INSTITUTIONAL ACCREDITATION SELF-STUDY 1999

EXECUTIVE SUMMARY

What kind of place is WSU? We see ourselves as a big, caring, successful, freewheeling kind of place. We are especially proud of our alumni's passionate loyalty, of our emerging status as a top-flight research institution, of our historical commitment to being a teaching institution, and of the very wide variety of students we serve successfully.

We are on the far side of Washington -- the other, other, other Washington, as some wag has noted. We are far from the centers of population, but we can fill up our 35,000-seat football stadium for a good game. We have a beautiful main campus with well-kept facilities, but our offices and labs are becoming crowded. We have a number of highly ranked academic and research programs, but we aspire to do a great deal more research and to be better recognized for it.

How else are we unique in this state? We emphasize research and academic excellence and we offer a number of programs that are nationally ranked, but at the same time our specialty is to reach out to meet the needs of a wide variety of Washington citizens. Whether it is the research that jump-started the now well-known Washington wine industry or a Learning Center for placebound students in Colville, a nationally recognized Honors College to support the highest achieving students or intensive support for struggling freshmen, WSU sees itself as reaching out to serve Washington state.

Washington State University, founded in 1890, is the state's land-grant institution and meets the criteria of a Research I institution. It is dedicated to the preparation of students throughout the state for productive lives and professional careers, to basic and applied research in various fields, and to the dissemination of knowledge. In 1989, this mission led WSU to become a multi-campus system with the establishment of campuses in Spokane, the Tri-Cities, and Vancouver and, in 1992, WSU initiated the state's first degree program offered through distance education techniques.

Location

Washington State University's main campus is located in Pullman, a small, rural college and farming community. This southeast region of Washington, called the Palouse, is where much of the nation's finest wheat and legumes are produced. The 2,000-acre campus is 78 miles south-east of Spokane, the closest city of size, and 8 miles west of the Washington-Idaho border, the city of Moscow, and the University of Idaho.

WSU's three branch campuses serve placebound students who are unable to attend the main campus. WSU Vancouver is located on 351 acres seven miles north of the Portland-Vancouver metropolitan area in southwest Washington. Opened in June of 1996, the state-of-the-art campus is the first built in the State of Washington since the 1960s. WSU Tri-Cities is located on the banks of the Columbia River in Richland. It offers 11 undergraduate and 16 graduate majors to the residents of south central Washington. Finally, WSU Spokane is an urban campus with a focus on the health sciences, engineering, and design disciplines. WSU Spokane is the primary

provider of graduate and research programs for the Spokane metropolitan area. Planned for the lifestyles of professionals and full-time students, advanced courses are offered at convenient times in central, downtown locations.

Character of the University

The heart of WSU's multi-campus system is the Pullman campus where 17,000 students are enrolled. Approximately 15,000 are undergraduate students and nearly 2,000 are graduate students. Pullman is one of the largest residential campuses west of the Mississippi with about half of the student body living in residence halls, single and family student apartments, and fraternity and sorority houses. Here, students of diverse social, economic, and ethnic backgrounds from across the state, throughout the nation, and more than 90 foreign countries come together in a community in which education is the principal industry and human development the primary concern.

More than 2,900 juniors, seniors, and graduate students are enrolled at WSU Vancouver, Tri-Cities, and Spokane. WSU Vancouver enrolled 1,514 students in Fall 1998. This semester's enrollment represents an increase of nearly 14% over 1997. The 1,171 students who take classes at the Richland campus (WSU Tri-Cities) and at the Yakima and Wenatchee Learning Centers are served by more than 40 full-time and more than 350 adjunct faculty, drawn from the area's "brain trust" of highly qualified professionals. WSU Spokane is the smallest branch campus with 438 students enrolled for Spring semester 1999, but a new mandate from the state to expand WSU's research, graduate, and upper-division mission in Spokane is expected to fuel faster growth at that campus. Enrollment at the branch campuses is expected to double by early in the next century as facilities and degree offerings are expanded.

The university's colleges, including the College of Nursing headquartered in Spokane, and the Graduate School, offer nearly 100 major fields of study. Bachelor's degrees are available in all major areas, and master's and doctoral degrees are available in most. Degree programs and fields of study vary at each branch campus but represent, for the most part, extensions of programs offered at the Pullman campus.

As Washington's only statewide university, WSU has Cooperative Extension offices in all 39 counties, as well as 8 regional Learning Centers, seven research and extension facilities, and 24 Small Business Development Centers statewide. The university runs the Washington Higher Education Telecommunication System (WHETS), which transmits live, interactive instruction between the various campuses and other sites. Offering the state's first Bachelor of Arts degree via distance learning technology, Extended Degree Programs has flourished, with 965 students now enrolled in courses leading to bachelor's degrees in three different majors. By the year 2000, at least four more degree programs will be available.

Facilities. The Pullman campus features modern laboratories and classrooms, many fully technologically equipped, plus museums, student residences, recreational and athletic facilities, a student union, and a community hospital. A new library addition has doubled WSU's library capacity. Further, a one-of-a kind alumni center, a fine arts building with galleries, state-of-the-art chemistry and engineering buildings, and a 12,000 seat performing arts coliseum, home to Cougar men's and women's basketball, are also located on the Pullman campus.

WSU Vancouver's campus facilities include classrooms, science laboratories, offices, a 200-seat lecture hall, a gallery, and a cafeteria, as well as a system of biking and pedestrian paths. Its library carries more than 500 journals and a core collection of more than 11,000 volumes, and provides access to 50 bibliographic data bases. The library offers on-line search capabilities to other academic libraries through PORTALS, the Portland Area Library System. WHETS allows WSU Vancouver to originate and receive classes and meetings from other WSU campuses and sites throughout the state.

The WSU Tri-Cities' campus is sited next to the scenic Columbia River in Richland. Campus facilities include engineering and science laboratories, multi-media and lecture classrooms, auditorium, food service, museum, and the Student Learning Center. The Consolidated Library, operated and staffed by the university and the Hanford Technical Library, includes more than 50,000 monographs, 500 current journal titles in print, more than 600 journals in electronic form, more than two million government technical reports, and an extensive array of other electronic information resources. Five campus computing laboratories contain personal computers for student use and instruction. Abundant parking and links to the community bike trail system provide easy access to the campus.

WSU Spokane houses programs at its downtown and Riverpoint Higher Education Park facilities. Riverpoint facilities include a new three-story building with state-of-the-art studio space, computer labs, and Geographical Information Systems equipment, and a 200-seat lecture hall and gallery. Laboratory space for the health sciences is housed at area health care institutions that serve as important partners in collaborative applied and clinical research. The downtown campus facilities house administrative offices and a number of programs, including a full-scale clinic for speech and hearing sciences. The Cooperative Academic Library System, operated and staffed by WSU and EWU, provides access to selected titles and journals on-site, and to the full array of WSU library services via document delivery and online services. WHETS allows WSU Spokane to conduct interactive classes and meetings with other WSU sites throughout the state.

Employees. Washington State University employs more than 5,000 staff and faculty personnel across the entire system. The largest number of faculty is on the Pullman campus, making it the largest employer in the area.

[Table of Employee Numbers]

Accomplishments of the University

WSU continues to meet all of the essential eligibility requirements of the Commission on Colleges. Since the last accreditation visit ten years ago, WSU has grown in size, in complexity, and in its expectations of faculty, staff, and students. Research came to the fore to an extent it had not reached before, solidifying WSU's position as a robust research institution. For the last few years teaching and learning have, again, become the focus of an intense new emphasis and new initiatives-now undergirded by the stronger research base that has been attained and continues to expand.

Significantly higher admission standards, phased in between 1989 and 1993, resulted in better-qualified students, even as enrollment numbers and ethnic diversity both continued to increase. The six-year graduation rate rose steadily from 50.6% in 1990-91 to 63.1% in 1997-98. WSU's freshman retention rate of 83% is comparable to that of much more selective institutions nationwide.

WSU is proud to be nationally recognized in a number of areas. The University Honors College was named among the top eight across all United States public universities. We are the only major public research university in the country to require an approved writing portfolio for graduation. We were named among America's 100 Most Wired Colleges, and have the fourth-ranked broadcasting education program in WSU's Murrow School of Communication. WSU boasts the newest and bestequipped veterinary teaching hospital in the world and, in a completely different realm, is among the top five universities in the country for intercollegiate athletic opportunities for women. Finally, WSU was number one in alumni giving among all public universities in 1997, arguably a clear vote of customer satisfaction. These achievements, and more, are evidence of why Washington State University is known for its quality education, friendly learning environment, and success in graduating students.

The following brief list includes some of the university's further accomplishments since the last accreditation visit.

- WSU celebrated its centennial in 1989.
- General Education reform was implemented.
- The nationally recognized Writing Program and portfolio system were created and remain an integral part of General Education.
- Nationally recognized Freshman Seminars were developed to provide intensive learning community opportunities and increase retention among freshmen students.
- 1998's entering freshman class averaged a 3.41 grade point average, evidence of more top students choosing WSU.
- WSU met the criteria for Carnegie I Research status.
- A new addition has doubled the capacity of WSU's Holland Library.
- Branch campuses at Spokane, Tri-Cities, and Vancouver were officially designated.
- WSU introduced Extended Degree Programs, increasing access for students statewide as well as WSU's national visibility.
- Statewide enrollments passed 20,000 after six years of continual growth.
- Campaign WSU, the first comprehensive fund-raising effort, raised $275 million.
- University shared governance was strengthened and remains solid.

Issues Facing the University

The issues that follow are common to many institutions of higher education. In that sense, these issues are not exceptional. WSU believes they are important, but not insurmountable, and views them as opportunities for growth.

Funding. What concerns us most about where we are and the future we face? Money -- that would have to be number one. Taking the long view, we are financially strong and fiscally

sound, and there have been much tougher times in the past. But statutory and policy changes at the state level and at other public institutions led to lower than expected freshmen enrollments at WSU in 1996-97 and 1997-98. We expect to repeat this year's substantial increase in freshman enrollments next year, but the effects of the past two years will take longer to overcome as those smaller classes move through the system.

Common to all of public higher education in this state is the legislature's refusal to fund faculty salary raises at a level that would prevent falling farther and farther behind our peers. When a 2% raise is authorized but not funded, taking the money out of institutional operations is experienced as a budget cut, largely negating the psychological effect of the raise. Finally, when the legislature raised out-of-state tuition several times, nonresident enrollment dropped dramatically, creating a noticeable drop in revenue. The consequent belt-tightening chips away at morale and raises money to the top of most lists of concerns.

Branch Campuses. The geographically dispersed system of branch campuses and Extended Degree Programs is on the minds of some members of the community. From their inception there have been questions of whether such programs would draw needed resources and students away from the Pullman campus, how branch campus faculty would be integrated into their home departments in Pullman, and whether the quality of distance education courses would measure up to traditional courses. Although final resolution has not been reached on any of these questions, they are continually discussed and assessed and efforts persistently made to find good answers. While these tensions are not new to WSU, the form they take is maturing along with the branch campuses and extended programs. For example, branch campus faculty members are now coming up for tenure, focusing needed attention on how they meet both their job expectations and the standards of the university as a whole.

Academic Preparation. The academic preparation of incoming students is under discussion by the faculty. While it is true that the high school grade point average of freshmen has increased over the past several years, SAT scores are just holding steady, and the performance of too many students in the classroom is a concern. Is it a problem of preparation? Of expectations? Attitudes? There is also an emerging recognition of -- or greater willingness to talk about -- the university's party school image as a hindrance to attracting the best students and developing high academic expectations and good study habits.

A new Council on Undergraduate Excellence is reviewing what we know about ourselves and our students, researching what works elsewhere, and bringing forward ideas and plans to better engage students in the academic community and in their own learning process. Campus-wide efforts are under way to combat excessive alcohol use. Greater emphasis is being placed on enrolling students in learning community experiences such as the Freshman Seminars; and new, residence hall-based freshman academic groups will be started next fall.

Technology. WSU promotes the use of technology, both on the campuses and for distance education programs. The faculty is encouraged to be innovative with instructional technology, and a wide variety of efforts are under way. However, use of technology here, as elsewhere, has reached the point where the lack of systematic funding for integrating technology into instruction, and the lack of clear rewards for doing so, are beginning to be felt. Led by the

Provost and the Vice President for Extended University Affairs, efforts are under way to clarify the institution's goals in regard to technology-based instruction and to realign resources and rewards, if necessary, to support those goals.

Diversity. Diversity is widely considered to be both a strength and a challenge. WSU's positive achievements in this area are noted elsewhere, but progress continues to be a challenge. Any campus and region with such a large proportion of the majority population will be hard-pressed to attract and retain a diverse student body and faculty. In addition, campus and community climate frequently arises as an issue, and new ways are being sought to deal with it. Ongoing assessment and reporting of progress continues to inform campus efforts, and the Provost's ad hoc Diversity Assessment Committee will be reporting its findings and recommendations this spring.

Summary. Washington State University clearly has much to be proud of and, just as clearly, faces an energizing and motivating array of challenges. Additional accomplishments and challenges are described throughout the sections of the self-study that follow, and we are optimistic that the additional attention drawn to them by the accreditation self-study process will contribute to meeting the challenges.

Self-Study Process

The formal self-study process that led to this report began in April 1997 with the formation of an Accreditation Steering Committee. The committee's function was to guide the self-study process and present the results in the form of a self-study document. The steering committee has broad representation from the faculty, staff, and administration, as follows.

Robert Altenkirch, Dean (through 1998-99), College of Engineering and Architecture
Anjan Bose, Interim Dean, College of Engineering and Architecture
James Cochran, Campus Executive Officer and Campus Dean (through 1998-99), WSU Tri-Cities
Karen DePauw, Interim Dean of the Graduate School and Associate Vice Provost for Academic Affairs
Mary Doyle, Director of Information Technology
Sandi Howard, Executive Director for Business Affairs
Alton Jamison, Director of Student Advising and Learning Center and Career Services
Susan McLeod, Chair, Department of English
Steve Nakata, Interim Director, Multicultural Student Services
Muriel Oaks, Associate Vice President, Extended University Services
Susan Poch, Research Associate, Academic Affairs
Jim Rimpau, Director of Institutional Research, Capital Budget and Space Management
Jane Sherman, Associate Vice Provost for Academic Affairs and Accreditation Liaison Officer
David Stock, Chair of the Faculty Senate (1998-99)
Mary Wack, Senior Fellow, Center for Teaching and Learning
James Zuiches, Dean, College of Agriculture and Home Economics

Nine of these committee members served as chairs for subcommittees that researched and wrote about each of the standards. In all, more than 70 faculty members, staff, and

administrators participated in directing, collecting information for, and writing the self-study as members of the subcommittees. Many more individuals contributed ideas, questions, and comments, and reviewed the work as it progressed.

Because of the manner in which the standards were divided and what each encompasses, most committees needed information from units other than those represented by their members. The subcommittees compiled this information, the Steering Committee reviewed it, and the results -- both specific to the units and general to the university -- were given back to the individual committees for their feedback. Meetings were held with each college, and university-wide forums were convened to provide information about the process and to elicit input. Additionally, drafts of the self-study were made available to the university community through a Web site with notices placed in the student newspaper, the weekly faculty/staff newspaper, and on the WSU Announcements via e-mail. This method permitted a larger audience to view the self-study and to correct inaccuracies, update information, and question and/or validate information. The goal is to tell Washington State University's story clearly and accurately.

Standard One

Mission Statement and Strategic Plans

WSU serves a unique role in the state. The university, founded in 1890, is the state's land-grant university and, as mandated by its charter, fosters learning in the liberal arts and natural sciences, as well as in agriculture, home economics, engineering, business, health sciences, veterinary medicine, and education. All are essential in its comprehensive approach to higher education. WSU's uniqueness arises from its vision of teaching/Iearning, research, and service/outreach functions-interdependent, mutually supportive, and central to its land-grant mission.

The university consists of eleven major academic units: nine colleges, the Graduate School, and the University Honors College. WSU has a statewide presence with campuses in Pullman, Spokane, Tri-Cities, and Vancouver, and an Extended Degree Program that is offered throughout the state. As Washington's land-grant university, WSU includes the Agricultural Research Center with major centers in Puyallup, Prosser, and Wenatchee, smaller centers elsewhere, and Cooperative Extension programs in every county in the state. In addition, the university operates Small Business Development Centers throughout the state.

The full text of the University's Role and Mission Statement is made available to the university community and the public at large through WSU's Web site, and in the Strategic Plan for Washington State University. (See <www.wsu.edu/provost/roleandm.htm>.) WSU's mission informs and gives direction to all its educational activities. Further, the mission statement itself is the foundation for concrete formulations of short- and long-term goals for the institution as a whole, for its various units and subunits, for its admissions and faculty selection policies, for its allocation of resources, and for the strategic planning necessary to carry out those goals.

The integration of WSU's definition of its mission and its planning mechanisms is made explicit in the 1996 Strategic Plan for Washington State University. In light of the Role and Mission Statement, the strategic plan builds upon and revises various earlier planning documents: Institutional Planning: The Path to Excellence (1984); Planning for the Second Century-Common Understandings: A Context for Planning at Washington State University (1990); Academic Vision (1993); and the Role and Mission Statement (1994). The executive summary of the strategic plan outlines its major purpose and components:

The Strategic Plan for Washington State University (WSU) is designed to help chart the course for the University as it moves into the 21st century. The overall document contains a summary of WSU's role and mission, a statement of the values which lay the foundation for the Plan, a discussion of the external environment which provides a broad context for the Plan, and the Plan itself, consisting of the statement of an academic principle, a list of seven planning goals and a list of supporting goals. A set of strategies is provided for the principle and each goal (p. 3).

The strategic plan's introduction outlines the process of its development in consultation with the Faculty Senate, the graduate and undergraduate student associations, the Council of Deans, and the Board of Regents. It is a dynamic document that changes as the university community provides

input. The success of planning is dependent upon a systematic and continual program of assessment through which the institution gauges the effectiveness of its actions and makes changes necessary for improvement.

The academic principle advanced in the strategic plan reflects WSU's commitment to its role as a land-grant research university that continues to have a balanced program of teaching, research, and service/outreach to enhance the well-being of the state of Washington through the 21 st century. At the threshhold of the new century, the process of reviewing and revising or replacing the 1996 strategic plan has begun.

Planning and Support Goals

University-wide planning is guided by the strategic plan. Evidence of how the university is building this principle into definitions of faculty duties within units and how it is meeting the seven goals of that plan follows.

Planning Goals

Goal 1: Selective Excellence. WSU builds on its strengths, striving to enhance its reputation as a premier land-grant university, and will continue to sustain or attain eminence in areas appropriate to its mission. In 1996, the university examined the definition of the "academic core" both at the college and university levels and developed a plan for the periodic review of organized units such as centers, institutes, and laboratories. Through these periodic reviews, including internal and external assessment and accreditation activities, the university identifies programs for enhanced resources and also duplicative and other low-priority programs for consolidation, downsizing, or elimination. The programs encompassing the academic core are supported by budgets adequate to provide quality teaching, research, and service/outreach. WSU's recent Low Output and Duplicative Programs Report (June 1997) shows that, of the degrees noted in the Higher Education Coordinating Board's initial report, 21 already have been eliminated (9 of which have been replaced by other degrees), and 4 are under consideration for elimination or reconfiguration. Of the rest, 19 have increased their enrollments since the report years, 8 are recently approved programs with growing enrollments, 8 are master's degrees in programs that typically move directly from the B.S. to the Ph.D., 2 are critical programs in their units, and 1 has been reconfigured. These reviews-and action on them-will continue unabated with close attention to costs and benefits.

Goal 2: Expanded Access with Quality. WSU is developing into a university system with educational programs and students of the highest quality, offering a residential experience on the Pullman campus while providing access for placebound students at the branch campuses and other locations. WSU is committed to expanded educational opportunities throughout the state by modern telecommunications and computer technology. The maintenance and development of educational programs of the highest quality have accompanied expanded enrollment throughout the system. In keeping with its commitment to expand educational opportunities throughout the state, WSU continues to develop its offerings of continuing and extension educational programs. WSU also continues its cutting-edge programs in the use of telecommunications for instruction, extending the Washington Higher Education Telecommunication System (WHETS) to new sites as needed. Other

capabilities such as Internet and satellite are used to expand offerings as the enrollment in the Extended Degree Program is expanded.

Goal 3: Increased Diversity. Diversity continues to be a very high priority for Washington State University. The annual Report on Diversity Programs and the companion Diversity Plan show the extent of this commitment. The university, as reflected in all of its goals, is committed to global and cultural pluralism among the faculty, staff, and students. WSU is continuing its commitment to providing access to higher education for all students regardless of their economic or disability status, gender, ethnicity, sexual orientation, religious background, or geographic location. As an example of the institution's accomplishments, its enrollment of multicultural students went from 1,356 (8%) in 1990 to 2,134 (12.3%) in 1996. Further, the university has strengthened its diversity and multicultural efforts in all aspects of university life, including the curriculum and campus-wide extracurricular activities, in order to foster understanding and provide cultural enrichment. The Cultural Pluralism Team! Diversity Committee worked to enhance diversity in the curriculum, in part through a five-year mini-grant program. Every student in the General Education core completes at least one intercultural course. [Note: In the Spring of 1998, the Faculty Senate, at the urging of the students, added a requirement mandating that the General Education core include at least one course that specifically addresses issues of diversity in the United States.] Each unit of the institution has developed, in accordance with the strategic plan, a diversity plan for which it is responsible. The Provost's ad hoc Diversity Assessment Committee continues to examine policy and climate issues.

Goal 4: Enhanced Graduate Education and Research. WSU has strengthened its graduate and professional education and research programs, accomplished by increasing enrollments and increasing externally sponsored activities. Anticipating economic and cultural needs and responding selectively, WSU has set a goal of doubling the enrollment of graduate and professional students by the year 2010, while maintaining high quality as substantiated through appropriate assessment activities. Much of the growth in graduate enrollment will be at the branch campuses. Accordingly, graduate programs are offered that meet the special scheduling requirements of students and economic needs of the regions served by each campus. WSU strives to recruit and retain underrepresented graduate and professional students. Indeed, currently WSU is among the top 100 institutions nationwide granting doctoral degrees to Hispanic students.

