition, 27 computer stations have been installed in 2 residence hall laboratories, one in Barto Hall and one in Kennedy Hall (Exhibit 8.16: Configuration of Residence Hall Computer Laboratories).

In response to a legislative mandate, a student technology fee of \$25 has been assessed for all full-time students of the university since fall 1998. Previously, a fee of \$19 dollars was levied on students only if they requested an electronic mail account on the campus VAX/VMS cluster. A student Technology Fee Committee chaired by a student with additional student, faculty and staff representation writes a yearly expenditure plan (Exhibit 8.17: Student Technology Fee Analysis FY 1999). This fee has made it possible to staff the computer laboratories of the university with trained student assistants.

The recent construction of the Science Facility, which houses the Departments of Biology, Chemistry, and Science Education, provided state-of-the art laboratory and research equipment in those areas (Exhibit 8.18). The newly remodeled Black Hall features a state-of-the-art educational technology center (Exhibit 8.19). Both buildings include technologically-rich classrooms that enhance instructional delivery. New laboratories were incorporated when the Shaw-Smyser Building was remodeled in 1994, and there has been one major upgrade of computers in the facility since that time.

Between 1994 and 1998, sixty-four grants with equipment requests have been awarded to the university. The total value of these grants is \$1,156,171 (Exhibit 8.20: Grant Funded Equipment From 1994 to Present). Faculty routinely submit preproposal forms (Exhibit 8.21) prior to the submission of a major grant. These forms identify computing and other equipment needs and allow for their incorporation into department and unit planning.

Nine interactive distance technology classrooms have been constructed in the past ten years, seven at the Ellensburg site, one at the SeaTac Center, one at the Lynnwood Center, and one at the Wenatchee Center, where Central Washington University owns the equipment but rents the facility (Exhibit 8.22). The university also owns one-third of a distance technology classroom at the Yakima Center and rents two equipped classrooms, one at the Highline Community College and one at Big Bend Community College in Moses Lake. Some of the classrooms feature up-to-date video and data projection equipment while others are in need of enhancements. It is the goal of the university to bring all distance learning classrooms up to the same equipment standard (Exhibit 8.23: Distance Education Classroom Prototype). Availability of K-20 funds for distance learning has given the university an opportunity to provide up-to-date equipment at all sites. The Center for Learning Technology staff work with the academic space planner to coordinate equipment upgrades and new purchases for all instructional areas. (See also Standard 2: Electronically-Mediated Distance Technology.)

The university has begun to incorporate technology planning into its strategic planning process. *Unit strategic plans (Exhibits G.6 and G.10) call for a detailed analysis of department and unit computing and other equipment needs (8.B.1).* Computing equipment requests, like all others, are tied to each unit's mission

and goals. On the basis of this and other input, the University Computing Committee developed an integrated list of unit requests and recommended direction for an overall computing technology plan for the university. (www.cwu.edu/~kaufman/ucc.html). At the same time, the Office of Computing and Telecommunication Services developed a strategic plan for its operation.

Inventories of all equipment, including computers, along with their maintenance plans and replacement schedules, are reviewed regularly (8.B.2). As a matter of policy, the university maintains an inventory of all assets with a value of over \$100 on microfiche. The inventory is divided into computing and non-computing equipment for purposes of insurance. Computing and Telecommunication Services maintains databases for computer hardware and software purchases. These two files contain product descriptions, tag numbers, original purchase prices (in some cases), product location, type of user, and date of purchase. The two databases can be joined using querying tools for purposes of report writing. All computing equipment is insured against loss, with a minimum deductible of \$5,000. Three-year warranties are now standard for most equipment purchases. Inventories of all equipment are managed through the Division of Business and Financial Affairs. Computing purchases comply with computing standards (Exhibit 8.24: Computing Inventories; Available at <http://www.cwu.edu/~cts>; Exhibit 8.25: Non Computing Equipment Inventories).

The university follows nationally accepted procedures for use, storage, and disposal of hazardous materials (8.B.3; Exhibit 8.26: Policy on Use, Storage, and Disposal of Hazardous Materials). Individual users keep inventories of materials and maintain quantity, spill, and other data (Exhibit 8.27: Individual User Inventories).