Goal 5: Enriched Learning. Students who graduate from WSU with a baccalaureate degree receive a liberal education along with specialized emphases provided by their majors. All undergraduate students at WSU participate in the university's General Education Program (or its analogue in the University Honors College), which has an increased emphasis on oral and written communication throughout the curriculum, quantitative skill improvement, computer literacy, and the World Civilizations courses. The goal is to enable students to express themselves both orally and in writing, think critically, and possess strong quantitative skills and computer literacy. As a means to this end, the university is and will remain dedicated to quality teaching and will facilitate faculty exploration of new ways of enhancing student learning including further integration of technology in the classroom. Further, since the 1995-96 academic year, all faculty under consideration for tenure and promotion are required to submit Teaching Portfolios to establish teaching effectiveness. Additionally, WSU has strengthened the interactions of students with faculty and staff through improvements to academic advising, student counseling, and mentoring programs.

WSU is ranked among America's 100 "most wired colleges" and values technology education. From 1996 to 1999, the percent of the freshman class being served by at least one technology enhanced course is expected to increase from 50% to 100%. By 1999, 40% of the overall curriculum will include enhanced technology in the classroom. WSU's exemplary Writing Program, the reform of General Education, increased use of instructional technology, implementation of Teaching Portfolios, increased emphasis on student development, establishment of the Center for Teaching and Learning, and widespread availability of faculty development workshops on assessment-related topics are a few of the changes initiated or influenced, to date, by a commitment to enriched learning and by assessment activities and data.

Support Goals

Goal 6: Diversified Funding Base. While the core activities at the institution will continue to require state funding, WSU is seeking to further diversify its funding base in order to significantly enhance its non-state resources. WSU has explored novel and nontraditional granting processes for entering into partnerships with industry. In ongoing assessment, the university is examining how the Research Foundation's mission could be more responsive to faculty's changing needs and demands. WSU continues to improve its communications with all key constituencies who influence decisions about funding, especially taxpayers, legislators, media, and donors. Progress in this regard is periodically assessed, not only by looking at the levels of funding but also through appropriate surveys and opinion polls. WSU continues to work with the state legislature to establish maximum flexibility for managing its resources. Finally, the university is offering incentives to individual units to increase their funding base through donations, grants, and other extramural sources.

Goal 7: Effective Personnel and Resource Management. WSU strives for the recruitment and retention of the very best personnel. Attention is paid to promoting collegiality; creating opportunities and resources to increase educational, professional, and personal development; addressing issues of appropriate recognition and rewards; and maintaining an attractive quality of life at WSU. Because WSU is a university system with many locations, efforts are made to integrate faculty members into the university system, regardless of geographic location. It is an effort that, while essential. is sometimes difficult.

WSU works to effectively manage its resources in order to support its teaching, research, and service/outreach programs, including the maintenance, improvement, and! or replacement of capital facilities as necessary, to preserve and enhance the unique physical character of each WSU campus. External constituents (including legislators, state and federal officials, alumni, donors, corporate and community leaders, the media, and Washington citizens generally) are a valuable resource to WSU. The university is expanding its efforts to build supportive relations with these groups and to seek their views and ideas.

Further detailed action items set forth in the Strategic Plan regarding these goals can be found in the exhibits for Standards 2 through 9 in this report. Exhibits under Standard 2 through 8 should be consulted for related mission statements and planning documents for all the components of WSU's academic community. Additionally, unit strategic plans developed in accordance with the university's Strategic Plan are available in the exhibits. Documents particularly relevant to Goal 2: Expanded Access with Quality (found in Enrollment Management Plan for Washington State

University, 1995-2010). and Goal 3: Increased Diversity (found in Goals for Diversity) are included in the exhibits for this standard.

Institutional Assessment

Assessment of Outcomes

Assessment at WSU is intended to support the University's mission and goals, particularly in teaching and learning. It serves three primary purposes for the institution: (1) as a catalyst for programmatic changes (e.g., curriculum, instruction), (2) as a tool for institutional self-reflection, and (3) as an influence on measures of accountability. WSU practices a systematic and continual program of assessment to track the effectiveness of its activities, planning, and development, and to make changes necessary for improvement.

Budget policies are informed by assessment data to support the allocation of new resources to areas of high

Satisfaction Surveys. The Office of Student Affairs Research recently conducted a survey of satisfaction levels of first-year undergraduate students related to their academic affiliations by college. to the WSU Pullman environment, and to their residence halls. Results of the survey are included in the exhibits as well as information on students leaving WSU without degrees. WSU's record percentage of graduates who donate to the University is an indirect evidence of satisfaction.

The assessment indicators included here are resources that the university uses to continuously improve the quality of education for its students. However, WSU is working toward more systematic and effective paths of assessment.

Standard Two

Overview

Washington State University has ten colleges: the College of Agriculture and Home Economics, the College of Business and Economics, the College of Education, the College of Engineering and Architecture, the University Honors College, the College of Liberal Arts, the College of Pharmacy, the College of Sciences, the College of Veterinary Medicine, and the College of Nursing, which offers joint programs with three other institutions at the Intercollegiate Center for Nursing Education in Spokane.

Founded in 1890 in Pullman, the university became a multicampus system in 1989 with the addition of campuses in Spokane, the Tri-Cities (Richland, Pasco, and Kennewick), and Vancouver. WSU offers nearly 100 major fields of study. Bachelor's degrees are available in all major areas, with master's and doctoral degrees available in most. The educational programs are consistent with the institution's land grant mission to serve the population of the state through teaching, research, and outreach. Related to that mission, the institution has recently become a state and national leader in distance education.

Educational Program Descriptions

Detailed descriptions of WSU's educational programs may be found in the 1998 *Washington State University Catalog* and the *Graduate Catalog* in the exhibits. These catalogs, published every year, contain information on admission requirements, degree and certificate programs, course descriptions, General Education Requirements, and academic policies and regulations. The catalog also contains a list of permanent faculty (with their terminal degrees), and other information about student life, student services, educational enhancement programs, research facilities, housing, and financial aid.

Class schedules are published each semester with information about specific course offerings, as well as information on registration, academic policies, and the academic calendar. Summer Session offerings are listed in the *Summer Session Catalog*. In addition, the branch campuses publish separate class schedules, as does Extended Degree Programs.

The university is on a semester system (15week semesters). Summer Session provides students with various options in terms of session length. However, the contact hours (45 per 3credit course) remain constant. Summer Session is on a self-sustaining funding basis.

Graduation Requirements

Undergraduates must complete 120 semester hours with a grade point average of 2.0 or better and a minimum of 40 semester hours at the upper division level (300-400 level classes). They also must successfully complete the WSU Writing Portfolio, a "rising junior" instrument designed to certify competence in writing ability and to identify students who need further course work to improve their writing skills. All students must take two Writing in the Major courses designed to hone their skills in their chosen field or profession. Students must also complete the minimum requirements of WSU's General Education Program or the University Honors College. The College of Liberal Arts and the College of Sciences have additional requirements for graduation: 6 credit hours of arts and humanities, social sciences, or intercultural studies in addition to the General Education

Requirements; at least two laboratory courses in sciences for a total of 12 hours of sciences; and one year of a foreign language at the university level (or two years at the high school level). See the 1998 *Washington State University Catalog* for further explanation of these requirements.

General Education

An unprecedented amount of curriculum development and faculty development has occurred in the past three biennia. In the interests of enhancing the quality of the educational experience at WSU, the President's Commission on General Education, the All University Writing Committee, the General Education Committee, the Honors Curriculum Task Force, and the Curriculum Diversity Committee were all created to work with previously existing offices and groups.

Undergraduate students at Washington State University may complete their General Education Requirements either through the General Education Program or the University Honors College. The University Writing Program is integrated with both and supports both.

General Education Program

One of the most important initiatives of the university over the past decade has been to revise and enhance the General Education Program. Begun in 1986 with the establishment of the President's Commission on General Education, the reform is still very much in progress in 1998.

The Commission's report (1989) mandated the following changes in the General Education Program:

1. Increase the credit hours in General Education from 34 to 40 (or one third of the 120 hours required for graduation),

2. Structure the distribution requirements vertically, to allow study in depth,

3. Add core courses (that is, courses required of all students) in science, mathematics, and World Civilizations to the distribution requirements at the freshman level (Engl. 101 already functioned as a *de facto* core requirement),

4. Develop integrative capstone courses at the upper division level in each Area of Coherence, and

5. Establish institutional oversight of the General Education curriculum by creating a permanent administrative structure and associated faculty committees to

   a. Review and approve General Education curricula and

   b. Conduct ongoing assessment of the effectiveness of the program.

These recommendations have been implemented over the past nine years. The changes represent a fairly radical attempt by a large public institution to transform a shapeless smorgasbord of courses, from which students selected largely at random, into a coherent learning experience capable of complementing, supporting, and enlarging the student's course of study in the major area. At the same time, the curriculum addresses the more general goals of preparation for life and citizenship. The thrust of the recommendations build elements of sequential study, allowing study in some depth, into the General Education Program.

WSU's new General Education Program is therefore organized vertically, from the freshman year

to the junior or senior year. Distribution requirements in the arts and humanities, social sciences, and sciences, are organized in three tiers, indicating in broad terms the academic level of the courses and the order in which they should be taken. After completing the lower division requirements, students select an upper division capstone course that is intended to synthesize knowledge acquired from various domains and to permit advanced study and research in a field outside the major. Writing instruction and writing experiences are integrated throughout the course work in the three tiers. Students are required to take a minimum of 40 credit hours distributed among the categories listed below.

Tier I: 15 semester credit hours

World Civilizations [A] GenEd 110 and 111	6
Written Communication [W]	3
Mathematics Proficiency [N]	3
Sciences [Q]	3

Tier II: 22 semester credit hours

Communication Proficiency [W], [C]	3
Arts and Humanities* [H], [G]	3
Social Sciences* [S], [K]	3
Arts and Humanities/Social Sciences* [H], [G], [S], [K]	3
Intercultural [I], [G], [K]	3
Sciences# [B], [P]	7

Tier III: 3 semester credit hours

Capstone Course	3

Total hours **40**

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* A total of 9 hours of arts and humanities and social sciences with a minimum of 3 in either.

\# At least 3 hours in biological science and 3 hours in physical science plus 1 additional hour for 3 clock hours per week of laboratory.

The Commission's proposal identified for the first time the broad purposes of WSU's General Education Program:

1. Preparing for membership in the community,

2. Realizing potentials in the individual student,

3. Assuring basic methodological competencies as a foundation for the major, and

4. Assisting the student's integration of knowledge.

The report also stipulated a number of specific outcomes for students and proposed the means to achieve those goals. By articulating the goals of the program in some detail, the Commission sought to make the outcomes of the program accessible to evaluation. (See Assessment of the General Education Program and the Writing Program later in this section.)

General Education Goals and Outcomes within WSU's Baccalaureate Programs

One of the significant achievements of the above reform was the definition of The General Education Goals and Outcomes. The goals and outcomes listed below define the aims of the General Education curriculum that support WSU's undergraduate degree programs, including major programs. Other discipline specific objectives have been identified and addressed within the various majors.

As outcomes of their education, WSU students should be able to:

1. Reason critically

    a) Define and solve problems

    b) Integrate and synthesize knowledge

    c) Assess the accuracy and validity of findings and conclusions

    d) Understand how one thinks, reasons, and makes value judgments

    e) Understand diverse viewpoints, ambiguity, and uncertainty

    f) Understand differing philosophies and cultures

2. Conduct self directed or independent learning projects

    a) Demonstrate research and information retrieval skills

      —in the library

      —on the Internet

    b) Evaluate data and apply quantitative principles and methods

    c) Show evidence of continued self directed learning

    d) Demonstrate creativity in framing and solving problems

    e) Understand how one thinks, reasons, and makes value judgments

3. Understand the roles of normative views and values, including ethics and aesthetics

    a) Understand distinctions between value assertions and statements of fact; recognize and evaluate evidence

    b) Derive the premise upon which systems of value are grounded

    c) Understand historical and contemporary systems of political, religious, and aesthetic values

    d) Understand diverse viewpoints and respect the rights of others to hold them; understand the contingent nature of truth; tolerate ambiguity and uncertainty

    e) Develop aesthetic sensibilities in regard to art, literature, nature

4. Communicate conclusions, interpretations, and implications clearly, concisely, and effectively, both orally and in writing

    a) Critically analyze written information

    b) Define, evaluate, and solve problems

    c) Organize for clarity and coherence in writing and speaking tasks

    d) Show awareness of contexts audiences, styles, and conventions

    e) Be able to use correct standard English

    f) Show evidence of copyediting skills

    g) Work cooperatively

5. Acquire and assimilate knowledge in a variety of modes and contexts and recognize diverse disciplinary viewpoints and methods

a) Understand and apply scientific principles and methods

b) Understand and apply quantitative principles and methods

c) Understand and apply the principles and methods of the arts and humanities

d) Understand and apply the principles and methods of the social sciences

6. Understand the historical development of human knowledge and cultures, including both Western and non-Western civilizations

a) Demonstrate awareness of a broad overview of the human past

b) Understand perspectives linked to race, gender, ethnicity, both in American society and in international contexts

c) Understand differing philosophies and cultures

d) Understand the interaction of society and the environment

e) Recognize one's responsibilities, rights, and privileges as a citizen

In the early 1990s, WSU added two permanent committees to its faculty governance system explicitly to maintain close oversight of the General Education Program and Writing Program. The General Education Committee and the All University Writing Committee are now integral parts of the review system for all curricula and policy pertaining to those programs. All changes in the system are submitted through these channels.

University Honors College

The more than 1,200 honors students fulfill their general education requirements through the University Honors College (UHC), which has been in existence as a program since 1960. The mission of the UHC is to provide an enhanced liberal education and a supportive learning environment to WSU's most academically talented undergraduate students. These goals are achieved through the active involvement of faculty noted for their excellence in undergraduate teaching in honors courses and seminars and in research settings. In addition, a rich array of extracurricular activities and a special residential community extend honors education beyond the classroom.

In 1994 the Honors Program underwent a thorough review by a Faculty Task Force appointed by the Provost. The Task Force examined the following issues: curriculum, admissions policies, relationship with the General Education Program, honors opportunities at WSU's branch campuses, honors opportunities for transfer students, and optimal size of the UHC. The Task Force's extensive report and recommendations have served as a road map for the initiatives that have been undertaken in the intervening years. In 1998, WSU elevated the Honors Program to the University Honors College.

Honors students take the UHC's four year structured curriculum in lieu of the General Education Requirements. The program requires a total of 43 credits (see the 1998 *Washington State University Catalog*). Many students submit Advanced Placement, transfer, or Running Start credit to fulfill some honors requirements. The lower division curriculum consists of special honors composition and literature courses, a series of honors social science classes, and life and physical science and mathematics courses. The upper division requirements comprise three courses, Western Civilization, Global Civilization, and Domain of the Arts and a 3credit senior capstone requirement that allows

students to select among a series of options from a traditional thesis to a community service, teaching, or Education Abroad project. In keeping with the college's decades long commitment to internationalization, more than 50% of honors students study a foreign language or study abroad.

The UHC oversees its own admissions and recruitment process in collaboration with WSU's Office of Admissions. Students are invited to join based upon high school grade point average and standardized test scores. The UHC currently offers more than 100 courses a year, evaluates faculty, awards scholarships, sends students abroad on several special honors exchanges and sponsored trips, organizes lectures and special activities for honors students, and awards Certificates of Completion of the UHC to an increasing number of graduates.

Like the General Education Program, the UHC is not administratively located within a college but reports directly to the Provost's Office. A presidentially appointed committee, the Honors Council, oversees the operations of the UHC to help set policy and future directions and to provide advice to the director. An external advisory committee, the Honors Advisory Board, made up of alumni and friends of the UHC, provides the college with valuable perspectives and expertise from external constituencies.

University Writing Program

The WSU Writing Program was developed in response to perceived instructional needs, confirmed by a survey conducted in the late 1980s of WSU graduates and their employers. The objectives of the University Writing Program remain largely defined by the seven principles adopted by the Faculty Senate and administration in 1988. Those principles, modified by later Senate action, mandate the following:

1. A Writing Placement Examination prior to enrollment in freshman composition (implemented in 1991).

2. Successful performance on the University Writing Portfolio as a requirement for graduation (implemented in 1993-94).

3. Writing assignments in all General Education courses (accomplished through a sunset review of all Gen. Ed. courses 1994-95).

4. Significant writing experiences appropriate to the career area in all major programs (Writing in the Major, implemented in 1993-94).

5. An instructional development program for faculty and graduate teaching assistants (implemented in 1989 and ongoing).

6. An instructional support program for students.

7. Revision, enhancement, and ongoing evaluation of the English composition curriculum (implemented in 1989 and ongoing).

In 1993, responsibility for the University Writing Program was assigned to the General Education Office. The principle of joint oversight of the Writing Lab by General Education and the Department of English was, however, retained, and the fundamental interests of the Department of English in the lab and other aspects of the program were recognized in this reorganization. Under those arrangements, the General Education Office has worked closely with the All University Writing

Committee, a faculty committee responsible to the Provost, to implement these resolutions. At present, the seven principles adopted in 1987 88 are central features of WSU's instructional program.

Recent steps taken to consolidate and improve the program include appointment of a Writing Program Director and the acquisition of new and larger facilities. An expansion of the University Writing Program space is planned as part of the Center for Teaching and Learning, scheduled for completion in 2002.

University Writing Program Principles

The use of assessment to improve instruction and to remain accountable to our students is a guiding principle of the University Writing Program. Although assessment is central to all aspects of the program, the Writing Placement Examination and the University Writing Portfolio represent the most visible ongoing assessment activities.

The basic strategic concepts of the University Writing Program are to develop coordinated assignments across many units and to reinforcement writing skills through designed practice and repetition in many different contexts. To support this instructional effort and to encourage more effective use of writing pedagogy, the program has offered periodic workshops that more than 500 faculty have attended.

1. Writing Placement Examination

This examination, implemented in 1991, places students in appropriate freshman-level composition courses. It is also a collection point for baseline data on entry-level students. It requires two timed pieces of writing and is evaluated by a trained group of readers, mostly from the Department of English. It is given to 2,600 students annually and is self supporting with a $9.00 fee.

Depending on their performance, students are placed in Engl.100 (a basic writing course that does not carry General Education credit), Engl. 101–"Freshman Composition," Engl.198 –"Honors Composition," or Engl. 101 with 1 credit hour of tutorial assistance (Engl. 102, which meets weekly). A small percentage of exceptional writers are exempt from freshman composition entirely.

The combined format of a composition course plus tutorial has proven very successful. Retention of these students is high (higher than retention of WSU freshmen overall), and students generally succeed in meeting standards.

Since 1991 the Writing Placement Examination has provided a great deal of information about the range of entry-level WSU student writing abilities. Many students performing at a level that would have previously placed them in Engl. 100 are now enrolled in Engl. 101 with the associated tutorial (Engl. 102) and are experiencing a high level of success.

2. University Writing Portfolio

The Writing Portfolio is required of all "rising juniors" who started college in Fall 1991 or after (approximately 3,000 annually). The portfolio includes three papers from courses taken at WSU (certified as such by the professors who assigned and graded the papers) and two timed writing exercises. The timed portion of the portfolio is virtually identical in format to the Writing Placement Examination in the freshman year. This arrangement provides comparative data about mid-career writing skills, as well as about the progress of a student through the sophomore year. Exemplary writers are identified as such on their transcripts. Provided that they do not procrastinate, students

with writing problems are identified and given assistance while there is opportunity for improvement. The portfolio can provide clues about programmatic success as well, and has provided useful information about the needs of English-as-a-Second-Language (ESL) students.

Since students must submit assignments from a variety of courses, the portfolio encourages better performance on writing assignments in all courses and encourages more attention to writing on the part of instructors. The University Writing Portfolio thus supports the curriculum and assesses student progress through it. Successful performance on the University Writing Portfolio is a requirement for graduation.

The holistic scoring methods developed at WSU in conjunction with the above assessments of student writing have attracted national attention and are often cited as models in the scholarly literature.

3. Writing Experience in General Education Requirements

After Fall 1995, all courses approved as General Education Requirements must have some appropriate writing assignments integrated into the material of the course. Additionally, Tier III capstone courses have significant formal writing assignments that are equivalent to those required for Writing in the Major courses.

The goal of this policy is to reinforce and extend the skills learned in composition courses through practice in a variety of contexts and for many different audiences.

4. Writing in the Major

Each student, as a graduation requirement, must take at least two intensive writing courses in the major program. The purpose is to teach students the stylistic conventions and the kinds of writing prevailing in their own fields and to ensure student competence in those conventions.

Implemented in 1993-95, the requirement has led to the development of more than 250 "M" (Writing in the Major) courses. The level of faculty and program response to the requirement has represented a remarkable good faith effort to meet new standards during a period of financial constraint. One important byproduct of this new requirement is the use of "M" courses in End of Program assessments within units; another is its stimulus to faculty development. Extension of the writing initiative into the branch campuses has occurred, but it needs to be accomplished more systematically at all extended sites.

5. Support for Faculty Development

The University Writing Program has generated a large and ongoing need for faculty and TA training. Faculties across the university have had to learn to respond to student writing in an efficient and pedagogically useful way. In an attempt to meet this need, a popular and effective faculty and TA development program has been established. Since 1987, the program has offered a variety of workshops, presentations, and other faculty development activities related to the effective use of writing instruction in all fields.

6. Instructional Support for Students

The Writing Lab's central mission is to support instruction in writing through tutorials, diagnostics, and counseling. The Writing Lab delivers effective tutorial programs which support

freshman writers, particularly at risk students identified by the Writing Placement Examination. More recently, Gen. Ed. 302 was created to support Writing in the Major and the University Writing Portfolio. The lab also offers walk-in service open to all students and provides special services for ESL students. In 1996-97, the lab had approximately 25,000 student contacts. On the 1994 exit survey of WSU graduates, more than 90% of students who used the lab services reported satisfaction with the assistance they received.

7. Revision, Enhancement, and Ongoing Evaluation

Comprehensive revision of the English composition curriculum has been ongoing for several years, driven in large part by the results of assessment. The main efforts have been devoted to a revision of the freshman composition curriculum and the construction of an effective logical sequence in the composition courses beyond the freshman level.

Engl. 100. The combination of Engl. 101 with a tutorial, (Engl. 102), has largely superseded the composition course for basic writers. In a pilot study conducted in 1994-95, it was found that a high percentage of such students meet Engl. 101 standards by the end of the term. This new arrangement allows more rapid progress toward graduation, and the students involved do not suffer from being labeled or stigmatized.

Engl. 101. The new English composition curriculum was implemented in all sections in Fall 1989. A portfolio system for grading was implemented in 1993.

Engl. 201 and 402 are currently being revised to enhance their research components.

Engl. 301/302 have been entirely refocused.

Library Support

To an unusual degree in research institutions, library and information resources personnel are full partners with instructional faculty in several programs. The relationship is particularly strong with various English Department writing courses and in the World Civilizations core courses. Library faculty have collaborated extensively with faculty in the Freshman Composition program to develop online instructional materials for basic researchers. At the sophomore level, library faculty and English faculty have developed partnerships based on a team-teaching model. Throughout the semester librarians teach a portion of the composition classes to address questions students may have about the various phases of their research. At the senior level, English faculty are piloting a partnership between Engl. 402, Technical and Professional Writing and Gen. Ed. 300, a 1 hour class taught through the libraries. The Gen. Ed. class will be linked to the writing course to provide sustained instruction in the research process for students. The Library User Education program is geared toward a partnership with the writing programs and the General Education Program in order to deliver consistent direction to students as they move through the WSU curriculum.

Library faculty are represented on key committees that oversee academic programs. New program proposals are routinely evaluated for potential impact on library resources.

Outcomes

The University Writing Program has driven many changes in the academic culture of Washington State University. One of its underlying principles, continued use of assessment to improve the curriculum, is particularly significant at this point in the university's development.

Moreover, a whole range of undergraduate programs has been invited into the initiative through Writing in the Major and the Writing Portfolio. In addition, the assessment of writing skills at WSU now involves the Department of English, an all university committee, and the faculty in the student's major field, thus extending responsibility for the outcomes of instruction across the institution. Perhaps the most obvious success of the Writing Program is that writing is not treated as another academic specialty at WSU. It is assumed to be a fundamental prerequisite of the successful scientist, business-person, or engineer. Accordingly, responsibility for student writing is shared widely rather than concentrated in one academic area. In brief, the University Writing Program has led to important changes in the academic culture of the whole institution.

Assessment of General Education

Assessing student outcomes and program effectiveness is still very much a work in progress at WSU. The University Honors College, the General Education (GE) Program, and the University Writing Program offer several strategic points for gathering information and assessing program effectiveness.

1. Tier III capstones will be main targets of assessment for higher level skills.

2. Writing Placement/Writing Portfolio:

From the start, the WSU Writing Placement/Writing Portfolio examinations were designed as a unit, to allow the assessment of program outcomes or provide material for value-added studies. Complete data from the exams are stored electronically and contain many kinds of information. Faculties are currently exploring the extent to which it is possible to use the writing assessments to measure progress toward other GE program goals. This includes growth in critical reasoning and the self-awareness of how one reasons and makes value judgments. Whether students are empowered by the curriculum to learn independently and develop an understanding and respect for diverse viewpoints is also of interest, but at present the tools for such assessments have not been developed.

3. Tier I Courses and the Freshman Seminar:

By virtue of their role as transition courses, the Freshman Seminar and Tier I courses are obvious places to check student progress and to measure their satisfaction/discomfort with the university experience. The outcomes of core courses have also been designed with greater attention to program goals (i.e., quantitative skills, science literacy, cultural awareness, international or global understanding, and critical thinking) than most aspects of the curriculum.

4. Indicators of Student Success:

Grade distributions

Rates of attrition through drops

Class standing of students in selected courses

Student evaluations

Peer evaluations

Student focus groups and interviews

Differences between native and transfer students

5. Indicators of Program Effectiveness:

Enrollment data

Size of courses and sections

Students turned away by course and by semester Retention/attrition

Grade distribution

Staffing information

Rank of instructor(s), level of TA assistance

Training of instructors and TAs

Evaluations/assessment of instructors

Uniform/comparable student evaluations Alumni surveys

Results of focus groups

Outside evaluations

Annual review of instructors

Additionally, there are many institutional data gathering points. The Admissions Index Numbers (AIN) of entering classes and the Cooperative Institutional Research Program Entering Freshman Survey provide nationally comparable data about entering freshmen. The alumni survey, an existing instrument, is being redesigned to include the goals of the General Education Program and will allow comparison of late career student attitudes against entry-level data.

Strategic Programs for Assessment

1. The English Department composition curriculum

2. Writing in the Major courses

3. Capstone courses

4. Placement examinations

5. Tier I courses (While expensive in faculty preparation time, the broad interdisciplinary course of study that WSU implemented for Tier I ensures a permanent institutional focus on entering students, puts ranking faculty in front of freshman classes, and affords multiple opportunities both for assessment and for training a broad spectrum of faculty in the techniques and purposes of assessment.)

English 101

World Civilizations I and II

Math core courses

Tier I sciences courses

Assessment activities have been developing steadily, but still occur in a somewhat piecemeal or fragmented manner. For example, in 1996 a survey and subsequent follow up of faculty practices and satisfaction with Writing in the Major courses was conducted. Also in 1996, a rubric for assessment was developed that compared student writing in the Freshman Placement Examination

and the University Writing Portfolio. This trial assessment produced some useful empirical evidence for "value added" effects of the Writing Program. Further, in 1997 a large statistical analysis of student evaluations from the World Civilizations core courses was conducted. This assessment resulted in adjustments to the course and more faculty development workshops. Other studies of the predictive value of AIN (by quartile of entering class) of success in Tier I courses and in terms of overall grade point average were organized by Institutional Research.

Implementation of the General Education Program and the University Writing Program initiated a series of faculty development activities that have become permanent features of WSU. More recently, the establishment of a distance education program and the instructional technology initiative has created other needs for ongoing faculty training in pedagogy, technology, assessment, and curriculum development. A new entity, the Center for Teaching and Learning, was established in 1996 to coordinate these activities.

Curriculum Oversight and Responsibility

Every degree program offered by WSU is approved by the Higher Education Coordinating Board "to ensure that new programs are needed, will serve the public interest, and are a sound investment of state resources." (See HECB Guidelines for Program Planning, Approval. and Review in the exhibits.) Proposals for new degree programs must address the need for the program in terms of its relationship to the institution's role and mission, and must also describe the program's goals and objectives. Existing degree programs are evaluated periodically with the purpose of determining the effectiveness and efficiency of the academic programs in terms of their goals and objectives.

Review and Approval of New Programs

In accordance with Higher Education Coordinating Board (HECB) Guidelines, steps for the review and approval of new degree programs at Washington State University have been outlined as follows. By HECB definition, new programs include all new undergraduate and graduate degree programs and the extension of those existing degree programs throughout the WSU multi-campus system or by distance education. HECB guidelines call for pre-approval of WSU's Institutional Plan and stipulate that only those degree programs included in the pre-approval plan will be reviewed.

Preliminary proposals for new degree programs and majors are submitted to the HECB early in the planning stages. In developing a proposal for a degree program, the collegiate unit must determine the value, appropriateness, and feasibility of offering such a degree. The proposal must be prepared by the department or program in consultation with the college dean, the Provost's Office or Graduate School, the Director of the Libraries, the dean of branch campus(es) involved, the Budget Office, and Extended Academic Programs as appropriate. Once their approval has been received, the department or program refers the proposal to the Faculty Senate for review. The Executive Secretary of the Faculty Senate refers the proposal to the Catalog Subcommittee, and other appropriate committees, such as the Academic Affairs Committee, Graduate Studies Committee, and budget or library committees. When the proposal is for extended programs, the Extended University Affairs Committee reviews the proposal as well. Each proposal specifically addresses issues of need, centrality, quality, and cost for the degree program.

After initial Faculty Senate committee review, a letter of intent is sent by the Provost's Office to the HECB and Interinstitutional Committee of Academic Officers.

Selected external reviewers and sister Washington institutions review the proposal, and it is then referred to the Faculty Senate for final action. Following Senate approval the proposal and external reviews are submitted by the Provost's Office to the HECB and to the WSU Board of Regents for action.

Curricular Change

Curricular change is typically initiated by faculty or else through cooperative efforts with administrators. The faculty recommendation is submitted to the administrative officer of the academic unit for review and approval. Proposed changes are submitted to the Catalog Subcommittee for evaluation with respect to conformity to educational standards, policies, and regulations. The committee checks for and makes recommendations to eliminate unnecessary duplication and overlapping in course and curricular offerings. The committee then submits recommended curricular changes to the Academic Affairs Committee for undergraduate or professional curricular changes, or to the Graduate Studies Committee for graduate curricular changes. The Academic Affairs Committee and Graduate Studies Committee then make recommendations to the Faculty Senate monthly during the academic year. Compiled major curricular changes are reviewed and approved by the Senate, and minor curricular changes are noted. The actions of the Faculty Senate are reported to the President, and to the Higher Education Coordinating Board and the Board of Regents when appropriate.

The procedure for enacting new programs or revising curriculum exemplifies the thorough involvement of faculty at all stages, from design and approval to implementation and review. Not all curricular change begins with faculty, however. Change can be initiated at any level, including by students. However, once initiated, the proposed change proceeds through the aforementioned channels. The committee structure works effectively to provide a system of checks and balances against duplication and mismanagement of resources and ensures that the university's mission is carried out.

Undergraduate students who are certified majors or graduate degree candidates can usually assume that a degree will be granted if they maintain continuous enrollment and meet all requirements. However, because of serious reductions in financial support, loss of faculty, or other significant reasons, the university may find it necessary to discontinue a degree program. When this occurs, further admission into the degree program is frozen effective with the official action dropping the degree, and every effort will be made to allow currently enrolled majors and graduate degree candidates to complete their degrees within a reasonable period of time.

To facilitate this process, department and program chairs (or the appropriate dean) have the obligation to provide for the individual needs of these students. For example, (1) students may be encouraged to complete their requirements in similar or related degree tracks; (2) although General Education Requirements (GERs) and the minimum total hours for the degree are not waived, the student's major department or program may waive or substitute departmental degree requirements; and (3) students may be allowed to complete remaining requirements at another institution. In all cases, all financial obligations are the responsibility of the student involved.

Periodic Review Process

Comprehensive program reviews, along with the actions recommended by the Graduate Studies

Committee and the Academic Affairs Committee, are the primary basis for continuation of programs and for the allocation of resources. One of the first steps in the review process is the self-study. The self-study identifies an academic program's strengths, weaknesses, and established goals, requiring that the goals be consistent with unit and college mission statements. The goals of WSU's educational programs, including instructional policies, methods, delivery systems, and compatibility with its mission, also are evaluated periodically by the external program review portion of the Review of Existing Graduate and Undergraduate Degree Programs. This report includes an assessment of the information about the academic program's objectives, activities, and achievements within the context of the academic program's potential and of the university's overall objectives and responsibilities. Regular and systematic review of undergraduate programs is a new addition to the longstanding review of graduate programs.

The Academic Affairs Committee, the Graduate Studies Committee, and the Faculty Senate systematically and periodically review policies, regulations, and procedures for additions and deletions of courses or programs. On a continuous basis, the Academic Affairs Committee reviews and appraises educational policies and programs, except those applying exclusively to graduate education. The Academic Affairs Committee makes recommendations to the Faculty Senate concerning policies and procedures regarding courses and curricula for undergraduate and professional degree programs. Similarly, the Graduate Studies Committee reviews and appraises graduate educational policies, programs, and procedures and makes recommendations to the Faculty Senate. The Faculty Senate reviews the policy recommendations put forth by the Academic Affairs Committee and the Graduate Studies Committee and formulates recommendations to the President and appropriate administrative officials of the university.

Academic Unit Summaries

Self-studies were conducted by the academic units as part of this accreditation process. The summaries that follow are based on the information in those self-studies. Each of the summaries gives an overview of the college, outlines its programs, and briefly analyzes its strengths and challenges. The complete self-studies are included as exhibits.

College of Agriculture and Home Economics

The College of Agriculture and Home Economics (CAHE) is uniquely positioned to address both federal and university goals by its distinctive land grant missions specified in the Morrill Act (1862), the Hatch Act for agricultural research (1887), and the Smith Lever Act for off campus Extension education (1914). With a presence in every county, at seven research and extension centers and three branch campuses, CAHE's programs serve site specific needs and place bound citizens. The college's programs cover agriculture; natural resources; and individual, family, and community research and educational needs.

Role and Mission

Recognizing its unique land grant research and education mission to the people of Washington and the state's increasing global involvement, the college provides leadership in discovering, accessing, and disseminating knowledge through high quality research, instruction, and outreach programs that contribute to a safe, abundant food and fiber supply; promote the wellbeing of individuals,

families, and communities; enhance sustainability of agricultural and economic systems; and promote stewardship of natural resources and ecological systems.

Cooperative Extension

WSU Cooperative Extension is a unique partnership of the state with federal and county governments, and more recently with community colleges in the state. Faculty and staff work within a network of 39 county extension offices, eight research and extension centers, three branch campus sites, thirteen College of Agriculture and Home Economics departments, seven community Learning Centers, and the WSU Cooperative Extension Energy Program in Olympia. Twelve thousand trained volunteers augment the efforts of these employees. Cooperative Extension and WSU Learning Centers provide research-based education and facilitate credit course delivery through local programs, online information, publications, and satellite broadcasts.

Agricultural Research Center

The Agricultural Research Center at WSU conducts extensive research programs addressing the wide variety of agricultural, natural resource, and human issues of importance to the state. Faculty are located on the Pullman campus and at seven other Research and Extension Centers. The research portfolio includes approximately 300 projects. These projects are supported through state and federal formula funds, grants and contracts, gifts, and other sources. Total expenditures for 1997 were more than $40 million, of which about 45% is from extramural sources. ARC strives to maintain a balanced research program including discovery of basic concepts, problem solving, and technology transfer. Strong support from stakeholder groups provides research funds for more applied work to complement basic research supported by national agencies.

Faculty in the College of Agriculture and Home Economics are nationally recognized for the quality of their programs. Faculty successfully competed for $31 million in 1998 from state, national, and private sector extramural support. Four of six members of the National Academy of Sciences at WSU are in the college. In 1998, the college generated approximately 38% of the total new awards of extramural support coming to the university. Faculty regularly receive national awards and recognition, and scientific productivity is high.

Academic Unit Summaries

The college's academic programs prepare the state's only baccalaureate and post-baccalaureate graduates in agriculture, human sciences, and natural resource science. The college's 14 teaching departments offer 28 majors that prepare professionals for careers in food production, processing, and distribution, in natural resource stewardship and utilization, and in areas of individual and family health and wellbeing. Graduates are prepared as professionals for agriculturally related teaching, communication, design, and service professions, for natural resource management professions, and for human health and consumer service fields. Graduate-level degrees additionally prepare teachers, researchers, and other specialists.

Agricultural Economics. The mission of the Department of Agricultural Economics is to provide education, research, and service/outreach that support economic viability of agricultural production and business enterprises. The department deals with economic issues and public and private decision making related to food and fiber supply and demand and with the natural resource base that supports

agricultural production and other needs of society. The department also addresses the business management activities of firms that process, market, and merchandise products to consumers and that provide inputs such as fertilizer and capital/credit to production agriculture.

The Department of Agricultural Economics offers an undergraduate program leading to the degrees of Bachelor of Science in Agribusiness and Bachelor of Science in Agricultural Economics. Also offered are Master of Arts in Agribusiness, Master of Arts in Agricultural Economics and Ph.D. in Agricultural Economics degrees. Undergraduate minors are offered in Agricultural Economics and in Agribusiness.

Animal Sciences. The mission of the Department of Animal Sciences is to provide education, research, and service that enhance animal production and related practices. The department provides practical and technical knowledge that supports animal production and service industries (such as feed manufacturing and sales), pharmaceuticals, animal reproduction approaches (such as artificial insemination and embryo transfer), agricultural equipment, and financial institutions. To meet varied client interests, undergraduate degree options offered are Industry Option (for work in animal production and agribusiness), Production Management Option (business aspects of animal agriculture), and Science Option (basic sciences for graduate and professional programs).

The Department of Animal Sciences offers the Bachelor of Science in Animal Sciences, Master of Science in Animal Sciences, and Ph.D. in Animal Sciences degrees. The department participates in the Joint Program for Animal Sciences and Veterinary Medicine, leading to B.S. in Animal Sciences and Doctor of Veterinary Medicine degrees. The department also participates in the Graduate Program in Nutrition, which offers a Ph.D. degree, and in Genetics and Cell Biology, which offers M.S. and Ph.D. degrees.

Apparel, Merchandising, and Interior Design. The Department of Apparel, Merchandising, and Interior Design teaches, challenges, and advances the body of knowledge concerning human experiences with textiles, apparel, and interior design through scholarship. interdisciplinary interaction, and professional applications. The Department of Apparel, Merchandising, and Interior Design houses two distinct and dynamic programs. The integration of the two programs is most evident at the graduate level. The Apparel, Merchandising, and Textiles component of the department has two options: Product Development and Apparel Merchandising. The major of Interior Design is accredited by the Foundation for Interior Design Education Research (FIDER) and is the only FIDER accredited four-year program in the state of Washington. All seniors in Interior Design are in Spokane at the Interdisciplinary Design Institute along with majors from architecture, landscape architecture, and construction management. Practitioners from both disciplines are on the department's Advisory Board. This group meets with the faculty and student representatives twice yearly.

The department offers the Bachelor of Arts degree and Master of Arts degrees in Apparel, Merchandising, and Textiles; and in Interior Design; and a minor in Apparel, Merchandising, and Textiles.

Biological Systems Engineering. The mission of the Department of Biological Systems Engineering is to offer research, teaching, and outreach programs in several professional areas of agriculture and in Biological Systems Engineering. The department has extramurally supported

research programs in Biological Systems Engineering, in Agricultural Technology and Management, and in Agricultural Education. The curriculum leading to the Bachelor of Science degree in Biological Systems Engineering prepares graduates to apply engineering methods to present and emerging technologies affecting biologically based systems including the environment and ecological systems, food systems, plant and animal systems, and others relevant to plant, animal, and human wellbeing, including aquaculture. The B.S. degree is accredited through the College of Engineering and Architecture and the Accreditation Board for Engineering and Technology. The degree of B.S. in Agricultural Technology and Management prepares students for technical agriculture careers in such areas as managing agricultural production operations; selling, modifying, or manufacturing agricultural equipment; managing post-harvest storage or processing facilities; or facilitating the stewardship of the environment or resources. The B.S. in Agriculture prepares students in one of three majors: General Agriculture, Agricultural Communications, or Agricultural Education. Graduates from the Agricultural Education major can be certified as public school teachers. This major is accredited through the College of Education. The department also provides leadership and administration for the forthcoming distance-delivered B.S. in Agriculture degree.

Crop and Soil Sciences. The mission of the Department of Crop and Soil Sciences is to discover and develop technology for application to the management of plants, soil, and water in agricultural, urban, and natural environments; to teach principles and applications to undergraduate and graduate students; and to disseminate knowledge through resident instruction, continuing education, publications, electronic media, and professional contacts. The department has fundamental and applied programs oriented toward Washington agriculture along with regional, national, and international dimensions.

The Department of Crop and Soil Sciences offers B.S., M.S., and Ph.D. degrees in both Crop Science and Soil Science. Additionally, an interdisciplinary program leading to a Bachelor of Science in Integrated Cropping Systems is available at WSU Tri-Cities. The department also participates in interdisciplinary majors for Integrated Pest Management and Plant Physiology.

Entomology. The Department of Entomology offers research and educational programs relating to pest control and management, ecology, insect-plant relationships, and other areas of entomology. Programs offer student opportunities to study the basic and applied aspects of entomology through four options: major or minor in Entomology or a major in Integrated Pest Management with an emphasis in either agricultural or urban settings.

The Department of Entomology offers B.S., M.S., and Ph.D. degrees in Entomology. The department also participates in the interdisciplinary Integrated Pest Management major in conjunction with the Departments of Crop and Soil Sciences, Horticulture and Landscape Architecture, and Plant Pathology.

Food Science and Human Nutrition. The mission of the Department of Food Science and Human Nutrition is to provide education, research, and service programs to clientele in the areas of food science, dietetics, and human nutrition. The academic program in Food Science is designed to develop an understanding of the microbiology and chemistry involved in the conversion of raw products into safe, high quality food products. This program is approved by the national scientific organization for food scientists, the Institute of Food Technologists. The program in Dietetics

includes basic science training followed by advanced courses and supervised practice in nutrition and food service management. There are two academic options, and the American Dietetic Association (ADA) accredits both of these options in dietetics. Graduates are eligible for the registration exam required to become a licensed dietitian and for membership the ADA.

The Department of Food Science and Human Nutrition offers the B.S. in Food Science and Human Nutrition, M.S. in Food Science, M.S. in Nutrition at Pullman and Spokane, Ph.D. in Food Science and participates in the Graduate Program in Nutrition, which offers a Ph.D. in Nutrition.

Horticulture and Landscape Architecture. The Department of Horticulture and Landscape Architecture addresses education, research, and service needs related to horticultural crops, ornamentals, and landscape design. Horticulture programs address plant growth and development relative to crop management at production or research levels. Landscape architecture is a 5year professional program that applies the art and science of planning and designing land elements to harmonize the environment with human activities. The department participates in the Interdisciplinary Design Institute at WSU Spokane in the five-year B.L.A. in Landscape Architecture.

The Department of Horticulture and Landscape Architecture offers B.S. in Horticulture, B.L.A. in Landscape Architecture, M.S. in Horticulture, and Ph.D. degrees. The department also coordinates the B.S. in Integrated Cropping Systems (ICS) offered at WSU Tri-Cities. The ICS degree is an interdepartmental program involving the following six CAHE departments: Horticulture and Landscape Architecture, Agricultural Economics, Biological Systems Engineering, Crop and Soil Sciences, Plant Pathology, and Entomology.

Human Development. The Department of Human Development focuses on the study of individual development across the life span within the context of diverse families and communities. The academic mission of this department is to train professionals who, in a variety of settings, will facilitate the development of individuals, families, and communities. Students select tracks that emphasize Family Studies, focusing on service by public agencies and/or private business, or Human Development to work with children, adolescents, or adults with a prevention or intervention focus.

The Department of Human Development offers a B.A. degree in Human Development, with options for Early Childhood teacher certification or Home and Family Life teacher certification, and an M.A. in Human Development degree. The department also houses the Program in Aging. An interdisciplinary curriculum in gerontology, the program includes courses from the social and health sciences and an internship. A Certificate in Aging is granted to students who complete the minor in Aging. The B.A. degree (without teacher certification) is also available at WSU Vancouver and statewide through the Extended Degree Program.