Appraisal

The equipment and infrastructure improvements of the past five years are impressive, greatly enhancing the university's capacity to provide excellent academic programs and support services for students. Not only did the CLIP projects achieve sufficient infrastructure for campus and global connectivity, sufficient resources from the institutional base budget have been used in support of instructional and research activities. Through careful use of the K-20 funds allocated to Central Washington University by the legislature, both capacity and speed are available to support current browser and electronic mail requirements. The computing base is extensive. For the most part, computer laboratories meet the needs of their primary users, and more than 90% of the faculty have computers with Pentium-class processors. These capabilities make it possible for faculty to provide instructional opportunities and communicate with students in vastly different ways than they could have just a few short years ago. Many faculty already enhance their courses with web components. Students may access these course elements through the general-purpose laboratories, in their residence halls, from home, or from any other location with Internet capability. Staff increasingly are making use of electronic transmission to improve services to students, regardless of where students complete their work.

With these remarkable advances come challenges. Now that there is some currency of computer hardware and software, it will be important to equip many more classrooms with data/video display systems. Upgrades are needed in others. As the infrastructure and capacity are improved in some of the university's buildings and at some of its sites, faculty become eager to see the resources expanded to other buildings and sites. For example, some faculty use PowerPoint for their classes and request connectivity to the Internet for specific classroom demonstrations. This requires a video/data set up with computer, VCR, and camera for viewing overheads for each classroom. Currently equipment is uneven throughout the university, and already this is creating a scheduling challenge. A major challenge will be in identifying the resources to improve capacity in other buildings in Ellensburg and at the centers.

In addition to expanding services to other buildings and sites, the university must find a way to maintain the equipment and infrastructure that are in place. Currently, sufficient resources are not set aside for maintenance or upgrades of equipment, a particular problem for the state-of-the-art equipment purchases of late that are complicated in their construction and have highly technical components. Despite a move to three-year warranties for most equipment, faculty and staff are concerned about bulb replacement, CPU upgrades and other maintenance costs. Similarly, upkeep and upgrades of the infrastructure are likely to be costly, and it is not yet clear where the resources will come from to support these costs. Often times, special set-asides support major capital expenditures including infrastructure, but do not extend to maintenance. The university will need to ensure that the distance education rooms, video conferencing rooms, and student computer laboratories maintain their currency. Staff have been working together across reporting lines to make the best use of the K-20 data and video links and in getting the cabling to the point of use in Ellensburg and at the university centers. Nonetheless, staff are stretched far beyond their capacity to manage this growing infrastructure. Ongoing evaluation of what people do, who they report to, and staffing configurations will be necessary to sustain the university's progress.

As new equipment comes on line, faculty and staff development becomes essential to realizing its full potential. Faculty increasingly are interested in electronic learning, and many are interested in on-line course authoring. The university will be challenged to ensure that all faculty have an opportunity to develop the skills necessary to take full benefit of the outstanding equipment that now is available to them.

Standard 8.C: Physical Resources Planning

Historical Perspective

Having achieved a campus of sufficient capacity through careful preparation and presentation of capital planning requests to the legislature in the late 1980s, recent capital plans consistently have emphasized the need to preserve and protect the physical facilities of the university through remodeling and upgrading existing buildings. The university has directed its efforts toward making facilities more program suitable. Reassignment of programs and departments from one building to another also has been used in support of expansion demands. During the decade, the university has maintained and enhanced its longstanding excellence in the area of disabilities support services and ADA compliance.

The university has integrated facilities planning for the university centers into overall university planning during the decade. Recent funding by the legislature and the state master plan for higher education promise more stability at the university centers sites than in previous eras.

Current Situation

A Campus Master Plan Committee (Exhibit 8.28: Committee Membership) has met regularly for the past three years (8.C.1) to review site development activities, develop ten-year capital budget requests, evaluate major and minor capital work, and address community concerns about the impacts of projects (Exhibit 8.29: Campus Master Plan). The committee includes representatives of the Ellensburg City Manager's Office, the Kittitas County Planning Department, and the Ellensburg Chamber of Commerce, two students, and representatives of the university staff, administration, and faculty as a means to ensure the voices of a wide range of constituents in planning (8.C.4; Exhibit 8.30: Minutes of Campus Master Plan Committee Meetings). The Campus Master Plan was approved by the Board of Trustees at its June 11, 1999 meeting.

The university maintains both state-supported and self-supported facilities. The master planning process takes into consideration the space requirements of planned self-support structures, but it otherwise does not mingle the planning of the two. For example, a future building site of the anticipated remodeled student union building is included in the master plan. The conditions of and planning related to self-support structures are described in Standard 3.