Natural Resource Sciences. The Department of Natural Resource Sciences focuses on understanding and managing forest and rangeland ecosystems and the array of natural resources, resource values, and socioeconomic factors associated with such ecosystems. The department integrates the fields of forestry, range management, wildlife biology/management, and wildland recreation management with economics, social, environmental, agricultural, and biophysical sciences.

The Department of Natural Resource Sciences offers a B.S. in Natural Resource Management

(with Forestry, Range Management, Wildlife Management, and Wildland Recreation Management majors); a B.S. in Natural Resource Sciences (with Plant Science, Wildlife Science, and Natural Resource Science majors); an M.S. in Natural Resource Sciences (thesis); an MS in Natural Resources (nonthesis); and, in a jointly administered program, a Ph.D. in Environmental and Natural Resource Sciences. The Department offers five undergraduate Minors (Forestry, Range Management, Wildlife, Wildland Recreation and Natural Resources). The Forestry and Range Management majors are professionally accredited undergraduate curricula by the Society of American Foresters and Society for Range Management, respectively. The Plant and Natural Resource Science majors of the B.S. in Natural Resource Sciences is also offered at the WSU Vancouver campus.

Seven Natural Resource Sciences courses are currently offered at WSU's branch campuses and four via distance delivery systems. At least eight additional courses are presently slated to be modified for distance delivery during the next three years, in order to offer the department's Natural Resource Sciences minor via WSU's Extended Degree Program. These distance-delivered courses will also contribute to two new Extended Degree Program degrees currently in development: the WSU B.S. in Applied Biology and the Tri-State (WAORID) B.S. in General Agriculture.

Plant Pathology. The Department of Plant Pathology is responsible for plant health and productivity as affected by plant diseases. The department offers graduate studies toward the M.S. and Ph.D. degrees in Plant Pathology. Faculty are located at units in Pullman, Prosser, Puyallup, Mt. Vernon, and Wenatchee. Departmental research programs are aimed at solving problems of importance to the state, and many are relevant in various parts of the world. Faculty and graduate students accomplish both applied and fundamental research. In addition, relevant information is made widely available to citizens through departmental outreach programs.

Rural Sociology. The Department of Rural Sociology has a long tradition of offering research and Cooperative Extension programs in the area of Community Studies. These programs focus on a variety of issues including environmental attitudes; conflict resolution; community and population change; family and individual wellbeing; community survey methods; and global studies. Beginning Spring 1998, credit courses were offered for the first time, and in Fall 1998 a minor in Community Studies became available.

Program in Statistics. The mission of the Program in Statistics is threefold. The first is to provide a broad array of service courses in both theoretical and applied statistics to meet the needs of both undergraduate and graduate students throughout the WSU system. Students taking these service courses have widely varying mathematical backgrounds and come from a number of distinct disciplines. The second aspect of the mission is to conduct research in statistical science. This research is conducted at both the applied and theoretical levels. The third aspect of the mission is to provide statistical consulting to faculty members and graduate students doing research in other disciplines within the WSU system. The consulting includes advice on experimental design, model building, analysis of data, statistical computing, and presentation and interpretation of statistical results.

The program currently offers an M.S. in Statistics, which is designed to prepare graduates for a variety of statistical careers in industry, business, agriculture, government, and biomedical fields or

to engage in further study at the doctorate level.

Strengths

Scholarships and Endowments

Academic Programs recently awarded 386 undergraduate scholastic awards to 295 students with awards totaling more than $250,000.

CAHE currently holds 4 Endowed Chairs, 8 Distinguished Professorships, and 4 Graduate Fellowships.

Scholarship endowments and endowed faculty positions total $22.6 million.

The Student Experience

Cutting-edge research is an important part of CAHE teaching programs. Students learn about such research in their classes, through the college's undergraduate research program, and by working for pay on faculty research projects.

Experiential (hands-on) learning in laboratories, studios, and internships is a major component of CAHE programs-to-faculty ratio of approximately 12 to 1.

Most CAHE faculty have global experience that they utilize in their classes to provide students with international perspectives.

Job placement of CAHE graduates is outstanding. Most CAHE graduates find rewarding and meaningful jobs in their chosen field. Strong linkages between CAHE faculty and employers/industry and the high quality of CAHE graduates contribute to CAHE's high job placement rate.

CAHE students routinely win regional and national competitions. Three CAHE students have been recognized as *USA Today* Academic All Americans, while other students and teams from WSU win paper and/or speaking contests or knowledge bowl competitions.

Statewide Educational Programs

The CAHE maintains strong cooperation and linkages with community colleges, with articulation agreements, transfer programs, and joint programs.

The CAHE is developing a strong distance education program that is integrated with the college's more traditional programs. The college currently has approximately 50 courses available or soon to be available in distance format.

WSU Learning Centers initiated and developed by Cooperative Extension assisted 443 students who enrolled in a total of 872 credit courses. Noncredit courses, workshops, conferences, and seminars had 3,210 enrollments.

Collaborative efforts have included partnerships with county and/or city governments, community colleges, tribal nations, community nonprofit organizations, business/industry partners, local elementary and high school systems, technical colleges, other four-year institutions of higher education, and state and federal agencies.

Issues and Challenges

Names and their meaning. The traditional College of Agriculture and Home Economics name has become unattractive to increasing numbers of prospective students, many of whom no longer are identified with agriculture or home economics. Yet, the agricultural industry identifies with the traditional agricultural title. Significant changes in the focus of programs in the college have kept pace with the needs and interests of the population. These programs meet the needs of many diverse constituencies. The challenge has been to select names for the college and degree programs that communicate effectively to all constituencies. Consequently, the college has proposed a name change, currently under consideration, to become the College of Agricultural, Human and Natural Resource Sciences.

Funding resource patterns and implications. Federal and state budgets for agricultural research and outreach programs have decreased markedly in recent years. This has caused significant reductions in faculty numbers in the college. Concurrently, student enrollments in the college have increased, resulting in increased student FTE-driven funding to the college that offset budget cuts. However, student enrollments are subject to change, and with it some external funding sources. The fluctuations in funding and future college needs are being met by the Partnership 2020 Project, CAHE Strategic Plan and Prioritization, and an enhancement and infrastructure renewal program.

Access and new student audiences. The college has developed distance-delivered courses and degree programs to meet the need for educational programs at sites distant from WSU campuses. The Human Development baccalaureate degree now is available in distance-delivered format. Additional agricultural and natural resource degree programs are being developed to meet similar needs. These offerings depend upon reliable sources of funding to support development and delivery costs.

College of Business and Economics

The American Assembly of Collegiate Schools of Business originally accredited the College of Business and Economics in 1960. All programs at all degree levels were fully reaccredited in 1989, with the next review in 2000. The college offers degree programs at the bachelor's, master's, and doctoral levels. The curricula lead to degrees in Business Administration and in Accounting at the undergraduate and graduate levels. The Economics program is accredited separately at the national level.

Mission

The mission of the College of Business and Economics is to educate students and to serve employers and the people of Washington in support of their business and economic interactions within the state, the nation, and across the world.

Organization

The college houses five departments, two programs, and two research and outreach service centers, as well as programs available at WSU Tri-Cities and WSU Vancouver.

Accounting and Business Law

Economics

Finance, Insurance, and Real Estate

Management and Decision Science

Marketing

Program in Hotel and Restaurant Administration

International Business Institute

Small Business Development Center

Washington State Center for Real Estate Research

Academic Unit Summaries

The five departments offer the following options for the B.A. in Business Administration degree: Accounting, Business, Decision Sciences, Economics, Entrepreneurship, Finance, General Business, Human Resources/ Personnel, International Business, Law and Public Policy, Management, Management Information Systems, Marketing, Real Estate, and Risk Management and Insurance. A specialized B.A degree is offered in Hotel and Restaurant Administration. The International Business Institute houses the International Business Option. The Department of Economics offers a B.A. in Economics. Graduate degrees leading to the M.A. may be taken in Business Administration, Economics, and Accounting. A Ph.D. is offered in Business Administration and in Economics. The B.A. and M.B.A. are also offered at Tri-Cities and Vancouver. The college also offers a B.A. in Business Administration through Extended Degree Programs.

School of Accounting, Information Systems, and Business Law. Accounting and Business Law was accredited initially in 1984 for the baccalaureate degree and in 1989 for the M.A. in Accounting. There are two undergraduate options: Accounting and Business Law. At the graduate level, the Department of Accounting and Business Law offers a Master of Accounting degree. The Master of Accounting program offers both a General Accounting Option and a Tax Accounting Option. The department has recently been reorganized into the School of Accounting, Information Systems, and Business Law in order to meet the needs of students who wish a career in public accounting. A five-year program, essentially the existing M.A. program with an additional emphasis on information systems, has been instituted to meet the requirements for the Certified Public Accountancy.

Department of Economics. The Department of Economics offers courses of study leading to the degree of BA in Economics, B.A. in Business Administration with an Economics Option, MA and Ph.D. in Economics. In addition, the department is a major service institution to the rest of the CBE, providing core business course instruction in economic theory to students working toward the baccalaureate degree in Business Administration.

Department of Finance, Insurance and Real Estate. In the Department of Finance, Insurance and Real Estate, students may choose options in Finance, Risk Management and Insurance, or Real Estate at the baccalaureate level. In addition, students may pursue an M.A. in Insurance and Real Estate, and M.A. and Ph.D. in Finance.

Program in Hotel and Restaurant Administration. The HRA program is one of the top-rated programs in the United States. With its strong ties to business and industry, it offers maximum

opportunities to its students in the form of internships. Its pre-graduation placement rate is one of the highest in the university. The program offers a B.A. in Hotel and Restaurant Administration. In addition, the program offers the M.B.A. degree with the Hospitality minor. It has offsite locations in Seattle, Washington (which is phasing out), and Brig, Switzerland. The 33 students currently in the Switzerland program are from 11 different countries, including two WSU students on our Semester Abroad program. WSU provides 49 semester hours of instruction in English and accepts 73 hours of specified and reviewed transfer credit. The degree is the same as that awarded on the Pullman campus.

International Business Institute. The International Business Institute (IBI) was established in August 1997. The former International Business Program was an integral component of the Department of Marketing for twelve years. Now the IBI operates as a college-wide unit, serving the faculty, staff, and students of the entire College of Business and Economics. The IBI faculty consists of all faculty members who teach international courses or who have an interest in the international activities of the CBE, with three core faculty members who were previously in the Department of Marketing. Two degree programs are offered: B.A. in Business Administration, Option in International Business, and M.A. in Business Administration, Concentration in International Business.

Department of Management and Decision Sciences. In the Department of Management and Decision Sciences, students may choose options in Decision Sciences, General Business, Human Resources/Personnel, Management, and Management Information Systems. The Ph.D. is also offered.

Department of Marketing. The Department of Marketing offers students a choice of options in Marketing or Entrepreneurship. The Ph.D. is also offered.

Strengths

The college has benefited from a number of recent initiatives that have improved the overall quality and performance of the programs offered. These include:

- Recent additions of programs in International Business, Entrepreneurship, Management and Information Systems, and Sustainable Development, which has not yet become a major.
- Creation of a School of Accounting, Information
- Systems, and Business Law.
- Creation of 12 new minors to add to the existing two in Economics and General Business.
- Reorganization and increasing professionalization of the Student Advising Office and creation of a Mentoring Program.
- Creation of an Office of Recruitment and Retention.
- Expansion and reorganization of the undergraduate internship program—a program that adds about $6,000 to the annual earnings of those students who participate in the paid internship program.
- Expansion and reorganization of the job placement program.

- Dramatic expansion in the college endowment to over $17,000,000.

- An expanding undergraduate scholarship program.

- Creation of 11 chaired professorships.

- Expansion of business and professional advisory boards to the college and to the departments, separately.

- Expansion of regular, formal assessment in the areas of: advising; instruction; student academic outcomes based on national, normed, End of Program assessment tests; baccalaureate graduate assessment of the CBE and the economic returns to their degrees; and faculty assessment of CBE management, operations, and long-term plans.

- Development of a baccalaureate degree in Business Administration to be delivered by distance learning technologies throughout the state.

- Strong and productive faculty and programs available at WSU Tri-Cities and WSU Vancouver.

Issues and Challenges

The key issue facing the college is always one of resources—both from public sources and private sources. Resources affect our ability to:

- Maintain and expand a quality faculty.

- Achieve re-accreditation of the CBE by the International Association for Management Education in the year 2000. This is a particular problem for the branch campus operations in business and economics.

- Maintain state-of-the-art instruction, particularly in all aspects of instruction and learning that involve computers and computer software.

- Expand certain programs for which there is a critical educational need in the state and the Northwest economy, such as Management Information Systems.

- Effectively deliver the distance degree in Business Administration throughout the state. The operating costs of maintaining a distance degree program across the state are significant.

These challenges exist for the immediate and foreseeable future:

- A fundamental challenge to the college is to expand its private endowment, particularly with respect to provision of scholarships to incoming freshmen and for underrepresented groups in the university and college.

- The CBE must achieve re-accreditation of the CBE in the year 2000, inclusive of the branch campuses.

- The CBE and the university must resolve the technological and pedagogical challenges to delivering the baccalaureate degree by distance technology.

- The CBE must expand the International Business Institute consistent with the stated mission of the university to focus on the educational, research, and business needs of Pacific Rim nations.

- The CBE must increase the interaction of college faculty with business, industry, and government statewide, including the delivery of selected distance education to key firms and industrial sectors in the state.

- The CBE must continue to improve the overall quality of undergraduate instruction.

- The CBE must continue to improve the End-of-Program academic performance of our undergraduates.

- The CBE must continue to improve the job placement rates, quality jobs, and annual earnings of our undergraduate and graduate students.

The CBE must institute changes in the college and university-wide to reduce the average time to CBE undergraduate graduation from the current 4.53 academic years to about 4.25 academic years, in effect, four academic years and a Summer Session.

College of Education

The College of Education has three departments: the Department of Teaching and Learning, the Department of Educational Leadership and Counseling Psychology, and the Department of Kinesiology and Leisure Studies.

Mission. The mission of the College of Education is to serve the people of Washington State by advancing knowledge and providing services in the field of education. At WSU's Pullman campus and at our three branch campuses (Vancouver, Spokane, and the Tri-Cities), the college prepares teachers, administrators, counselors, athletic trainers, exercise specialists, and recreation professionals to work as professionals. Through partnerships, the college also connects with public schools, social service agencies, parents, and communities to provide educational services and to use their insights to improve the professional preparation programs.

Organization. The College of Education offers both undergraduate and graduate degree programs. The Ph.D., Ed.D., M.A., Ed.M., B.S., and B.A. degree programs are offered within the WSU Pullman College of Education. These degrees are accredited by national accrediting bodies, including National Council for the Accreditation of Teacher Education (NCATE), Northwest Association of Schools and Colleges, Washington State Board of Education, University Council for Educational Administration (UCEA), the American Psychological Association (APA), Council on Accreditation, National Recreation and Parks Association, American Association for Leisure and Recreation, and the Committee on Allied Health Education and Accreditation. The most recent accreditation review of the WSU Teacher Education Program occurred in April 1996, and consisted of a joint review by NCATE and the Office of the State Superintendent of Public Instruction (OSPI) (the latter as representatives of the State Board of Education). Full accreditation was awarded for a five-year period, the maximum duration for which NCATE accreditation is given. Therefore, the next full NCATE/OSPI review will be scheduled for spring 2001. An interim review ("mini" review) of the Teacher Education Program by OSPI is scheduled for Spring 1999. This review will examine changes that have taken place in the program since the full review in 1996 and will focus on new programs.

The College of Education has 1,138 FTE students on the Pullman campus (1997-98) and 357 FTE students at other sites (142 Vancouver; 176 Tri-Cities, 39 Spokane) (199798). Approximately 85

FTE faculty engage in teaching and research at the various sites. Annual state funding to the college is approximately $4 million, with funds from external grants, contracts, and self-sustaining programs of more than $1 million annually. In addition, the College of Education has one of the highest alumni giving rates at WSU, with annual giving of $500,000, not including development activity by the central WSU Foundation.

In 1993 the College of Education, along with other colleges at WSU went through a reconfiguration to address budget shortfalls. Resulting from this process was the elimination of programs, reduction in faculty (through early retirement and interdepartmental transfers), and reduction in the number of academic departments from four to three. The Department of Educational and Counseling Psychology was reconfigured with the Department of Educational Administration and Supervision to create the new Department of Educational Leadership and Counseling Psychology. The Department of Elementary and Secondary Education was also reconfigured, with faculty reassigned to make a more logical contribution, and renamed the Department of Teaching and Learning.

Academic Unit Summaries

The Department of Teaching and Learning. The Ph.D., Ed.D., M.A., Ed.M., B. S., and B. A. degree programs are offered within the Department of Teaching and Learning with specializations as follows:

Ph.D.

Literacy Education

Mathematics Education

Ed.D.

Elementary Education Literacy Education Mathematics Education Curriculum and Instruction

M.A. (Thesis Option)

Elementary Education

Literacy Education (reading, writing, literature, ESL)

Secondary Education

Diverse Learners (special education or social change)

Ed.M. (Nonthesis Option)

Elementary Education

Literacy Education (reading, writing, literature, ESL)

Secondary Education

Diverse Learners (special education or social change) .

Initial Teaching Certificate (elementary or secondary)

M.LT. (Master's in Teaching)

B.A. in Education

K8 certificate degree program

In addition to the B.A. degree in Elementary Education, the Department of Teaching and Learning works cooperatively with other academic units to provide certification courses for students seeking the following teaching certificates:

1. P-3 certificate (through Department of Human Development)

2. 4-12 certificate (through academic departments)

3. K-12 certificate

(either through Department of Teaching and Learning or academic department)

Department of Educational Leadership and Counseling Psychology. There are two major divisions in the department: Educational Leadership, and Counseling Psychology.

Educational Leadership offers graduate programs in Educational Administration, Higher Education Administration, and Athletic Administration and an undergraduate program in Sport Management. In the Educational Administration program, Master of Education (Ed.M.), Master of Arts in Education (M.A.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) in Education degrees are offered. Further, a State of Washington Principal Certification (Elementary, Secondary, and K12) and a State of Washington certification for Program Administrator and Superintendent are offered.

In the Higher Education Administration program, Master of Education (Ed.M.), Master of Arts in Education (M.A.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) in Education degrees are offered.

The Athletic Administration program offers a Master of Education (Ed.M.) with an emphasis in Athletic Administration. In the Sport Management program, the BA in Sport Management degree is offered.

The Counseling Psychology division of the department offers graduate programs in Educational Psychology, Counseling, and Counseling Psychology. In both the Educational Psychology and the Counseling programs, Master of Education (Ed.M.) and Master of Arts in Education (M.A.) degrees are offered. Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) in Education degrees are offered in Educational Psychology. Additionally, in the Counseling program the State of Washington Certification for School Counselor is offered. In the Counseling Psychology program, only the Doctor of Philosophy in Education (Ed.D.) degree is offered.

Department of Kinesiology and Leisure Studies. The following undergraduate degrees are offered in this department:

B.A. in Recreation Administration and Leisure Studies

B.S. in Kinesiology (three tracks: Athletic Training, Exercise Science, and Kinesiology)

B.S. in Physical Education (discontinued program, being phased out)

The following graduate degrees are offered:

M.A. in Recreation Administration and Leisure Studies

M.S. in Kinesiology

Strengths

During the past ten years, the college has initiated a number of improvements to its programs and offerings, which include the following:

Quality of faculty. The current faculty is a balance between experienced, well-established scholars (with proven track records of publication of books, refereed articles, and grant writing), and young, talented, beginning scholars.

Gender diversity. The faculty has also a good balance of gender, with approximately half the members male and half female. In 1998 the college made WSU history with the appointment of its first woman dean.

Instructional effectiveness. Each of the faculty was hired for his or her instructional effectiveness and knowledge of teaching and learning. While there is always room for improvement in this area, it is nevertheless a strength of the majority of the faculty that they have been trained as teachers and are very knowledgeable about teaching and learning.

Undergraduate extended program offerings. The College of Education in collaboration with community colleges is developing several 2+2 programs for teaching certification across the state. These include Northwest Indian College (the Oksale Native Teacher Preparation program), Gray's Harbor Community College, and Columbia Basin Community College. At the Tri-Cities branch campus, paraprofessionals can earn a B.A. in Education and K8 teacher certification.

Master's in Teaching (M.I.T.). The M.I.T. programs offered at the Vancouver and Tri-Cities branch campuses meet the needs of people who wish to earn elementary certification at the graduate level. The Vancouver branch campus also offers an M.I.T. program designed for secondary certification in English, history, or biology.

Graduate extended program offerings. The College of Education has recently offered a limited number of Pullman-based graduate level courses off site at Wenatchee, Yakima, Colville, and Spokane in response to demands from teachers in the field.

Nishinomiya Partnership. The College of Education has established and maintained over a period of nine years an active partnership with the Nishinomiya Board of Education in Japan. The ninth Education Seminar was held at Pullman and Vancouver campuses in October 1998, with an eight-member delegation from Japanese schools.

Southwestern Washington Educational Partnership (SWEP). This partnership includes five school districts in southwest Washington (rural, suburban, and urban schools), the Educational Service District 112, and WSU Vancouver. SWEP sponsors the work of the professional development schools (two are now operational), as well as several other university/school partner/ESD committees who study various aspects of assessment, field supervision of student teachers, and academic alliances between departments of liberal arts and education.

Rural Education Center. The center continues to serve rural school districts throughout the state by providing leadership, curricular, and instructional support.

Pullman High School Alternative Program (Eclipse). Housed in Cleveland Hall on the WSU Pullman campus, the program provides an educational alternative for high school students. Education students have an opportunity to work with the program onsite.

Technology in the classroom. This is both a strength and a weakness. Faculty and students are immersed in the process of utilizing the most up-to-date teaching and research technology, while struggling with limited physical space and financial and other constraints. A number of faculty have now taught courses on WHETS or on the Internet, yet there is a need for ongoing professional development in this area and for additional funding to allow for the necessary upgrades and improvements.

Camp Roger Larson. The College of Education's 40 acre lakeside camp with wheelchair accessible facilities for 150 campers includes docks, pontoon boats, and a ropes course. Users of Camp Larson include youth groups like the Casey Family Program and the Muscular Dystrophy Association of Spokane. It is also used as a corporate and family retreat center, for WSU classes, and for public noncredit enrichment courses. Currently, WSU and the College support Camp Roger Larson. A goal is for the camp to become self-sustaining in the future.