The planning process is somewhat different at the university centers for two reasons. First, the centers currently operate in leased facilities, and the leases specify both the nature of the space available and the maintenance agreements related to the facilities. Second, the permanent structures that currently are under pre-design or construction are collaborative ventures between Central Washington University and, at minimum, the community college where each facility will be collocated. When a facility is in the predesign phase, operational guidelines (Exhibit 8.31) are developed by an interagency committee that represents faculty, provosts' offices, computing and telecommunication services, and facilities services (Exhibit 8.32: Sample Committee Membership). When funds are committed to design and construction, a charter is developed that specifies the long-term relationship among the parties and the operational guidelines for the facility. These charters (Exhibit 8.33) may vary somewhat from center to center, but all construction complies with minimum code requirements. (See Standard 8.A.)

The master planning process is a dynamic one, allowing new initiatives and concerns of the campus to be integrated into the document as they arise. *The strategic planning process results in initiatives that influence campus master planning. This integration ensures that the physical development of the campus remains consistent with the mission and goals of the institution (8.C.1).* The Office of Facilities Management reviews unit plans and compiles supportive data on optimal needs. Requests are then submitted to the academic planner for recommendation and eventual prioritization by the vice presidents. Needs with the highest priority eventually are reflected in the campus master plan and in the ten-year capital budget. *Physical resource planning and major renovation planning routinely include plans for the acquisition or allocation of the required capital and operating funds (8.C.2).* The planning document reflects the vision for the future and any constraints that might impinge on construction and expansion. The ten-year capital budget prioritizes projects and serves as the vehicle to communicate capital requests to the legislature (Exhibit 8.34: Ten Year Capital Budgets 1989-91, 1991-93, 1993-95, 1995-97, 1997-99, 1999-2001). Typically, the state approves major capital expenditures in three phases, predesign, design, and construction, across three biennia. The university has never entered into a capital campaign solicitation with private donors as a way to achieve alternate funding for major renovation and construction. However, plans to do so are described in Standard 7.D.

After the university receives funding for a capital project, university policy and the Facilities Design and Construction Standards (Exhibit 8.35) are used to create a project committee. The committee coordinates the program, schedule, budget, and other issues related to the capital project. The committee chairperson is a vital communication link between the future occupants and the consultants and contractors of the project.

Infrastructure and utility projects involve a multitude of issues relating to technology, fiber, pathway and hardware. The Office of Computing and Telecommunication Services has major responsibility for developing long range plans for the campus telecommunication infrastructure and standards. In addition, a communication team (Exhibit 8.36: Communication Team Minutes) is established among principal parties to coordinate facilities and infrastructure upgrades and changes.

Process mapping (Exhibit 8.37: OFM Capital Construction Guidelines) is employed in cases of large capital outlays. The process maps determine, among other things, the advisability of contracting for planning assistance through consultants. Flow charts document both systems and processes. When a major project is launched, process mapping documents become the project guide.

The ability of facilities management staff to respond rapidly to problems has improved through increasing computerization and use of telecommunication resources. Many of the forms on which units report facilities-related issues are now available electronically. All of facilities management operates on local area network, allowing for easier access to centralized databases and documents. A phone line (963-3000) has been set aside for use by members of the campus community in reporting maintenance problems. All facilities management staff members carry radio transmitters to allow for more rapid communication with office personnel and with each other.

ADA policies are integrated fully into all physical resource planning (8.C.3). Removal of physical barriers for people with disabilities and program access play a key role in planning of all physical resources at Central Washington University. Central Washington University is obligated by state of Washington building codes to provide barrier free access for all new and remodeled facilities. All building officials in Washington State enforce barrier free access. Beyond the legal obligation, Central Washington University facility design standards require that all projects meet or exceed barrier-free standards. In planning for specific ADA projects, Central Washington University solicits the input of Disabled Student Services staff and of students, faculty, and staff who are themselves disabled. The input of these constituents helps determine the priority ranking of capital pool funding requests. All buildings, including the collocation projects for the university centers, are designed in compliance with ADA requirements.

Central Washington University has an active ergonomics review and planning process coordinated through the Office of Environmental Health and Safety. Furniture and equipment purchases take into consideration ergonomic and ADA issues and respond to the needs of specific individuals.

Disability Support Services (DSS) works one-on-one with students, faculty, and staff to identify appropriate furniture and adaptive equipment which will minimize the functional limitations of disabilities. The university has an ADA equipped van in its motorpool fleet for use in field exercises and university-related travel needs.