Casey Cougar Camp. Held at Camp Roger Larson, this camp is for foster youths from the nationwide Casey Program, funded by the Casey Family Program for $325,000 annually with a 3year informal commitment. The camp program is a unique mixture of traditional camp activities (skill building and trust building) combined with technological and career-oriented learning (year-round mentoring by e-mail).

National Youth Sports Program. This program is a free summer program serving about 300 youth. The college, the university, and the Athletic Department contribute to this program for underserved and diverse youth in the area. NYSP is currently funded by a grant and through in-kind donations (ie., use of gyms, office space, etc.).

Future Teachers of Color program. This past year a member of the Board of Regents pledged ongoing and logical contribution, and renamed the Department of Teaching and Learning.

Academic Unit Summaries

The Department of Teaching and Learning. The Ph.D., Ed.D., M.A., Ed.M., B. S., and B. A. degree programs are offered within the Department of Teaching and Learning with specializations as follows:

Ph.D.

Literacy Education

Mathematics Education

Ed.D.

Elementary Education Literacy Education Mathematics Education Curriculum and Instruction

M.A. (Thesis Option)

Elementary Education

Literacy Education (reading, writing, literature, ESL)

Secondary Education

Diverse Learners (special education or social change)

    Ed.M. (Nonthesis Option)

Elementary Education

Literacy Education (reading, writing, literature, ESL)

Secondary Education

Diverse Learners (special education or social change)

Initial Teaching Certificate (elementary or secondary)

M.LT. (Master's in Teaching)

B.A. in Education

K8 certificate degree program

In addition to the B.A. degree in Elementary Education, the Department of Teaching and Learning works cooperatively with other academic units to provide certification

courses for students seeking the following teaching certificates:

1. P3 certificate

(through Department of Human Development)

2. 412 certificate

(through academic departments)

3. K12 certificate

(either through Department of Teaching and Learning or academic department)

Department of Educational Leadership and Counseling Psychology. There are two major divisions in the' department:

Educational Leadership, and Counseling

Psychology.

Educational Leadership offers graduate programs in Educational Administration, Higher Education Administration, and Athletic Administration and an undergraduate program in Sport Management. In the Educational Administration program, Master of Education (Ed.M.), Master of Arts in Education (M.A.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) in Education degrees are offered. Further, a State of Washington Principal Certification (Elementary, Secondary, and K12) and a State of Washington certification for Program Administrator and Superintendent are offered.

In the Higher Education Administration program, Master of Education (Ed.M.), Master of Arts in Education (M.A.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) in Education degrees are offered.

The Athletic Administration program offers a Master of Education (Ed.M.) with an emphasis in Athletic Administration. In the Sport Management program, the B.A. in Sport Management degree is offered.

The Counseling Psychology division of the department offers graduate programs in Educational Psychology, Counseling, and Counseling Psychology. In both the Educational Psychology and the Counseling programs, Master of Education (Ed.M.) and Master of Arts in Education (M.A.) degrees

are offered. Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) in Education degrees are offered in Educational Psychology. Additionally, in the Counseling program the State of Washington Certification for School Counselor is offered. In the Counseling Psychology program, only the Doctor of Philosophy in Education (Ed.D.) degree is offered.

Department of Kinesiology and Leisure Studies. The following undergraduate degrees are offered in this department:

B.A. in Recreation Administration and Leisure Studies

B.S. in Kinesiology (three tracks: Athletic Training, Exercise Science, and Kinesiology)

B.S. in Physical Education (discontinued program, being phased out)

The following graduate degrees are offered:

M.A. in Recreation Administration and Leisure Studies M.S. in Kinesiology

Strengths

During the past ten years, the college has initiated a number of improvements to its programs and offerings, which include the following:

Quality of faculty. The current faculty is a balance between experienced, well-established scholars (with proven track records of publication of books, refereed articles, and grant writing), and young, talented, beginning scholars.

Gender diversity. The faculty has also a good balance of gender, with approximately half the members male and half female. In 1998 the college made WSU history with the appointment of its first woman dean.

Instructional effectiveness. Each of the faculty was hired for his or her instructional effectiveness and knowledge of teaching and learning. While there is always room for improvement in this area, it is nevertheless a strength of the majority of the faculty that they have been trained as teachers and are very knowledgeable about teaching and learning.

Undergraduate extended program offerings. The College of Education in collaboration with community colleges is developing several 2+2 programs for teaching certification across the state. These include Northwest Indian College (the Oksale Native Teacher Preparation program), Gray's Harbor Community College, and Columbia Basin Community College. At the Tri-Cities branch campus, paraprofessionals can earn a B.A. in Education and K8 teacher certification.

Master's in Teaching (M.I.T.). The M.I.T. programs offered at the Vancouver and Tri-Cities branch campuses meet the needs of people who wish to earn elementary certification at the graduate level. The Vancouver branch campus also offers an M.I.T. program designed for secondary certification in English, history, or biology.

Graduate extended program offerings. The College of Education has recently offered a limited number of Pullmanbased graduatelevel courses off site at Wenatchee, Yakima, Colville, and Spokane in response to demands from teachers in the field.

Nishinomiya Partnership. The College of Education has established and maintained over a period of nine years an active partnership with the Nishinomiya Board of Education in Japan. The ninth Education Seminar was held at Pullman and Vancouver campuses in October 1998, with an

eight-member delegation from Japanese schools.

Southwestern Washington Educational Partnership (SWEP). This partnership includes five school districts in southwest Washington (rural, suburban, and urban schools), the Educational Service District 112, and WSU

Vancouver. SWEP sponsors the work of the professional development schools (two are now operational), as well as several other university/school partner/ESD committees who study various aspects of assessment, field supervision of student teachers, and academic alliances between departments of liberal arts and education.

Rural Education Center. The center continues to serve rural school districts throughout the state by providing leadership, curricular, and instructional support.

Pullman High School Alternative Program (Eclipse). Housed in Cleveland Hall on the WSU Pullman campus, the program provides an educational alternative for high school students. Education students have an opportunity to work with the program onsite.

Technology in the classroom. This is both a strength and a weakness. Faculty and students are immersed in the process of utilizing the most up-to-date teaching and research technology, while struggling with limited physical space and financial and other constraints. A number of faculty have now taught courses on WHETS or on the Internet, yet there is a need for ongoing professional development in this area and for additional funding to allow for the necessary upgrades and improvements.

Camp Roger Larson. The College of Education's 40-acre lakeside camp with wheelchair accessible facilities for 150 campers includes docks, pontoon boats, and a ropes course. Users of Camp Larson include youth groups like the Casey Family Program and the Muscular Dystrophy Association of Spokane. It is also used as a corporate and family retreat center, for WSU classes, and for public noncredit enrichment courses. Currently, WSU and the College support Camp Roger Larson. A goal is for the camp to become self-sustaining in the future.

Casey Cougar Camp. Held at Camp Roger Larson, this camp is for foster youths from the nationwide Casey Program, funded by the Casey Family Program for $325,000 annually with a 3year informal commitment. The camp program is a unique mixture of traditional camp activities (skill building and trust building) combined with technological and career-oriented learning (year-round mentoring by email).

National Youth Sports Program. This program is a free summer program serving about 300 youth. The college, the university, and the Athletic Department contribute to this program for underserved and diverse youth in the area. NYSP is currently funded by a grant and through in-kind donations (Le., use of gyms, office space, etc.).

Future Teachers of Color program. This past year a member of the Board of Regents pledged ongoing and additional support for the College of Education's Future Teachers of Color program. Each student who participated in the Future Teachers of Color program and who enrolled in and continued in the teacher preparation program will receive financial support throughout their studies.

Issues and Challenges

Inherited college funding deficit. The new college administration has inherited a significant

funding deficit that has been carried forward for many years, which can no longer continue.

Increasing faculty, staff, and students of color. Over the past ten years while the college saw a dramatic increase in the representation of people of color (including an African-American dean), several faculty of color have recently accepted positions at other universities, leaving the college with an urgent need to replace them. The college has an ongoing mission of diversifying its faculty, staff, and students. Seven of the 33 tenure-track faculty in the Department of Teaching and Learning identify themselves as persons of color, as do four of the 20 faculty in the Department of Educational Leadership and Counseling Psychology. The Department of Kinesiology and Leisure Studies currently has no tenure track faculty of color, and this is an area in need of improvement. During the 1997-98 period (including the summer of 1998), five new faculty of color were hired.

Increasing FTE in Pullman. Historically, the College of Education has maintained a large summer program, drawing graduate students from the ranks of teachers, counselors, and administrators throughout the state. With the development of programs for place-bound students (including courses now offered at WSU campuses in Spokane, Tri-Cities, and Vancouver and other competing programs), many potential students no longer attend Summer session in Pullman. The college needs to examine its Summer Session offerings and look for ways to attract students, perhaps through offering a combination of onsite courses and Pullman-based summer courses or offering WHETS courses during the summers.

Opportunities for growth. The college needs to respond thoughtfully to growth opportunities, such as those created by the new collaborative agreement with Eastern Washington University and the educational needs of teachers and administrators across the state, without duplicating offerings of other universities in similar areas.

Extended and branch program funding, communication, and administration. As the college grows in size at the branch campuses and as increasing programs are offered via WHETS, the Internet, and other media, the challenges of developing adequate funding, communication, and administration across many miles increases. Adequately maintaining and enhancing these educational' opportunities will require additional funding. Issues to be addressed in these efforts relate to travel, maintaining communication with colleagues at distant locations, use of WHETS and other delivery systems for instruction and meetings, administration costs of new programs, and additional curriculum development and instructional activities.

Outdated facilities, classrooms, and offices in Pullman. New facilities are scheduled to be constructed in the Cleveland Annex in 2004. In the meantime, classrooms and offices are in need of updating to improve instruction and scholarly productivity. The faculty in Kinesiology and Leisure Studies are scheduled to receive a laboratory in the remodeled building, and are presently working creatively with the university community to find laboratory space. Frequently space has to be obtained from other departments (e.g., for graduate students in KLS).

Technology funding and support. (See above under "Strengths, Technology in the classroom.")

Increased funding. Funding for faculty development activities, travel to conferences and workshops, and research is not adequate to meet needs and not competitive with peer institutions. Additional Funding for Physical Education Activity (PEACT) is also important.

Retaining quality faculty. The college has had some difficulty retaining scholars and teachers of

color. While a few faculty have used WSU as a stepping stone to other positions, there is some evidence to suggest that the isolation of the Pullman campus, and the general lack of ethnic diversity in the community, may have an impact on the decision to relocate.

Collegiality among faculty. One of the challenges continues to be the resolution of historical tensions within the college. However, the arrival of a new dean has inspired optimism that collegiality will be improved.

College of Engineering and Architecture

The College of Engineering and Architecture administers programs in engineering, computer science, architecture, and construction management. The college offers both undergraduate and graduate degree programs and conducts research activities within its departments and schools and through cooperative relationships with other colleges. All undergraduate degree programs are accredited by national accrediting bodies and new programs will seek accreditation once they have produced their first graduate. Different degree and course offerings are available on four campuses and at The Boeing Company. Selected courses are being offered on a distant community college campus with the intent to provide a full year of upper-division courses toward B.S. degrees. The college's programs are housed in seven major buildings in Pullman, in addition to one building each in Spokane, the Tri-Cities, and Vancouver. A new 100,000 square foot Engineering Teaching and Research Laboratory was completed on the Pullman campus in 1998.

The college has more than 1,500 FTE students on the Pullman campus and more than 270 FTE students at other sites. Approximately 140 FTE faculty participate in teaching and research at the various sites. Annual state funding to the college is approximately $11 million, with funds from external grants and contracts surpassing $8 million annually and growing.

Role and Mission

The mission of the college is to provide a comprehensive undergraduate and graduate education to a diverse constituency in engineering and architecture, to conduct research in selected areas of excellence, to serve constituents through technology, and to design partnerships and extended education programs.

The college's mission will be achieved through:

1. Providing accredited undergraduate degree programs throughout the state to prepare graduates for responsible global citizenship, professional practice, advanced study, and lifelong learning.

2. Providing graduate programs at appropriate sites throughout the state, with emphasis on selected areas of research, to prepare students for careers in research, advanced professional practice, or education.

3. Developing and implementing selected offerings of accredited programs and portions of degree programs or courses to support student learning at their workplace or at other locations distant from WSU campuses.

4. Conducting research and creative activity in areas capitalizing on strengths of the college, intimately linked with undergraduate and graduate education, and technologically important and relevant to the region and/or nation.

5. Establishing synergistic partnerships with K12 and higher education institutions, business and industry, and government agencies to support responsive delivery of selected educational programs and technology transfer.

Academic Unit Summaries

Architecture (and Construction Management). The mission of the School of Architecture is to educate future professional leaders in Architecture and Construction

Management, preparing them to be critically aware of the environmental, technical, aesthetic, and social-cultural challenges of the next century. In addition, the school seeks to provide a foundation for graduates to pursue careers that will address local, regional, and global issues concerning the built environment.

The School of Architecture offers a 4year B.S. in Architectural Studies, 5year professional Bachelor of Architecture, 5year B.S. in Construction Management, and M.S. in Architecture degrees. The Interdisciplinary Design Institute, located at WSU Spokane, houses studios supporting interaction among students in Architecture, Interior Design, Landscape Architecture, and Construction Management during their fourth and/or fifth years of study.

Biological Systems Engineering. The mission of the Department of Biological Systems Engineering, in areas relevant to the College of Engineering and Architecture, is to prepare graduates who are uniquely qualified for professional practice at the interface between engineering and the biological sciences. Graduates are able to apply engineering methods to current and emerging technologies affecting biologically based systems including the environment and ecological systems, food systems, plant and animal systems, and others relevant to plant, animal, and human wellbeing. This is a joint department with the College of Agriculture and Home Economics. The department offers a B.S in Biological Systems Engineering degree and cooperates with other departments in offering an M.S. in Engineering and Ph.D. in Engineering Science degrees.

Chemical Engineering. The mission of the Department of Chemical Engineering is to prepare students for engineering practice or research and to conduct research in industries and operations related to chemical processes. The department provides a quality chemical engineering education relevant to needs of society and seeks to instill a desire for further learning. Mathematical and scientific approaches are incorporated into the programs along with design-oriented chemical engineering problems. The Department of Chemical Engineering offers the B.S., M.S., and Ph.D. degrees in Chemical Engineering.

Civil and Environmental Engineering. The mission of the Department of Civil and Environmental Engineering is to prepare students for professional practice in environmental, geotechnical, hydraulic, structural, and/or transportation specialties within civil engineering. This is done through education in fundamental principles to support problem solving, instilling sensitivity to social issues, developing responsibility for protection of public health and safety, and preparing graduates for lifelong learning. The Department of Civil and Environmental Engineering offers B.S., M.S., and Ph.D. degrees in Civil Engineering on the Pullman campus and an M.S. in Environmental Engineering degree at both the Tri-Cities and Pullman campuses.

Electrical Engineering and Computer Science. The mission of the School of Electrical

Engineering and Computer Science is to prepare electrical engineering and computer science and engineering graduates with the capabilities necessary to enter industry or graduate school. The school provides instruction and conducts related research in areas of electronics, electric power, computer science and engineering, instrumentation, electro-magnetics, and communications. The School of Electrical Engineering and Computer Science offers B.S. and M.S. degrees in Electrical Engineering and in Computer Science at both the Pullman and Tri-Cities campuses. The B.S. degree in Computer Engineering and Ph.D. degrees in Electrical Engineering and in Computer Science are offered on the Pullman campus.

Mechanical and Materials Engineering. The mission of the School of Mechanical and Materials Engineering is to prepare fulltime students and working professionals for career opportunities and growth in mechanical, materials, and manufacturing related engineering fields. The school brings together theory and practical applications of mechanics, thermal fluid processes, and materials properties and processes as a foundation for educational and research programs. The School of Mechanical and Materials Engineering offers B.S. and M.S. degrees in Mechanical Engineering and in Materials Science and Engineering on the Pullman and Tri-Cities campuses. A B.S. degree in Manufacturing Engineering is offered in Vancouver and at The Boeing Company in the Seattle area through the Extended Degree Program. An interdisciplinary Ph.D. in Materials Science is offered jointly with the College of Sciences. The school also offers a Ph.D. in Mechanical Engineering in Pullman.

Strengths

CEA has a reputation as a quality provider of technological education. Enrollment for Fall 1998 at all campuses and educational levels totals 2,517 students. Graduates consistently perform well on their licensing exams. Low student/teacher ratio affords plenty of student contact, advising, and mentoring; and industry-connected programs allow students to test their knowledge through senior projects, residencies, or mentors. The undergraduate programs are noted for integration of design, ethics, and teamwork into the curricula. A new degree program in computer engineering has been implemented and planning for a Bachelor of Arts in Computer Science is nearly complete.

CEA adds to WSU's reputation as one of the "most wired" institutions in the west. Well-equipped labs and classes have high tech software, computing, auto-cad, and simulation tools for design of computing, architecture, animation, robotics, and even virtual manufacturing. Other chemical, mechanical, and materials testing and analysis instrumentation is state of the art. The School of Architecture has a workstation for each student in a studio. The college's Educational Media Systems Laboratory is pioneering multimedia courses, helping put WSU in the forefront of distance education.

Through innovative Bridge. MESA, and Minority and Women in Engineering programs, the college has helped build learning and mentoring communities to attract underrepresented groups to engineering. About 90% of the 300 students who have participated in these programs since 1990 have been successful in continuing in college and completing their degrees.

Research and development capabilities in the college have grown, and research activity broke the $8 million mark last year. The college's interdisciplinary research centers and membership in focused consortia are making significant contributions to the region and the nation. CEA's record of

private giving is an average $5 million a year, with about 30% of alumni giving. The interest income from our $22 million endowment provides scholarships, fellowships, student competitions, and other program enrichments.

Issues and Challenges

The College of Engineering and Architecture (CEA) has chosen in recent years to focus on fundamental, science-based programs, as opposed to industry-specific programs. Each of the existing programs in engineering provides graduates a broad engineering education and flexible career choices.

Enrollments of engineering students have declined over the past ten years. Prior to 1997, this had reduced funding available to the college and made the college more dependent on external funding sources.

Very strong demand for computer professionals is pointing increasing numbers of prospective students toward programs in Computer Science and Computer Engineering (a new degree program at WSU). Presently, WSU faculty numbers in these areas are low relative to student numbers, and competition is great nationwide for hiring faculty from a small pool of qualified candidates. Thus, expanding faculty numbers to support increased student interest poses a significant challenge.

Enrollments in Architecture and Construction Management have been limited by the capacity of studios and faculty workloads for these programs at a time when student demand exceeds capacity. In recent years, with the development of the Interdisciplinary Design Institute in Spokane, the fifth year of Construction Management has moved to Spokane, and a section of fourth and fifth years of the Architecture program has been located in Spokane. This has reduced space pressures in Pullman and opens the possibility for increasing enrollments in these programs.

With attractive company incentives for continuing education of their employees and a dependence on education for career advancement, the perceived demand for education delivered to the work place (or to homes) is expanding rapidly. This demand has encouraged the college to extend degree programs and courses to The Boeing Company and to community colleges in the Puget Sound area. Challenges to be addressed are the complexity of delivering course offerings from multiple sites and to multiple sites when multiple organizations are involved, and marketing such programs to a diverse audience. Additionally, a funding model to support development and delivery costs for course offerings under this complex scenario is needed. A new Engineering Teaching and Research Laboratory building was occupied by Fall 1998 to support programs in Mechanical and Materials Engineering, Chemical Engineering, and, to a limited extent, Electrical Engineering. A major challenge is equipping these and other laboratories for teaching and research. High equipment costs and small state allocations for equipment restrict the functionality and currency of the college's instructional and research laboratories.

College of Nursing/Intercollegiate Center for Nursing Education

The WSU College of Nursing is both a college within the University and a partner in the Intercollegiate Center for Nursing Education (ICNE) in Spokane. The college is based in Spokane where upper-division and graduate courses leading to the B.S. in nursing and M.N. degrees are offered in a state-of-the-art nursing education facility. The college also has a facility in Yakima from

which programs offered in the central part of the state (on the Tri-Cities branch campus in Richland and the Wenatchee Valley College campus in the WSU Learning Center) are coordinated. Nursing programs are also offered on the WSU branch campus in Vancouver. All sites, involving about 500 students and 75 full and part-time faculty, interact through the Washington Higher Education Telecommunication System (WHETS), with 40% of the WSU offerings over WHETS being nursing classes.

The Intercollegiate Center for Nursing Education is a consortium of four public and private institutions: Eastern Washington University, Gonzaga University, Washington State University, and Whitworth College. The consortium, primarily a Spokane entity, was established in 1968 and is nationally recognized as an example of educational collaboration. WSU is the coordinating institution and the fiscal agent for the consortium. Students entering the various programs, who have completed at least a year of prerequisite courses and General Education Requirements at one of the other three consortium institutions, are awarded a joint degree from WSU and the partner institution upon graduation.

Mission

The WSU College of Nursing (ICNE) supports the mission and goals of Washington State University as well as each of its member institutions. It is committed to achieving excellence in education, scholarship, and public service through support and recognition of the strengths and diversity of its faculty, staff, and students. Its mission is to:

Prepare graduate and undergraduate students in multiple locations throughout the region for compassionate, competent nursing practice and leadership in a complex health care environment by providing high quality, innovative programs that incorporate contemporary and traditional technologies and emphasize critical thinking;

Engage in scholarly work which contributes to the knowledge base of the discipline and enhances theory-based practice through processes of discovery, dissemination, and utilization of new knowledge; and

Serve the community to improve nursing education, health policy, and professional nursing practice through advocacy, consultation, interdisciplinary partnerships, collaboration, professional development opportunities, and exemplary nursing practice.

Programs

The undergraduate curriculum includes both liberal arts education and preparation as a generalist in the practice of nursing. The College of Nursing (ICNE) offers one undergraduate degree, the B.S. in nursing. The program is open to students beginning a nursing career and to registered nurses (community college and hospital diploma graduates) who wish to obtain a baccalaureate degree in nursing. Graduates practice in a variety of settings including hospitals, community health agencies, nursing homes, occupational health programs, home health care, and community mental health centers.

The curriculum is four academic years in length. The first two years of the curriculum are completed on the Pullman campus, at one of the other consortium institutions, or at any institution offering courses equivalent to those taught at Washington State University. The last two years of the professional curriculum are provided at the main nursing campus in Spokane or on the Yakima campus. The program option for registered nurses wishing to complete the baccalaureate degree is offered in Spokane, Yakima, and Wenatchee, and on the branch campuses in Tri-Cities and Vancouver.