The university provides for appropriate security arrangements for its campuses (8.C.3). The Office of Public Safety and Police Services operates 24 hours a day, 365 days a year and is a general-authority state-police force. Its 12 armed police officers are fully commissioned by the state of Washington and have the same arrest and investigative authority as other law enforcement officers in the state. Most officers hold bachelor's degrees, and all are graduates of the Washington State Criminal Justice Training Commissions Basic Academy. Each has numerous hours of annual specialized police training.

The office has the primary responsibility for law enforcement on the Ellensburg campus and works closely with all other law enforcement agencies. Commissioned officers patrol the campus 24 hours a day with emphasis on crime prevention and education. Members of the campus community are encouraged to report all crimes. Each year the campus law enforcement officers conduct over 60 crime prevention programs for the university community, with the majority held in the residence halls for the benefit of students. These programs include personal safety, rape awareness and prevention, Operation I.D., bicycle registration, drug and alcohol use/abuse and related crime prevention and theft prevention techniques.

Table 8.3 reports Central Washington University's crime statistics for the Ellensburg campus from 1996 to 1998. These data also are reported on the university website at <http://www.cwu.edu/~police/>. Burglaries and liquor law violations are the most frequent activities. The institution, beginning in 1998, is required to report crime statistics not only for the campus but also for its periphery.

Table 8.3: Uniform Crime Report As Reported by Central Washington University Public Safety and Police Services

Category/Year	1996	1997	1998
Reported Incidents			
1. Murder	0	0	0
2. Sex Offenses -- Total	4	3	1
a. Forcible Sex Offenses	4	3	1
b. Nonforcible Sex Offenses	0	0	0
3. Robbery	0	0	1
4. Aggravated Assault	1	4	0
5. Burglary	25	49	26
6. Motor Vehicle Theft	6	1	1
7. Larceny/Theft Total	274	168	252
8. Arson	1	2	1
Total Index Offenses	311	227	282
Selected Offenses			
9. Hate Crimes	0	0	1
10. Liquor-Law Violations (Total/Arrest)	73/73	85/85	75/75
11. Drugs (Total/Arrest)	32/32	37/37	29/29
12. Weapons (Total/Arrest)	1/1	0/0	0/0

Public safety services at the university centers are contracted through inter-agency agreements with the community college where the center is located. Where the centers are not on the community college campus, for example the SeaTac Center, private security agencies are hired to perform scheduled patrols and facilitate police action as needed. If the center is not on a community college campus, yet within close proximity, for example the Lynnwood Center, arrangements are made with the community college's security to provide for security of the site. Central Washington University has not in the past kept crime statistics at the university centers, but began doing so in January 1999.

Governing board members are involved in approving both plans for and funding of major capital projects (8.C.4). The board approves the biennial capital budget before it is forwarded to the legislature. It also is informed of the actions of the legislature. The board then delegates specific authority for all projects of \$100,000 or more to the Vice President for Business and Financial Affairs who updates the board on the progress of all capital projects. He also prepares a report entitled "Major and Minor Capital Report" (Exhibit 8.38: Sample Report), available on the university website at <http://www.cwu.edu/~facility/fdd/fpcsindx.html>. The board formally accepts projects over \$100,000 at the time of their completion and is informed of the status of other projects. Further, the board approves both capital budget requests and all major capital expenditures of the university

Appraisal

The campus master planning process has occupied a great deal of time in recent years. The master plan identifies and develops a process through which the university can address parking; access to, around, and within the campus; future building sites that best accommodate educational growth; compatibility with the surrounding community; creating and maintaining a safe campus environment that is conducive to higher education; and community relations. Master planning documents and records of recent infrastructure work are maintained on the university web-site. The campus master planning committee will continue to meet on

an as-needed basis. The challenge will be to maintain and meet the goals identified in the master plan, following through and adapting to the constantly changing environment.

The university also has established excellent working relations with community colleges where there are planned collocations of facilities that will serve the Central Washington University Centers. The university will continue to perfect the process for program planning and infrastructure suitability at the university center locations. The challenge will be to continue the momentum that currently exists between the university and the community colleges and to strengthen the overtures to the legislature that will be necessary to fund fully the facilities that currently are in the discussion, design, or predesign stages.

Planning particularly will be facilitated by an on-line web-based system that includes all documents related to institutional equipment requirements. This core database system will offer easy access to the entire university community for viewing replacement schedules, inventories, and maintenance plans. With the implementation of this system, the space and equipment needs at all university sites will be identified uniformly in a single Facilities Design and Construction document.