The Master of Nursing degree is offered in Spokane, Yakima, and Vancouver. Students are prepared for primary care and health care leadership. Concentrations of study prepare nurses to practice as Acute Care Nurse Practitioners, Community Health Clinical Specialists, Psychiatric Nurse Practitioners, and Family Nurse Practitioners. The graduate program generally takes two years of full-time study to complete.

The B.S. in nursing program was approved by the Washington State Nursing Quality Assurance Commission, and both the undergraduate and graduate programs were reaccredited for a full eight years following a site visit in the Fall 1996 by the National League for Nursing. Graduates of the basic baccalaureate program consistently rank the highest in the state among baccalaureate programs on the NCLEX licensing examination.

Strengths

The WSU College of Nursing/ICNE represents excellence in nursing education. Its graduates are highly sought after and recognized for their knowledge and skills throughout the state and across the country. The faculty are current in their clinical specialties and dedicated to the success of their students.

The college is nationally recognized for its leadership in self-paced learning, particularly in the area of psychomotor skill preparation. Its videotape productions are purchased by schools and colleges of nursing across the country through contracts with Lippincott and Concept Media. It is a leader in technology use within the university and in nursing education in the state and region.

The ICNE/CHAS Clinic, for children and families in transition, was successfully established in 1998 at the Spokane YWCA and is entirely foundation and private donor supported. This collaborative endeavor provides opportunities for faculty practice and a placement site for students, while contributing a very needed service to the homeless and low income population of Spokane.

Issues and Challenges

The WSU College of Nursing/Intercollegiate Center for Nursing Education has the largest number of nursing students of any institution within the state. Over the years, great emphasis has been put on the teaching mission; however, the research mission with its potential for the development of the theoretical foundations for practice as well as obtaining external funds has been addressed only to a very limited extent. Changing the culture and moving faculty forward in this area is a significant challenge but is being supported by the recent appointment of an associate dean for research and funded projects.

Fiscal constraints also create a challenge. Professional education is costly and faculty intensive, increasing the demands on limited resources. Faculty salaries and equipment replacement are

particular areas of concern.

With a new administration in the college, faculty are involved in, among other things, curricular change in response to the changing health care environment. Policies and procedures are being examined and updated. Although change is never easy, there appears, however, to be a sense of vitality and positive energy among the faculty of the college.

College of Liberal Arts

The College of Liberal Arts is the largest in the university, consisting of 13 academic units (Anthropology, School of Communication, Comparative American Cultures, English, Fine Arts, Foreign Languages and Literatures, History, Philosophy, Political Science, Psychology, Sociology, Speech and Hearing Sciences, School of Music and Theatre Arts) and 5 special curricula or interdisciplinary programs (American Studies, Asia Program, Liberal Arts directed study, Women's Study, and General Studies which includes the Linguistics, Classical Studies, Humanities, Religious Studies, and Social Sciences options).

The college offers pre-law curricula through the departments of English, Political Science, Philosophy, History, and Sociology. It also offers a Liberal Arts + Master of Business Administration (4+ 1) program, which leads to both a B.A. in Liberal Arts and an M.B.A. in five years instead of the usual six. In conjunction with the EDP, the college offers a B.A. in Social Sciences and is preparing a B.A. in Criminal Justice. Requirements for graduation in the college are the same as university requirements, plus additional requirements in the humanities, social sciences, and sciences.

Role and Mission

Its strong liberal arts programs, both at the undergraduate and graduate levels, have always characterized WSU. Indeed, one of WSU's distinguishing features among its peer institutions is the strength, expressed in both number and quality, of its programs in the liberal arts. Accordingly, the missions of the college play a central role in the university's core activities.

General education, the providing of an organized foundation of knowledge for all students, is an essential function of higher education. The provision of general education to the university is central to the mission of the college and is integrally connected to its core disciplines. In fact, the college offers 80% of the university's General Education Requirements courses. The ongoing university-wide general education reforms and continuing refinement of the University Writing Program ensure the continuing centrality of this dimension of the college's mission.

Undergraduate education in the major is both a primary mission and a necessary concomitant of the role the college plays in general education. In the Fall of 1996, the college had 2,971 undergraduate and graduate majors, representing 30% of the university total. Although some courses of study are used as pre-professional tracks, many of the college's majors aspire to the broad preparation traditionally associated with a liberal arts degree.

Graduate education within the college, as well as the research, scholarship, and creative activity that necessarily support graduate education, contribute new knowledge at a level of national prominence. The college currently offers the Ph.D. in 7 fields and the master's degree (or its equivalent) in 15 areas.

The co-missions of curriculum and service of the college are diverse and include supporting faculty and student research and instruction and enriching the cultural environment for the university through such means as museum and gallery exhibits, theater and musical performances, and other cultural events. The college's activities also provide health and social services to the community.

Academic Unit Summaries

American Studies. The Program in American Studies offering the M.A. and Ph.D.. It is an interdisciplinary program, making use of faculty from the departments of Anthropology, History, English, Political Science, Comparative American Cultures, Women's Studies, and Sociology. The interdisciplinary approach allows an integrative study of the historical development of American society, politics, literature, arts, and popular culture.

Anthropology. The Department of Anthropology offers courses in the four major subfields of anthropology: archaeology, cultural/social anthropology, linguistic anthropology, and physical anthropology. All undergraduate majors are required to gain a background in all four, familiarizing themselves with current issues in human evolution, linguistics, the prehistoric development of culture, and the role of culture in the contemporary global culture. Graduate students (Master's and Ph.D.) may specialize in archaeology, cultural anthropology, or physical anthropology. The department conducts summer archaeological field schools in the Pacific Northwest and has professional-level experiences for archaeology students through the Center for Northwest Anthropology. Physical facilities include special laboratories and the Museum of Anthropology.

Edward R. Murrow School of Communication. The School of Communication offers both bachelors's and master's degrees. Undergraduates may major in advertising, broadcasting, journalism, public relations, broadcast management, or speech communication. The undergraduate program reflects a blending of professional, liberal arts, and theory and research courses. Students in newspaper journalism and speech communication may prepare for teacher certification through the Department of Teaching and Learning. The school also cooperates with the College of Agriculture and Home Economics in support of the Agricultural Communications Option. Supplementing the classrooms and laboratories of the Murrow School are the professional internship program and campus radio and television facilities.

Comparative American Cultures. The Department of Comparative American Cultures has the responsibility for providing the undergraduate student population with a critical understanding of a complex multicultural society. Although the bulk of the department's work is taken up with General Education service courses, CAC does offer an undergraduate major and minor within four areas of emphasis: African American Studies, Asian/Pacific American Studies, Chicana/o Studies, and Native American Studies. Students can choose a particular emphasis or double major in tandem with another discipline. In addition, the department is continuing to develop relationships with organizations in the Pacific Northwest whose work strengthens multicultural relationships.

English. The Department of English offers courses of study leading to the B.A., the M.A., and the Ph.D. It also participates in the American Studies Program. The undergraduate major, just recently redesigned, allows flexibility for students. It is designed for (1) students who desire a broad education emphasizing language and literature, (2) students who wish to teach or to prepare for graduate studies in English, and (3) students who intend to use the background and skills learned in the major as a foundation for careers in law or business. The B.A. in English is also offered at

Vancouver. The department also offers a professional writing minor and. with the University of Idaho, cooperates in the Canadian Studies minor. The department also houses the Humanities program. Graduate students may choose a focus on literature or on composition and rhetoric.

The department has a key service role in the institution, offering composition courses that are central to the University Writing Program and the literature courses that are popular offerings in the General Education Program. As a result, the department generates the second largest number of student credit hours in the institution. One of the department's senior faculty members is also the Director of the Humanities Research Center, a computer facility shared by other departments in the humanities. The Writing Lab, a facility open to all students, is located in the same building.

Fine Arts. The Department of Fine Arts offers courses leading to the B.A. and also to the Bachelor of Fine Arts and the Master of Fine Arts. Together with the Department of Teaching and Learning it also serves students interested in the B.A. or the B.F.A. for their subject matter preparation. The department includes seven areas in which to develop a program of study: drawing, painting, sculpture, printmaking, ceramics, photography, and electronic imaging. These are supported by a strong art history component.

Foreign Languages and Literatures. The Department of Foreign Languages and Literatures helps students prepare for full participation in the world community by offering a wide range of classes in language, literature, and culture. B.A. degrees are available in French, German, Russian and Spanish. Courses are offered regularly in Chinese, Danish, Japanese, and Latin. The department enables students to gain proficiency in their target language and to appreciate the literature and culture of that language; provides language training for careers that require it; provides a continuing service to students of other departments; and prepares future foreign language teachers. The department offers an M.A. degree in Spanish.

General Studies. General Studies is for students who have varied interests that may cut across the usual departmental boundaries and who wish to playa major role in deciding on a suitable curriculum of study. The student may earn a B.A. in Humanities or Social Sciences, B.S. or a Bachelor of Liberal Arts depending on the program selected. Within these designations, General Studies also allows concentrations in Classical Studies, Linguistics, and Religious Studies, areas that do not have degree-granting units at WSU. Further, the General Studies curriculum in Humanities and Social Sciences are important at the branch campuses where there may not be sufficient faculty and students yet to warrant discipline-specific degrees in the various Liberal Arts.

History. The Department of History offers courses in American, Asian, European, and Latin American history. Degrees offered are the B.A. in History and the B.A. in Social Studies, the latter a major for students who plan to earn both a B.A. and a primary teaching endorsement. The department offers both the M.A. and Ph.D. in History. In cooperation with other departments, History participates in the interdisciplinary program of American Studies, which offers both the M.A. and the Ph.D.

School of Music and Theatre Arts. The School of Music and Theatre Arts offers courses of study leading to the Bachelor of Music, the Bachelor of Arts in Music, the B.A. in Theatre Arts and Drama, Master's degrees in Music. Theatre Arts and Drama. and the Teaching of Theatre Arts and Drama. Endorsement curricula offered in cooperation with the College of Education provide certification for teachers of music or drama. The school also maintains an active schedule of recitals and concerts by students, faculty, and guest artists and of theater productions as an integral part of

the academic program. The Music Program is a fully accredited member of the National Association of Schools of Music.

Political Science. The Department of Political Science offers degrees at the B.A., M.A., and Ph.D. levels in Political Science. The department is also the locus of the Criminal Justice Program, which offers courses of study leading to the B.A. and M.A. in that field. A B.A. in Criminal Justice through the EDP has recently been approved. The department offers courses designed to prepare students for law school and houses the Pre-law Advising Center. Further, it offers an M.A. in Criminal Justice at Spokane, an M.S. in Public Affairs at WSU Vancouver and plans to do so soon at WSU Tri-Cities. The department has an extensive internship program that places students in public agencies, political arenas, and similar organizations. The department encourages students to study abroad as part of preparing for careers in international affairs. The department's Division of Governmental Studies and Services acts as a link between teaching and the conduct of public affairs. Additionally, the Thomas S. Foley Institute for Public Service is affiliated with the department. The Institute supports student and educational programs, public education and public service, and public policy research.

Philosophy. The Department of Philosophy offers a course of study that leads to the B.A. in Philosophy and offers a supporting endorsement in education. It also offers a Pre-Law Option for students intending to go on to law school and participates in the Religious Studies Option in General Studies. It connects with other curricula by offering courses in Biomedical Ethics, Business Ethics, and Environmental Ethics. Course work focuses on fundamental intellectual problems and both classical and contemporary attempts at their solutions.

Psychology. The Department of Psychology offers a B.A. that can also be combined with a minor in Alcohol Studies or the Certificate in Alcohol Studies (the latter includes an internship in a state-approved alcoholism treatment facility). The department also offers a B.S., an M.S., and a Ph.D. The course of study for the Ph.D. may directed toward either a specialization in clinical or in experimental psychology. The department has specially designed facilities for research in learning, memory, sensory processes, perception, animal behavior, physiological psychology, social interaction, and behavior modification. Also included is the Psychology Clinic, a training facility. In addition, cooperative arrangements with other units of the university and with outside agencies and institutions make it possible for students to gain firsthand experience in research and professional work. The B.S. is also offered at WSU Vancouver.

Sociology. The Department of Sociology offers the B.A. degree in Sociology with eight options: General Sociology; Social Research and Data Analysis; Law and Social Control; Society, Environment, and Technology; Personnel and Human Relations; Business and the Economy; The Family as an Institution; and Social Welfare: Social Casework or Community Organization. The department also offers the M.A. and Ph.D.

Speech and Hearing Sciences. The department offers both the B.A. and the M.A. in Speech and Hearing Sciences (bachelor's training is considered pre-professional). Academic course work and clinical practicum offerings prepare students to meet the diagnostic and therapy needs of individuals with speech, language, learning, and hearing problems. Students are prepared as speech-language pathologists and audiologists to provide direct and consultative services in education and medical settings. The Speech and Hearing Clinic on the Pullman campus is the training facility for the department. The graduate program is located in Spokane. The department also offers disability studies courses that meet social science requirements for the General Education Program.

Women's Studies. The Program in Women's Studies offers an interdisciplinary study of women with an emphasis on their lives, roles, and contributions. The program has offered an increasingly

popular minor for a number of years and was recently approved to offer the B.A. in Women's Studies. All but one faculty member are tenured in other academic units and, except for core courses, offerings are cross-listed.

Strengths

The College of Liberal Arts offers instruction in the arts, humanities, and the social sciences. These are the traditional core disciplines for the systematic study of human behavior, the central forms of creative expression, and the evaluation of individual and collective achievements. Enrollment in the college comprises more than one-third of the university's total student credit hours, almost one-third of its undergraduate majors, and one-fifth of its graduate and professional students. The General Education Program provides a common foundation of knowledge for all undergraduates and is an essential function of higher education. Fully 80% of WSU's General Education Program courses are offered within the College. The faculty, comprised of award-winning authors and scholars, continue to view teaching as important a goal as research in this land-grant institution.

Issues and Challenges

Resources are the most prominent challenge, derived in part from the college's multiple missions and obligations to general education, education in the major, and graduate education and research. Specific resource challenges include recapitalization of equipment, computer labs, faculty/staff equipment, salaries, and dealing with deferred maintenance of many buildings. The rapid growth of the Social Sciences degree offered through the Extended Degree Program has been gratifying but has also absorbed considerable faculty resources.

College of Pharmacy

In 1989, the American Council on Pharmaceutical Education declared its intent to limit accreditation to the programs offering the Doctor of Pharmacy degree. To prepare for this significant change, the Washington State Higher Education Coordinating Board (HECB) directed the University of Washington and Washington State University to prepare and submit a plan for pharmacy education in the state. In 1994, the Board approved the plan and endorsed the transition from the B.Pharm. to the Pharm.D. as the sole entry-level professional program for pharmacists trained in Washington. Following the approval of the Pharmacy Education Plan, the WSU College of Pharmacy prepared a new entry-level Pharm.D. program, initiated the 1995-96 academic year. The program is located in both Pullman and Spokane.

Organization

The professional program has been designed to provide a balance of knowledge and skills throughout the curriculum. The basic sciences have been enhanced by the addition of cell physiology, genetics, and biostatistics courses. The basic pharmacology sequence now includes separate courses on toxicology and products of biotechnology. The pharmaceutics sequence focuses on dosage form design, biopharmaceutics, basic pharmacokinetics, and clinical pharmacokinetics. Quality assurance is addressed throughout.

The first professional year contains primarily knowledge-based course work with introductory

problem-based or skills-based course work. The amount of problem-oriented, skills-based course work increases through the curriculum until the fourth year is entirely experiential in nature.

The entry-level Pharm.D. degree program has received accreditation status through the year 2002.

Mission

The college's mission is the creation and dissemination of knowledge leading to the improvement of the quality of life for the citizens of the state through the safe and effective use of drugs and promotion of community health and wellness. The unique role of the college arises from the interrelationship of multidisciplinary education, research, and public service. Its vision is to be a nationally recognized center of excellence for innovative education, research, and service programs that result in improved and effective patient and community health. The college is committed to maintaining excellence and achieving growth in selected areas of graduate education, which have foundations in strong extramural funding.

Strengths

The College of Pharmacy at WSU is a nationally recognized program. In a 1998 *U.S. News and World Report* survey, the college ranked 22nd out of 82 colleges of pharmacy. A recent study of pharmacology/toxicology graduate programs conducted by the National Research Council ranked WSU's program in the second quarter of programs, and it was in the top 10 pharmacology/toxicology graduate programs at non-medical school institutions. In 1997, the college ranked 24th of all colleges of pharmacy in NIH Award per Ph.D. faculty member.

Graduates of the College of Pharmacy are pleased with their educational experience. In a recent survey, nearly 90% of responding graduates were very or considerably satisfied with the quality of instruction in pharmacy. Performance of our professional graduates on the national pharmacy board exam, a valuable End of Program assessment tool, has been equal to or above the national average for many years.

A goal of the college is to prepare pharmacy graduates who will serve the needs of eastern Washington and other rural regions of the state. More than half of the pharmacists in rural counties and eastern Washington are graduates of WSU.

Challenges

The practice of pharmacy is rapidly changing from a product-oriented profession to a more cognitive, information-driven profession in which pharmacists work collaboratively with other health professionals. It is a constant challenge to maintain an innovative professional doctorate program that is responsive to changing needs. Similarly, the college must maintain a strong graduate program in pharmacology/toxicology. In both instances the college must respond through a data-driven quality assurance program that drives continued re-engineering of the Pharm.D. and graduate curricula.

Resource challenges derive from the college's multiple missions and obligations to graduate education, professional education, and research. The integration of modern technologies in all aspects of the educational and research programs represents an additional resource challenge. It is clear that, while the core activities will continue to require state funding, the college will increasingly find it necessary to significantly enhance its non-state resources.

In addition, the college has a continuous need to improve the recruitment process to admit and retain the most qualified professional and graduate students. Finally, since excellent faculty are key to both educational and research initiatives, their recruitment and retention is also an important challenge.

College of Sciences

The College of Sciences contains 11 departments housed in seven buildings. Based on FTE enrollment and degree conferment for 1997, it is the second largest of the 10 colleges at Washington State University. The College of Sciences provides 22% of the university's student credit hours, the equivalent of 3,600 full-time students. The college has grown considerably in the past 5 years, experiencing a 41 % increase in the number of baccalaureate degrees granted (225 in 1992-93 to 317 in 1996-97). Likewise, the number of both master's and Ph.D. degrees has increased by 45% and 56%, respectively.

The college has 207 faculty and 170 budgeted FTE faculty. The reason for this difference is that some faculty have partial appointments in other colleges, are less than full time, or have cross-appointments in more than one department (Biochemistry/Biophysics and Genetics/Cell Biology, for instance). Over the past 5 years, grants and contracts for the college have steadily increased from $6.5 million to more than $10 million, reflecting the college's strength as a major research institution.

Role and Mission

Faculty and curricula within the College of Sciences provide a sound and challenging education for students in disciplines covering the life sciences, physical sciences, environmental science, and mathematics. The mission of the college is to give equal importance to formal teaching and internationally recognized research. The latter is an essential support to teaching science at the undergraduate and graduate levels both for majors within the discipline and as a service to other academic programs. The undergraduate degree programs within the college include classroom instruction, seminars, special projects, and research that together provide first-rate training to meet the demands of our technological society. Specific objectives that are consistent across the college include the following:

- To provide students an active, investigative exposure to the scientific method of inquiry. This objective aims to equip students with the necessary process skills needed for the continuing pursuit of their professional careers. It also provides one necessary approach to inquiry across many disciplines and is thus consistent with the goals of a liberal arts education.
- To supply students a firm, conceptual foundation in their respective fields. This foundation consists of key principles, terminology, and laboratory practice. In all disciplines, this conceptual foundation is used to develop critical thinking skills and the ability to synthetically integrate scientific information.
- To aggressively participate in the discovery of new scientific knowledge and to convey this knowledge for the benefit of humankind. This mission is central to the function as a major research institution. Students benefit from this practice both in the opportunities presented for research experience and through the faculty providing a cutting edge view of science in the

classroom.

Academic Unit Summaries

Biology. The Biology Program at WSU was created to provide a curriculum that integrates basic biological principles in courses for majors and non-majors at WSU. The 13 faculty involved in this program are dedicated to this focus and the students in these courses. Both major and non-major introductory level courses are taught, as well as select upper-division courses (such as ecology). The Program offers the B.S. in Biology at Pullman and Vancouver, a non-thesis M.S. degree in Biology on the Pullman campus, and a thesis M.S. degree in Biology at WSU Tri-Cities. Within the B.S. in Biology, the student can take one of four options: General Biology, Pre-Physical Therapy, Education, or Botany.

Biochemistry/Biophysics. The Department of Biochemistry and Biophysics offers the B.S., M.S., and Ph.D. in Biochemistry and aims to be at the forefront of contemporary biochemistry and thus provide expertise, resources, and leadership for the Molecular Biosciences that serves the entire university. These are interdisciplinary sciences that involve the application of methods and theories of chemistry and physics to the study of biological processes. The principle focus is on graduate and post-graduate training and research, which is reflected in the extramural support generated by this unit (over $3M in 1996).

Botany. The Department of Botany offers the M.S. and Ph.D. degrees in Botany. Undergraduate majors are matriculated through the Biology Program. The department has 14 faculty and the courses offered in the department are designed to met the needs of students, (1) who plan to specialize in a more applied area of biology, (2) who wish to include the study of plant science in their general education program, and (3) who plan to specialize in the plant sciences.

Chemistry. The primary mission of the Department of Chemistry is to provide sound undergraduate and graduate programs through teaching and research, based on the fundamental disciplines of analytical, inorganic, organic, and physical chemistry. Three focus areas (environmental chemistry, materials chemistry, and the chemistry of biological systems) tie in closely with college and university missions, state and regional needs, and national priorities. The department offers the B.S. in Chemistry, the M.S. and M.A. in Chemistry, the M.S. in Chemistry at Tri-Cities, and the Ph.D.

Environmental Science and Regional Planning. Applied courses in developing areas, such as pollution prevention, have received regional and national recognition for their innovation in linking businesses, students, and regulators. With the continued internationalization of the program and an increased emphasis on topics like sustainable development, environmental education will be an area of increased emphasis. The program offers the B.S. and M.S. in Environmental Science, the Master of Regional Planning, and the Ph.D. in Environmental and Natural Resource Sciences. The program offers the B.S. and M.S. in Environmental Science at Tri-Cities and the B.S. at Vancouver. The Environmental Science and Natural Resource Science programs are offered jointly with the College of Agriculture and Home Economics and the College of Engineering and Architecture.

Genetics and Cell Biology. Genetics has become a highly active, relevant, and personal science, characterized by extraordinary rigor and predictive power. The department's role is to integrate high quality instruction and research in the evolving fields of molecular and cell biology. These areas of biology are undergoing extraordinary progress for a number of different reasons, not the least being

the success of large-scale genomic sequencing. It is, therefore, a real challenge for faculty to integrate this material and develop and sustain relevant courses. The department offers a B.S. in Genetics and Cell Biology with options in Applied Genetics and Cell Biology (with the College of Agriculture and Home Economics) and in Molecular Genetics and Cell Biotechnology. The department also offers M.S. and Ph.D. degrees in these areas.

Geology. Geology is the study of the Earth-its composition, structure, origin, and evolution. Virtually every aspect of modern life is in some way dependent on the science of geology. Within the last decade, societal, economic, and political forces have re-shaped the role of the geosciences. In addition to meeting society's needs for non-renewable resource identification, evaluation, and extraction, earth scientists now find themselves addressing "quality of life" issues. The lower-division courses are designed to provide a strong foundation for those who major in geology as well as a stimulating introduction to earth science for the non-major. The upper-level courses provide training for professional geological work as well as preparation for postgraduate study. The Department of Geology offers the B.S., M.S. and Ph.D. degrees.

Pure and Applied Mathematics. The Department of Pure and Applied Mathematics provides undergraduate instruction and training in all major fields of mathematics. The numerous service courses taught by the department reflect the growing importance of mathematics in an increasing number of other disciplines. The department generates the largest number of student FTEs of any department in the institution. Training for mathematics majors is provided in the following seven options: Actuarial Science, Applied Statistics, Computational Mathematics, Mathematical Modeling, Operations Research, Secondary Mathematics Teaching, and Theoretical Mathematics. The department offers the B.S. and M.S. degrees in Mathematics, as well as the D.A., Ph.D., and Ph.D. with Teaching Emphasis. The M.S. in Math/Statistics is offered at Tri-Cities.

Microbiology. Microbiology is both a basic and an applied science. At the undergraduate level, the department offers the B.S. degree in Microbiology with options in Microbiology and Medical Technology. The department also participates in the Interdisciplinary Molecular Biology minor. Majors are required to develop a strong background in the basic sciences before taking courses in microbiology and those required by the various options. The goals of this department are to carry out productive research and to provide students with the knowledge and skills needed to fill positions in biotechnology, environmental microbiology, infectious diseases, medicine, and public health. The M.S. and Ph.D. are offered at the graduate level.

Physics. The principal goals of the Department of Physics are to provide the highest quality education to students at all levels and to advance the frontiers of knowledge. Physics has served a dual role in this century. It initiated the revolution to understand nature quantitatively through developments like quantum physics and relativity, and it provided the foundation for modern technologies. Courses offered by the department are designed to introduce the student to each of the major physical theories. Additional undergraduate courses use these theories to investigate such topics as optics, atomic physics, nuclear physics, solid state physics, astrophysics, and geophysics. Degrees awarded include the B.S., M.S., and Ph.D. The department is also a major participant in the Program in Materials Science (with the College of Engineering and Architecture).

Zoology. Zoology is the science that deals with animals. It embraces not only the traditional study of animal diversity and natural history but also modern subdisciplines. The flexible curriculum meets the needs of students with various interests and goals. Built around an integrated core of basic

science courses, several options are available. The General Zoology Option provides a broad, solid foundation in zoology. Students aspiring to enter medical or dental school should find the Premedical/Predental Option to be particularly appropriate. The Program in Ecology provides the graduate with a broadly based ecological understanding applicable to such fields as environmental, wildlife, and conservation biology. A fourth option in Animal Care prepares students for careers in animal care and maintenance in research institutions, zoos, aquaria, and clinics. The department offers the B.S. degree in Zoology, as well as the M.S. and Ph.D. in that field.

Strengths

The College of Sciences has many strengths, including the following
- Outstanding faculty preparation for both lower and upper-level courses.
- Strong staff support for laboratories.
- College of Science Honors Program.
- Mini-grants for instructional support and innovations.
- Solid laboratory experiences for majors.
- Strong connection between research and instruction. (Many faculty make consistent use of Research for Experience for Undergraduates supplements to their NSF grants, and we have had a $1.2 million grant from the Howard Hughes Foundation exclusively for undergraduate research.)
- Imaginative, industrious faculty and support staff generating important research foci and creative funding mechanisms.
- Many active centers, institutes, and other interdisciplinary programs. (Reproductive Biology Center, Program in Plant Physiology, Materials Science Program, Institute for Shock Physics. These are typically highlighted as areas of excellence within WSU.)

It is important to realize that the strength of the research faculty translates into ability to hire outstanding graduate students who serve on the front line of laboratory teaching, offering cutting-edge views of science in the undergraduate classroom, and acquiring new knowledge that serves as the foundation for textbooks and courses in the future.

In 1992, based on research productivity (as measured by success in obtaining extramural grants support and publication quality and frequency) and adjusting for the total number of faculty, *Science* reported that the WSU faculty is the sixth most productive research faculty in the U.S.

Issues and Challenges

During the past five years, much of the student credit hour (SCH) growth at WSU has been in the sciences. This college has had the greatest increase in SCH (22%). During this same time period, its budget has decreased by 11 % (cumulative reductions from FY92 to FY96 total to $1.655 million), which causes the most concern in the college. A number of instructional staff and teaching assistant positions have been eliminated in an effort to meet budget reductions. Faculty teaching loads, often those with extraordinarily well funded research programs, have therefore, increased. Projections into the next five years indicate that a significant reduction in faculty numbers (presumably through retirements) will be necessary to balance the budget. The situation has eroded the resource base and makes it difficult to retain faculty members who have contributed to the college's success.

The challenges identified in the college's 1997-2002 Positioning Plan include: (1) the need to place emphasis on non-science skills that students need to succeed (such as verbal and written communication skills, communication with non-scientists, and management skills) and (2) the dilemma of how best to deal with the number of large introductory classes. One obvious solution to these identified weaknesses is to use more faculty in introductory courses, which would typically allow for more sections of the class and result in a smaller class size. The smaller sections would enable the faculty to focus on the individual needs of each student and to require verbal and written assignments from each student. However, this solution does not seem likely given the current and projected budget.

Another challenge that will become important within the next two to four years is the reorganization of the life sciences within the college. The current organization focuses on taxonomic criteria (Microbiology, Botany, and Zoology) instead of functional alignments. Consequently, the life sciences faculty is reorganizing to form two new departments: Molecular Biosciences (combining faculty from Biochemistry, Microbiology, and Genetics and Cell Biology) and Integrative Biology (bringing together faculty from Botany and Zoology). The college envisions a more streamlined, integrated, and conceptual approach in the undergraduate programs as one result of this change.

College of Veterinary Medicine

Founded in 1899, the College of Veterinary Medicine (CVM) at Washington State University is the fifth oldest veterinary college in the United States. Since 1974, the college has been involved in a regional educational program, now known as the Washington, Oregon, Idaho (WOI) Regional Program in Veterinary Medical Education. Additionally, through the Western Interstate Commission for Higher Education (WICHE), the WOI program serves nine western states without veterinary colleges.

Accreditation

In 1997, the college was awarded seven-year accreditation by the American Veterinary Medical Association, the maximum number of years allowable. The college's Washington Animal Disease Diagnostic Laboratory (WADDL) has been fully accredited by the American Association of Veterinary Laboratory Diagnosticians (MVLD) since 1979. The teaching hospital is certified by the American Animal Hospital Association. The college received full accreditation from the Association for Assessment and Accreditation of Laboratory Animal Care International (AMLAC) in November of 1990, and has remained accredited since then.

Role and Mission

The mission of the College of Veterinary Medicine is to provide WSU with a core program that develops excellence and opportunities in the health sciences. This requires the CVM to:
- Mini-grants for instructional support and innovations.
- Solid laboratory experiences for majors.
- Strong connection between research and instruction. (Many faculty make consistent use of Research for Experience for Undergraduates supplements to their NSF grants, and we have had a $1.2 million grant from the Howard Hughes Foundation exclusively for undergraduate research.)

- Imaginative, industrious faculty and support staff generating important research foci and creative funding mechanisms.
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Role and Mission

The mission of the College of Veterinary Medicine is to provide WSU with a core program that develops excellence and opportunities in the health sciences. This requires the CVM to:

- Provide an accredited, comprehensive, professional veterinary medical curriculum of excellence with full coverage of both preclinical and clinical disciplines;
- Develop and maintain a strong research program with emphasis on the diagnosis, control, and treatment of animals including man, and which includes multidisciplinary research among departments, colleges, and universities and common medical units;
- Provide high quality graduate and postgraduate training programs for both the Doctor of Veterinary Medicine (D.V.M.) and non-D.V.M. trainee;
- Provide strong continuing education programs for practicing veterinarians and outreach programs for animal owners;
- Provide excellent service programs in the diagnosis of animal diseases and animal health care in the teaching hospital, diagnostic laboratory (WADDL), and the field (FDIU); and
- Develop strong international programs for graduate and postgraduate educational opportunities.

Facilities

The College of Veterinary Medicine is housed in five major buildings on the WSU campus. The $38 million new Veterinary Teaching Hospital, including medical and imaging equipment, was completed in 1996. The $22.7 million Animal Disease Biotechnology Facility is under construction and will be completed in July 1999. The Caine Veterinary Teaching Center in Caldwell, Idaho, was constructed in 1976 and opened in 1979 as part of Idaho's contribution to the WOI Program. The Caine Center represents an important resource for animal producers of Idaho and a unique instructional resource in population medicine for the WOI program.

Academic Units and Degrees

There are three departments in the college:

— Department of Veterinary and Comparative

— Anatomy, Pharmacology and Physiology (VCAPP),

— Department of Veterinary Microbiology and Pathology (VMP), and Department of Veterinary Clinical Sciences (VCS).

The college has two programs that integrate the preveterinary program and the veterinary curriculum. The combined Honors/Veterinary Medicine Program is a six-year curriculum for highly qualified students, beginning with two years in the undergraduate University Honors College and culminating with the D.V.M. degree. To augment the number of D.V.M. graduates choosing a career involving agricultural animals, the College of Veterinary Medicine and the Department of Animal Sciences initiated a combined Animal Science/Veterinary Medicine Program. Students in this program have a dual major in animal science and veterinary medicine, leading in seven years to a B.S. degree in Animal Science and to the D.V.M. degree. In addition to D.V.M. programs, the college offers degree programs at bachelor's, Master's, and doctoral (Ph.D.) levels. The multi-disciplinary Neuroscience Program leading to the B.S. and Ph.D. degrees is administratively housed in VCAPP. VCAPP faculty members also are major participants in the newly established Bionics Engineering program. Each department has graduate programs leading to an M.S. and Ph.D. in Veterinary Science with specialization in many different biomedical disciplines.

Strengths

1. A curriculum that ensures students can:
   - Diagnose and treat diseases of animals.
   - Competently approach prevention of disease.
   - Possess the necessary manual skills.
   - Identify, formulate, and solve complex problems.
   - Be committed to life-long learning.
   - Understand the bond between animals and humans.
   - Recognize the value and importance of discovery.
   - Communicate their knowledge on different levels.
   - Conduct services based on ethical principles.
   - Attain national and state to practice.
   - Apply effective communication and relationship skills.

2. A curriculum that enables students to receive a core of knowledge, while providing opportunities for students to diversify their training and acquire additional knowledge in aquatic animal health, international veterinary medicine, research, or one of five species-related areas of emphasis. Students are required to spend up to four weeks in a preceptorship in nonacademic veterinary medicine. Students may also elect to receive a portion of their surgical training without using live-terminal animals.

3. An outstanding, all-inclusive Student Services program.

4. A WOI Regional Program in Veterinary Medical Education that provides an expanded resource

base for enhanced education and veterinary service to participating states and the western region.

5. State-of-the-art facilities, including the new Veterinary Teaching Hospital completed in 1996 and the Animal Disease Biotechnology Facility to be completed in July 1999, represent major facility improvements and exceptional educational, research, and service program resources.

6. A strong research and graduate education program in areas of reproductive biology, neurosciences, cardiovascular and muscle physiology, infectious diseases, vector-borne diseases, immunology, food safety/ emerging diseases, oncology, radiobiology, aquaculture, and sports medicine that generates more than $6,000,000 per year in federal, state, and private funds.

7. An Agricultural Animal Advisory Board committed to communicating industry needs to the college and university, assessing services received, and supporting new initiatives important to the industry and the public.

8. The state veterinary medical associations of Washington, Oregon, and Idaho, and the WOI Veterinary Advisory Committee, providing strong support of college programs and effectively communicating with the college on practice sector needs.

9. The Washington Animal Disease Diagnostic Laboratory, with the primary objective to provide appropriate and timely veterinary diagnostic services to safeguard the health of livestock, poultry, and fish in the Pacific Northwest and to protect the public from zoonotic diseases.

10. The Field Disease Investigation Unit (FDIU). a collaboratively funded and multidisciplinary program between the College of Veterinary Medicine and the College of Agriculture and Home Economics Agricultural Research Center. The mission of the unit is research, investigation, and resolution of diseases and problems of production inefficiency affecting herds and flocks.

11. College-affiliated and interdisciplinary programs and units providing strength and enhancing teaching, research, and service programs. These include the: Animal Health Research Center (AHRC); Center for the Study of Animal Well-Being (CSAW). including People-Pet Partnership program; Field Disease Investigative Unit (FDIU); and the University of Idaho Caine Veterinary Teaching and Referral Center. In addition, the CVM is very fortunate to be closely affiliated with the Animal Disease Research Unit (ADRU), a USDNARS unit with an internationally renowned program of research.

12. The Veterinary Public Relations and Development Program, with a director and three staff members which since 1990 has:
    - Increased the scholarship endowments by $2 million,
    - Established a privately funded Center for the Study of Animal Well-Being,
    - Initiated an operating endowment for the Veterinary Teaching Hospital, and
    - Enhanced the college's Margin of Excellence Fund.

Issues and Challenges

Institutional

The CVM is committed to WSU's land-grant mission and to human, academic, and professional diversity issues, including civil rights, equal opportunity, and a work and learning environment conducive to human and professional development that fosters respect for individual differences and human rights. The challenge is to realize the collegial commitment to college and university diversity plans through persistent emphasis on strategies, action items, and assessment to ensure achievement of university goals for diversity.

Major university and college priority issues are the provision of teaching, research, and service programs of excellence meeting institutional criteria of access, cost, quality, and centrality. The challenge is to clearly articulate and focus program efforts and resources consistent with ongoing strategic plans through continuous and effective program accountability, assessment measures, and

management action.

College Level

- Veterinary student tuition is high, reflecting the cost of educating students of veterinary medicine. Debt load for many students at graduation is large. The challenge is to reduce the impact of this debt.
- A diversified and expanded resource base is required to support excellence in college teaching, research, and public service programs. The challenge is to maintain and establish new, effective partnerships with other colleges of veterinary medicine and industry to enhance instruction, research, and service capabilities and resources.
- Veterinary medicine is a diverse field, and there is or will be an increased need for veterinarians in nontraditional practicing roles such as in public health, wildlife veterinary medicine, aquatic veterinary medicine, and food safety. The challenge is to identify students who have an interest in these areas and to offer programs responsive to the needs of students the changing needs of the profession, and the varied publics.
- The entry-level skills that are required for the traditional practicing veterinarian are changing. More emphasis is placed on client relation skills, computer skills, and understanding molecular biology. The challenge is to find ways to add this new material into an already rigorous curriculum.
- The veterinary medical community is increasingly concerned with global issues. The challenge is to identify funding mechanisms to continue existing programs and to develop new international training, exchange, and collaborative research programs. A further challenge is to enhance the sharing of instructional, research, and service resources with international partners through modern communication and computer technology.
- Board-certified veterinarians can attract significant salary and benefit packages from industry or private/ corporate practices. The challenge is to attract these highly qualified individuals to academic medicine.
- The population base of the states served by WSU's CVM is expected to expand significantly, and the increase will be more prominent in non-white ethnic groups. The challenge is to provide appropriate access.
- Consumers worldwide expect a high quality food supply. The challenge is to train veterinarians capable of fulfilling this expectation as new international markets develop and food-borne diseases emerge.
- Enrollment caps in the CVM limit availability of fiscal resources from an enrollment-based budget. College and university priorities to increase access through increased enrollments and development of new programs require increased resources. The challenge is to effectively internally reallocate existing resources, to generate increased permanent allocations to support current level and enhanced program activity on a priority basis, and to continue to diversify funding sources to support college priority programs.
- Provide expanded veterinary extension services to animal industry, practitioners, and the public through distance education using telecommunications and computer technology. The challenge is to expand use of information technology across all college instruction, research, and service programs.

- The WOI Regional Veterinary Education program has been in operation for more than twenty years. The challenge is to strengthen existing partnerships in the WOI program through continuous communication, assessment of program outcomes, and effective interaction with the WOI Advisory Committee.
- Resources to meet increased need and demand for expanded services provided by college public service operations with associated teaching and research missions such as Veterinary Teaching Hospital, Washington Animal Disease Diagnostic Laboratory, and Field Disease Investigation Unit are limited. The challenge is to provide an enhanced institutional/collegiate resource commitment required to supplement revenue-derived support for meeting increased public service needs, while continuing to enhance teaching and research activities integral to the service mission.
- The major facility issue facing the college is to provide modern and expanded research laboratory and office' space for the VCAPP department, which has dramatically expanded extramural research programs, graduate training, new undergraduate neuroscience initiatives, and bionic engineering. The challenge is to provide immediate interior space solutions and to secure expanded and modern research laboratory and central support space within the shortest time possible.

Assessment

Washington State University's assessment efforts have been guided by the state's master plan for higher education. This was first described in 1987 by the Higher Education Coordinating Board (HECB) in a document called Building a System: The Washington State Master Plan for Higher Education. This plan identified assessment as one of the four foundation elements. The plan viewed assessment as involving two separate but complementary goals: (1) improving the quality of undergraduate education and (2) providing needed information about student outcomes to state policymakers. The plan also linked improved funding for higher education to satisfactory progress by institutions in developing assessment work plans. In 1989, the HECB adopted a modified statewide plan for assessment that directed WSU to develop a performance evaluation program incorporating the following common components:

1. Collection of entry baseline information.
2. Intermediate assessment of quantitative and writing skills and other appropriate intermediate assessments.
3. End-of-Program assessment.
4. Postgraduate assessment of the satisfaction of alumni and employers.
5. Periodic program review.

Since 1989, assessment has been prominent in WSU's planning, budgeting, and development efforts. The university's number one goal is to "provide strong undergraduate programs," which is achieved through evaluating and improving undergraduate programs, and evaluating and enhancing teaching capabilities and performance. All of this has been affirmed in "A Statement of Intentions for Washington State University." A priority university-level strategy for achieving this goal states that WSU will "continue to develop and implement a comprehensive program for the assessment of student outcomes." The strategies for accomplishing this objective include: (1) work closely with

interested faculty members and departments; (2) design an evaluation program that will provide a means for institutional improvement and meet the state's need for accountability; (3) include at a minimum the components specified by the Higher Education Coordinating Board; (4) secure necessary funding for assessment; and (5) use assessment findings to identify needed curricular changes.

WSU continues to change and improve its assessment program and emphasizes the use of student outcomes data for curricular improvement and for budgeting and planning purposes. WSU is also firmly committed to the state's accountability efforts as well, and views this as complementing its work in assessment in two ways: (1) as evaluation that leads to improvement and (2) as a way to communicate the results of assessments and accomplishments. While not without their detractors, both accountability and assessment are seen as providing a means for achieving WSU's most important mission—an outstanding education focused on successful learning.

Responsibility for assessment is distributed throughout the institution in both administrative and academic units. In 1997 the position of Associate Vice Provost for Academic Affairs was established, in part, to direct, unify, and give greater prominence to university efforts in this area. In 1998, the Provost formed the Assessment Accountability and Accreditation (AAA) Advisory Board to guide efforts to improve academic quality resulting from self-studies in all three areas.

Student Affairs Research has participated in national surveys (CIRP, CSEQ) for many years and publishes annual reports on their findings. Until 1996 they also administered an exiting student survey (discontinued because of sampling problems), which generated some useful data. Student Affairs Research is additionally responsible for the graduating senior and alumni surveys.

As previously described, the WSU Writing Program developed baseline and mid-career assessments of students' writing skills-the Writing Placement Exam and the Writing Portfolio, respectively. The Department of Mathematics also offers placement tests upon entry that yield baseline data about entering students, and the Department of Foreign Languages and Literatures is developing computer-based placement tools.

Departments, programs, and colleges are principally responsible for End-of-Program (EOP) assessment of their degree programs. Most, especially those connected with professions or industry, also conduct alumni and employer surveys.

Undergraduate Program Outcomes Analyses

Incoming Students

WSU's strategic goal is to "develop into a university system with educational programs and students of the highest quality, offering a residential experience on the Pullman campus while providing access for placebound students at the branch campuses and other locations." In the last ten years, entering student cohorts have become more diverse and more balanced with respect to gender, and they show higher measured aptitudes upon entry. However, since WSU is a multi-campus system with presences in both rural and urban areas. and with both two-year (upper-division) and four-year offerings, the profile of entering students varies significantly among campuses. The Pullman campus is currently the only campus in the WSU system that offers a four-year undergraduate curriculum. For a given entering class in Pullman. slightly more than half are transfer students and slightly less than half are first-time entering freshmen.

First-time entering freshmen matriculate at the WSU

Pullman campus. In 1998, 91 % are from in-state and most of these from the western part of the state-the Seattle-Tacoma areas and their suburbs. The in-state percentage has risen recently due to large out-of-state tuition increases and the Asian economic crisis. The average age of the entering freshman class remains the same, around 18.

The Washington legislature has encouraged the equivalent of a 2+2 system, whereby students begin at the community colleges and then transfer to the regionals and research institutions. By state policy, admission priority is given to transfer students who have completed an A.A. degree at community colleges. Most transfer students are from community colleges (1,114 transfer students in 1998). A smaller number (approximately 630) come from four-year institutions and from out of state. Former students returning account for about 7% of the entering undergraduates.