The gains of the decade in the development of the computing and telecommuting infrastructure are impressive. The challenge will be to remain current in this rapidly changing environment. Infrastructure planning is incorporated into the master-planning document for the Ellensburg campus and for the collocated facilities.

The Ellensburg campus is known both for the access it affords to the disabled and for its record of safety. The major challenge will be to maintain the excellent work that already has been done in these areas. The newly designed facilities at the centers will improve access at those sites, although accommodations already are available for students, faculty, staff, and visitors at all centers.

Standard 8

Appendices and Exhibits

Appendices

- 8.1 Map of Residential Campus
- 8.2 New and Remodeled Buildings in Past 10 Years
- 8.3 Description of Leased Space at the Central Washington University Centers

Exhibits

- G.6 Department Strategic Plans
 - G.10 Strategic Plans Other than Academic Departments
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- 8.1 Maps of the Central Washington University Center Locations
 - 8.2 Lease Arrangements and Agreements
 - 8.3 Framework for Interinstitutional Projects
 - 8.4 Space Utilization Studies
 - 8.5 Facilities Evaluation & Planning Guide (FEPG)
 - 8.6 Memorandum Regarding Inventory Guidelines
 - 8.7 Facilities Conditions Surveys
 - 8.8 Sample Chart (Physical Conditions)
 - 8.9 Office of Disability Support Services Operations Manual
 - 8.10 Peer Review of Central Washington University DSS Program
 - 8.11 Resident Hall Reviews for ADA Compliance
 - 8.12 Surveys of Disabled Students
 - 8.13 Campus Voice Data System
 - 8.14 Computers in Faculty Office and Work Areas
 - 8.15 Configurations of Academic Computer Laboratories
 - 8.16 Configuration of Residence Hall Computer Laboratories
 - 8.17 Student Technology Fee Analysis FY 1999
 - 8.18 Equipment Purchases for Science Facility
 - 8.19 Educational Technology Center
 - 8.20 Equipment Purchases in Grants from 1994 - Present
 - 8.21 Grant Preproposal Forms
 - 8.22 Interactive Distance Technology Classrooms
 - 8.23 Distance Education Classroom Prototype
 - 8.24 Computing Equipment Inventory
 - 8.25 Non-Computing Equipment inventories
 - 8.26 Policy on Hazardous Materials
 - 8.27 Individual User Inventories
 - 8.28 Master Plan Committee Membership
 - 8.29 Campus Master Plan
 - 8.30 Minutes of Campus Master Plan Committees
 - 8.31 Operational Guidelines
 - 8.32 Center Facility Design Committee Memberships
 - 8.33 Charters
 - 8.34 Ten-Year Capital Budgets
 - 8.35 Facility Design and Construction Standards
 - 8.36 Communication Team Minutes

8.37 OFM Capital Construction Guidelines
8.38 Major and Minor Capital Report

August 31, 1999

Standard 9: Institutional Integrity -- General Requirements

Overview

Historical Perspective

Central Washington University takes pride in its adherence to high standards of ethical conduct. Standards of conduct have been a matter of both policy and practice. The university long has established clear criteria for the conduct of its faculty and for its treatment of students, faculty, and staff. The university accurately represents itself to the public, to regulatory agencies, and to accrediting bodies. The financial management of the university is indeed stellar, with extraordinarily clean audits of university's accounts. The university's policy of no-tolerance for ethical infractions is both clearly written and judiciously applied.

On very rare occasions, conduct of students, faculty, or staff has resulted in disciplinary action and, in some cases, dismissal. At about the time of the last accreditation review, questions were raised about the legality of certain funding practices in athletic programs. In response to these questions, accounting procedures were revised completely to provide clearer controls on cash receipts, disbursements, and financial aid. Personnel actions also occurred in response to alleged abuses. In 1992, President Nelson recognized the need for greater clarity about the relation between the Central Washington University Foundation and the university and initiated a review of the foundation's financial management. As a result, the relation was clarified in writing, lines of authority were defined more clearly, and appropriate accounting controls were established. Personnel actions were taken related to perceived mismanagement.

On other, also very rare, occasions, exempt employees have either been asked to leave or have voluntarily left their positions under conditions where their integrity had been questioned, as have a number of faculty. In these cases, both the rights of employees and students and the ethical standards of the university have been upheld.

Current Situation

The university, including governing board members, administrators, faculty, and staff, subscribes to, exemplifies, and advocates high ethical standards in the management and operations and in all of its dealings with students, the public, organizations, and external agencies (9.A.1). Section 1 - 5.0 of the University Policies and Procedures Manual (Exhibit G-4) details ethical expectations of board members and faculty. It states that "the Board of Trustees is subject to the laws of the state of Washington regulating ethical behavior," which are set down in the Revised Code of Washington (RCW) 42.52: Ethics in Public Service. It includes, in addition, details about the Open Public Meeting Act, Public Disclosure Commission Requirements (RCW 42.17.2401(4)), and Public Records Disclosure requirements that apply to board members. Restrictions on legislative activities by representatives of state agencies are included in RCW 42.17.190. The governor of the state of Washington provides for instruction to each newly elected member of the Board of Trustees of this and other state institutions regarding ethical standards (Exhibit 6.5: Boards and Commissions Membership Handbook).

In addition to the state law that establishes, empowers, and dictates ethical standards for the board, the board operates under the duties, responsibilities, organizational structure, and operating procedures of the board

defined in sections 1-1.0 through 1-8.0 of the university policy manual. Under this section, board responsibilities largely are defined with reference to RCW 28B.35.

The University Policies and Procedures Manual also defines rights and responsibilities in Section 1-3.0 and professional ethics in Section 1-5.0. This section is directed primarily at faculty but also includes administrators and staff. Students' rights and responsibilities, including the procedures for due process, are described in detail in the university catalog.

Faculty in individual disciplines uphold and promote with their students ethical guidelines that are consistent with their disciplinary practices, for example, ethical guidelines for public school personnel or the American Psychological Association Ethical Standards. Departments that are regulated by discipline-specific ethical guidelines cite the relevant ethical standards in their strategic plans.

The university regularly evaluates and revises as necessary its policies, procedures, and publications to ensure integrity throughout the university (9.A.2). In fact, the record reveals that the policies, procedures and publications of the university are in an almost constant state of revision to remain current with emerging issues.

The institution represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements (9.A.3). The traditional means for communicating with the public, that is, its catalogs, brochures and other publications are produced under careful supervision of the Division of Enrollment Management and Marketing. Publications are professionally and carefully crafted to reflect the university's mission in light of the changing interests of the university's constituents. As electronic publicity became more common, the university recognized the need to ensure a similar level of oversight over university web pages and in May 1999 hired a university web master to assist in the process. He is working with an advisory committee to develop a common and pleasing format for university web pages, identify those that are "official" university pages, establish standards for pages, and establish a process for the official approval of the content of pages that are considered official.

University policy defines and prohibits conflict of interest on the part of governing board members, administrators, faculty, and staff (9.A.4). Central Washington University policies follow the state ethics law which defines appropriate use of resources and facilities and conflicts of interest. In July 1996, the Faculty Senate approved a policy on conflict of interest with respect to relationships with students (Policy 2-2.47).

The policy manual also includes policies on "Acceptable and Ethical Use of University Information Resources" and "Use of State Property." Policy 2 - 2.27 describes philosophy, definitions, and procedures related to patents. In addition, appropriate confidentiality of student records is maintained by university personnel, in compliance with Public Law 93-380, The Family Educational Rights and Privacy Act of 1974.

The university demonstrates, through its policies and practices, its commitment to the free pursuit and dissemination of knowledge consistent with the institution's mission and goals (Standard 9.A.5). Academic freedom is assured and faculty responsibilities are defined in writing in the Faculty Code, Section 2.25. Section 1-4.0 of the Central Washington University Policies contains the Board of Trustees' statement on academic freedom. In the past ten years, only two grievances charging violation of academic freedom have been filed. The policy manual also provides (Policy 2-2.36) that "any faculty, staff, or recognized student group may invite to the campus any speaker the group would like to hear" although it further states that the appearance of a speaker does not suggest either implicit or explicit endorsement of the speaker's views by the university.

Analysis

The university has a well-developed set of policies defining academic freedom and ethical behavior and a long history of enforcement of high ethical standards and support for academic freedom. Its public presentation is clear and reflects the principles outlined in its mission statement. Burgeoning electronic forms of communication present a challenge to all institutions of higher education and require careful oversight to ensure that official postings are consistent with the university mission and ethics. The university now is engaged in identifying as "official" or "unofficial" postings on the World Wide Web that carry a /cwu.edu/ extension.

Central Washington University abides by standards of ethics and expects the same from its faculty, staff, and students. Faculty' and students' personal and academic freedom is of paramount importance to the university. The university is viewed as a place where both personal freedom and free speech are protected. When infractions occur, immediate corrective action is taken.

August 31, 1999