The branch campuses offer upper-division and graduate programs. Undergraduates at the branches are thus by definition "transfer" students. The Spokane campus offers primarily graduate programs; thus, most entering students are from four-year colleges. The Tri-Cities campus offers a mix of undergraduate and graduate programs. Most undergraduates transfer from community colleges, although about 10% transfer from four-year colleges. Former students returning account for 21 % of the entering undergraduates. Vancouver's entering class is similarly distributed. The Vancouver campus does, however, have a higher number of out-of-state transfers because of its proximity to Portland, Oregon. The higher rate of former students re-entering at the branches reflects the student populations: placebound, generally older, and with work or family responsibilities, or both. They participate in higher education as they have the time and money.

Part-time students attend WSU in greater numbers at the branch campuses than at the Pullman campus although the trend over time is toward increasing rates of full-time participation at these locations.

Part-Time Students by Campus

Pullman	4%
Spokane	29%
Tri-Cities	76%
Vancouver	51%

Between 1989 and 1998, entering women students closed the gender gap (from 45% to 52%). The proportion of entering students under 18 has dropped slightly; those aged 23 to 28 has almost doubled. Women 34 and older outnumber men, though the total number of this group is small.

The gender distribution of overall enrollments at the different campuses varies widely.

Fall 1997

	Men	Women
Pullman	51%	49%
Tri-Cities	44%	56%
Spokane	45%	55%
Vancouver	35%	65%

WSU has a strong commitment to diversifying its students, faculty, and staff. Between 1992-1997, the number of multicultural students increased on each of the campuses. While the increases in

raw numbers are small, the percent of change is dramatic.

Cbange In Multicultural Enrollments, Pullman Campus, 1992-97

	1997 # students	% change
African American	100	+49%
Asian American	177	+29%
Native American	154	+111
Hispanic American	204	+72%

Cbange In Multicultural Enrollments Branch Campuses, 1992-1997

	Tri.Cities		Spokane		Vancouver	
	#s	% chg	#s	% chg	#s	% chg
African American	6	50%	0	0	6	0
Asian American	25	100%	8	33%	23	475%
Native American	9	29%	2	0	12	200%
Hispanic American	67	290%	4	300%	26	430%

The numbers at Spokane, which is primarily a graduate campus, reflect the general need to "extend the pipeline" of minority students in higher education from the undergraduate to the graduate level.

Although in comparison to peer institutions WSU is doing well with increased multicultural enrollments, there is still work to be done to diversify the mix of the entering first-time freshmen. Initiative 1-200, recently passed by the voters in Washington State, represents some concerns for higher education. While the initiative does not repeal or amend any existing state statutes, its stated intent is to prevent discrimination or preferential treatment in public employment, public education, or public contracting. Some of the biggest concerns for higher education are the potential ban on programs that affect student admission and the recruitment of qualified minority faculty. However, the Higher Education Coordinating Board continues to make recommendations to increase minority participation, and to monitor and report on the progress of minority participation in higher education. The Governor of Washington has also offered guidance through Directive 98-1 (December 1. 1998). While not binding to higher education, it represents a thoughtful and considered approach to interpreting the requirements or prohibitions of Initiative 200.

WSU feels strongly that 1-200 will not affect outreach and recruitment programs designed to increase the diversity of applicants for admission and employment. Further, WSU is committed to recognizing ethnic student organizations and to the continuation of language assistance, counseling, or tutoring for students, regardless of ethncity.

Admissions Index Number (AIN)

The quality of the entering freshmen has risen since 1990. The average Admissions Index Number (AIN), a composite of high school grade point average (75%) and SAT (25%), has risen steadily. The average in 1990 was 47.29, while in 1998 it was 54.82. Women have consistently higher average AINs than men (see table next page). In that same period, the average SAT has risen, from 938 (1991) to 959 in 1998. The high school grade point average has also risen, from an average of 3.23 in 1988 to 3 A 1 in 1998. The increase in all measures suggests that preparation of incoming

freshmen has indeed increased in the last decade, in keeping with WSU's goal of academic excellence.

Mid-Career Assessment

WSU has designated three critical areas for university-wide assessments: writing, critical thinking, and quantitative reasoning. To date, the writing assessment is in place and functioning well; the critical thinking assessment is in its pilot phase; and the quantitative reasoning assessment process is under discussion. A math placement exam and a General Education Requirement in math are in place, but overall quantitative student learning outcomes have not been agreed upon.

University Honors College and General Education Mid-Program Evaluation

In the last two years, the University Honors College has implemented a mid-program assessment to capture students' suggestions and criticisms. The college decided to do the mid-program assessment for two main reasons: to encourage students to reflect on the education they are receiving and to gather feedback on the first two years of the curriculum. The college had found that the End of Program assessment was heavily weighted toward junior/ senior issues and that it received little information on the lower-division requirements.

The evaluations/assessments have resulted in the following changes;
- New course title and content for U H 350 from "Eastern Civilization" to "Global Civilization."
- New senior options requirement that gives students greater flexibility in completing a project in lieu of a traditional thesis.
- Continuing focus on how to integrate diversity issues throughout the curriculum.

General Education

Assessing student outcomes and program effectiveness is still very much a work in progress at WSU. While expensive in faculty preparation time, a broad interdisciplinary course of study of the kind WSU is implementing at Tier I ensures permanent institutional focus on enterng students, puts ranking faculty in front of freshman classes, and affords multiple opportunities both for assessment and for training a broad spectrum of faculty in the techniques and purposes of assessment. In addition, Tier I courses and the Freshman Seminar are, by virtue of their role as transition courses between the high school and college experiences, obvious places to check student progress and to measure their satisfaction! discomfort with the university experience. In recent years, the outcomes of core courses have been defined with greater attention to program goals (Le., quantitative skills, science literacy; cultural awareness, international or global understanding, and critical thinking) than have most aspects of the curriculum.

In 1997, a large statistical analysis of the student evaluations from the World Civilizations core courses was conducted. The study's outcomes have guided ongoing adjustments in the course and in the directions of faculty development.

Tier III capstones, when they are fully implemented, will be the main targets of assessment for higher level skills such as critical thinking.

University Writing Portfolio

Implementing the Writing Assessment Program has provided support for curricular reform and faculty development. Local evidence bears out the emerging sense that portfolios constitute more effective and more ethical assessments. Thus, WSU's innovative Writing Assessment Program allows the university to participate in the national movement to reform educational assessment.

The portfolio is designed as a diagnostic tool, but is also a graduation requirement. Further, it recognizes the top 10% of WSU students who will receive "Pass with Distinction" on their transcripts.

Key Findings

Student Progress. Student performance at entry and mid-career suggests that WSU's writing-enhanced curriculum works, that students in general progress as writers, and that students identified at entry as basic writers have moved out of that group by mid-career.

- At entry, 38% of students demonstrate a degree of weakness in writing ability that would hamper their progress through the EngI. 101 program and GER courses.
- By mid-career, only 9% of students receive a "Needs Work" designation on the Writing Portfolio.
- Studies suggest that students progress along a wide range of dimensions as a result of the writing experiences WSU's curriculum offers.
- Overall, almost 80% of students' essays at mid-career are judged, in blind rating sessions, to be superior to the essays those students wrote at entry.
- In an extensive "value-added" study, 92% of students made significant improvements between entry and midcareer in at least one significant area of writing ability, and student improvement spanned all significant measures: content, style, fluency, mechanics, and organization, as well as sentence length and syntactic maturity.

Average AIN by Ethnicity and Sex
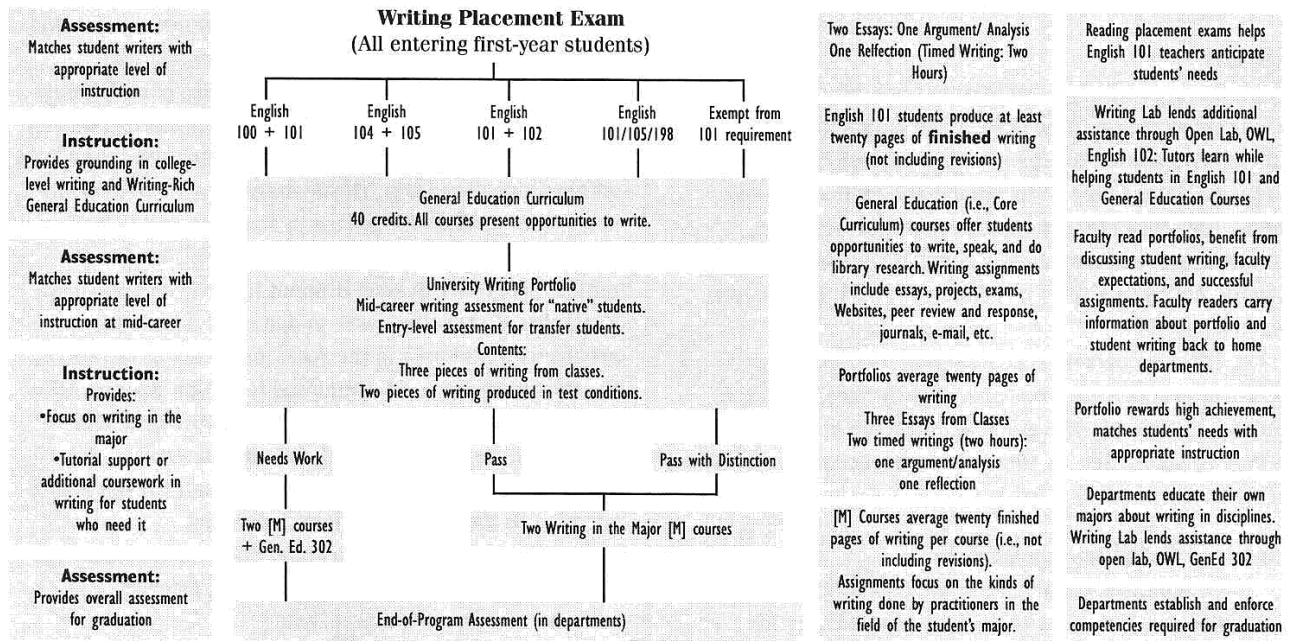**All Entering Freshmen**
Fall 1990-Fall 1998

	1990	1991	1992	1993	1994	1995	1996	1997	1998
All Students									
Men	45.60	45.79	42.60	46.15	46.78	48.76	62.15	53.35	52.12
Women	49.10	48.55	46.57	48.30	52.22	51.92	55.69	57.63	57.26
Total	47.29	47.27	44.52	47.19	49.38	50.30	53.98	55.60	54.82
Asian/PI									
Men	43.12	42.20	40.30	42.25	45.06	44.72	45.42	45.20	50.78
Women	49.10	42.40	49.73	49.07	52.94	50.74	48.72	55.72	53.84
Total	47.29	42.31	45.02	45.59	48.40	47.40	47.23	51.32	52.41
African Am									
Men	16.94	27.35	22.33	24.12	23.39	27.67	27.90	26.38	29.40
Women	34.47	30.21	31.59	38.38	35.07	38.44	38.37	37.91	41.18
Total	25.16	28.65	26.47	30.12	27.20	30.85	32.95	32.74	35.00
Native Am									
Men	36.29	43.50	48.75	33.57	42.67	44.05	50.19	66.06	42.81
Women	45.50	47.40	41.55	37.63	54.83	51.93	55.38	47.86	51.19
Total	41.71	45.94	44.58	36.39	51.41	48.62	52.68	55.53	47.00
Chicano/Latino									
Men	45.64	39.43	50.50	46.09	39.75	41.72	48.81	47.93	43.14
Women	47.55	38.00	41.64	36.37	55.07	42.17	52.06	48.02	50.75
Total	46.59	38.75	47.06	41.69	49.62	41.94	50.75	47.98	46.94
Causasian									
Men	46.51	46.77	43.25	47.54	48.44	50.05	53.27	54.72	53.70
Women	49.83	49.57	47.03	49.26	52.55	52.48	56.73	59.23	58.50
Total	48.11	48.29	45.10	48.37	50.40	51.25	55.07	57.06	56.25
Not Reported									
Men	52.46	45.07	36.85	50.31	36.58	56.78	56.11	52.38	52.93
Women	43.63	48.57	47.20	48.07	45.64	58.08	57.90	57.26	55.56
Total	47.96	45.76	40.30	49.27	40.91	57.34	56.86	54.90	54.14
International									
Men	52.00	-	-	41.00	-	0.00	45.00	-	60.00
Women	21.50	-	-	-	-	36.00	-	-	-
Total	31.67	-	-	41.00	-	18.00	45.00	-	60.00

Curriculum. Because the Writing Portfolio collects writing from students in classes across WSU's curriculum and at all levels within that curriculum, the portfolio allows some gauge of (1) the robust nature of writing as a part of WSU's undergraduate curriculum and (2) the extent to which faculty are involved in the effort to involve students in writing tasks.

- At a minimum, WSU students produce at least 100 pages of finished writing as part of their regular curriculum. This writing is distributed among at least 16 courses and two assessment experiences.
- Faculty assign writing at an unusually high rate for an institution of WSU's size and mission.
- Over the past four years, more than 1,300 different
- teachers have signed off on at least one piece of writing for a student's portfolio.
- . Over the past four years, at least two pieces of writing from each of 87 different departments and programs have been submitted as part of student portfolios.
- Results from students who are non-native speakers (NNS) of English indicate that WSU must address these students' special needs. Efforts are under way to develop more assistance, especially for NNS transfer students, who receive the "Needs Work" designation at a high rate (37%).
- Portfolio data allow WSU to determine which departments and programs are producing stronger writers and which are not: assessment provides indication of where resources are

needed most.

Overall, the Writing Assessment Program provides vital data that help faculty provide effective learning experiences for WSU students and that help the institution direct its limited resources where the need is greatest. These data also indicate that writing, a vital part of a university's curriculum, is in good health at WSU.

Writing Placement Exam
(All entering first-year students)

| English 100 + 101 | English 104 + 105 | English 101 + 102 | English 101/105/198 | Exempt from 101 requirement |

Assessment: Matches student writers with appropriate level of instruction

Instruction: Provides grounding in college-level writing and Writing-Rich General Education Curriculum

General Education Curriculum
40 credits. All courses present opportunities to write.

Assessment: Matches student writers with appropriate level of instruction at mid-career

University Writing Portfolio
Mid-career writing assessment for "native" students.
Entry-level assessment for transfer students.
Contents:
Three pieces of writing from classes.
Two pieces of writing produced in test conditions.

Instruction: Provides:
• Focus on writing in the major
• Tutorial support or additional coursework in writing for students who need it

| Needs Work | Pass | Pass with Distinction |

| Two [M] courses + Gen. Ed. 302 | Two Writing in the Major [M] courses | |

Assessment: Provides overall assessment for graduation

End-of-Program Assessment (in departments)

Two Essays: One Argument/ Analysis One Reflection (Timed Writing: Two Hours)

English 101 students produce at least twenty pages of **finished** writing (not including revisions)

General Education (i.e., Core Curriculum) courses offer students opportunities to write, speak, and do library research. Writing assignments include essays, projects, exams, Websites, peer review and response, journals, e-mail, etc.

Portfolios average twenty pages of writing
Three Essays from Classes
Two timed writings (two hours):
one argument/analysis
one reflection

[M] Courses average twenty finished pages of writing per course (i.e., not including revisions).
Assignments focus on the kinds of writing done by practitioners in the field of the student's major.

Reading placement exams helps English 101 teachers anticipate students' needs

Writing Lab lends additional assistance through Open Lab, OWL, English 102: Tutors learn while helping students in English 101 and General Education Courses

Faculty read portfolios, benefit from discussing student writing, faculty expectations, and successful assignments. Faculty readers carry information about portfolio and student writing back to home departments.

Portfolio rewards high achievement, matches students' needs with appropriate instruction

Departments educate their own majors about writing in disciplines. Writing Lab lends assistance through open lab, OWL, GenEd 302

Departments establish and enforce competencies required for graduation

Retention Rates and Dropouts /Noncompleters

The table Retention Data Across Peer Institutions (see next page) presents retention data taken from the Consortium for Students Retention Data Exchange (CSRDE), which compared retention data across peer institutions from 1989 through 1996. The data show WSU with higher retention rates than more selective institutions (average SAT 1030-1220) in almost all categories of students. Reasons for these successes are discussed below.

Between 1989 and 1996, and average of 83% of entering freshmen at WSU stayed for their sophomore year. During this same times pan, 73% stayed for their junior year. These rates are significantly better than more selective institutions. The retention rates for transfer students are lower than those for freshmen. Between 1989 and 1996, an average of 77% of students who transferred to WSU during this time remained at the university for a second year.

Gender

First- and second-year retention rates for females and males have remained very stable in recent years. During the years 1987 and 1993, 82% of freshman male students continued beyond their freshman year. Seventy-two percent continued beyond their sophomore year. By comparison, females were retained at a slightly higher rate than males, as 84% of them continued beyond their freshman year. The two-year retention rate for females was 73%.

Interestingly, female retention rates among transfer students are slightly lower than those for males. Between 1989 and 1996, 76% of female transfer students remained at WSU for two years compared to 78% for males.

Ethnicity

At 80%, the first-year retention rates for multicultural students were just three percentage points lower than the university's overall average. In fact, African Americans actually matched the 83% rate for the entire student body. The other ethnic groups brought the overall multicultural average slightly down as follows: Asian Pacific Americans (80%), Hispanics (78%), and Native Americans (77%).

At 70%, the second-year retention rate for multicultural students was also slightly lower than the university average. The group showing the most concern is Native Americans, as they recorded a second-year rate of 61 %.

University Mechanisms and Intiatives

There are three departments and one university-wide committee on campus with partial responsibility for monitoring student retention and developing initiatives to mitigate attrition. These units are Student Affairs, Student' Advising and Learning Center, Multicultural Student Services, and the Enrollment Management Council. Although the activities of these units are not tightly coordinated, collectively they are consonant with and responsive to Washington State University's Strategic Plan goals of "Expanded Access with Quality" and "Increased Diversity." Activities by unit are discussed below.

In 1995, Student Affairs conducted a study to determine reasons why students drop out of WSU programs. The Students Leaving WSU Survey was administered at the main and branch campuses, during the 1994-95 academic year. Consistent across the campuses, reasons for dropout out are:
   - family obligations, personal or medical reasons; financial problems;
   - decided to transfer to another college; and
   - dissatisfied with academic performance.

This study provided a serious beginning for many of the WSU initiatives to increase retention, now in place across the campuses. The study strategy, however, proved problematic since self-reports from students who have already decided to leave may not be accurate reflections of root causes for leaving. Students may also be resentful for having to complete a survey like this, potentially decreasing the validity of their responses. In addition, only 35.9% of those choosing to leave responded to the survey, limiting the generalizability of the findings. Nevertheless, findings from this study have informed the counsel of students during admissions and advising of students during the academic year.

The Student Advising and Learning Center (SALC) has several ongoing initiatives to deal with student retention. Realizing the difficulty of determining reasons why students drop out and the post hoc nature of such analyses, SALC initiatives seek to determine patterns and trends in student enrollment and performance across and within student cohorts. These analyses seek to develop behavioral profiles for groups of students and identify risk factors for dropping out. In this way, SALC is able to initiate programs to stem dropout in fairly specific ways. Examples of these analyses include: (1) ad hoc focus groups with students in the residence halls at the end of the freshman year; (2) examining retention data by AIN quartile, class, transfer vs. continuing students, and number of credits

completed; (3) alumni surveys; (4) CSEQ survey to end-of-year freshmen; and (5) the administration of the College Student Inventory.

The aforementioned data collection and analysis activities have generated programmatic interventions to increase retention, which include:

- peer advising,
- tutoring through SALC,
- tutoring in the residence halls,
- SALC representation at residence hall meetings to continually inquire into the academic life of students,
- requiring academically deficient students to participate in a self-examination and intervention process, and
- frequent communication with academic advisors about student risk factors and appropriate means of advising these students.

There are others. Constant examination of enrollment, performance, and survey data allows for continual program refinement and development, searching for ways to increase retention. Although it is difficult to unequivocally state which intervention generates the highest retention, collectively these strategies have shown some benefit in stemming dropout rates.

The Division of Multicultural Retention Services within the Office of Multicultural Student Services has the specific charge to monitor retention of multicultural students and develop strategies and programs to retain multicultural students. In 1997, a five-year Multicultural Student Retention Plan was developed with goals, objectives, and strategies. This plan is shaping many of the activities designed to increase multicultural student retention.

In Fall 1997, the Enrollment Management Council was established to monitor, among other things, university-wide retention initiatives. While still relatively new, this council is beginning to bring the retention activities on campus into focus.

University.wide Graduation Rates

WSU's six-year graduation rate compares quite favorably with rates of more selective institutions. In fact, WSU's rate is almost 10% higher than these institutions and just 4% lower than highly selective institutions. The six-year graduation rate improved steadily from 50.6% for 1990-91 graduates to 63.1 % for 1997-98 graduates.

The graduation rates for transfer students show that most students take longer than two years at WSU to graduate. In fact, for students entering between 1989 and 1994, 15% of transfer students graduated after two years at WSU. The graduation rate increased to 41 % for three years, 55% for four years, and 67% for six years at WSU.

As one would predict, there is a strong correlation between graduation rates and student preparedness upon entering WSU. For example, students who entered WSU as freshmen in 1990 with higher Admission Index Numbers graduated in higher numbers than those with lower Admission Index Numbers. Only 45% of students whose Admission Index Number fell within the first quartile (lowest) graduated from WSU in six years. In contrast, 80% of students with an Admission Index Number in the fourth quartile (highest) graduated in six years.

Cohort Characteristics	First-Time Entering Freshmen		Admission Test 1996 (Average Composite)		Retention Rates		Graduation Rates		
	Avg. Annual Undergrad.	%	ACT	SAT	After 1 Yr. (1989-96)	After 2 Yrs. (1989-95)	Within 4 Yrs. (1989-93)	Within 5 Yrs. (1989-92)	Within 6 Yrs. (1989-91)
Total									
Selective	177,979	100%	22.5	1,057	75.7%	63.9%	22.2%	42.8%	49.1%
WSU	2,294	100%		933	83.3%	72.6%	26.5%	55.5%	62.6%
Gender-Male									
Selective	82,573	46.4%	22.8	1,076	74.3%	62.6%	17.0%	38.6%	45.9%
WSU	1,140	49.7%		958	82.2%	72.1%	20.8%	52.7%	60.4%
Gender-Female									
Selective	95,406	53.6%	22.3	1,038	77.0%	65.0%	26.7%	46.4%	51.8%
WSU	1,153	50.3%		906	84.4%	73.1%	32.0%	58.2%	64.3%
Race-Black									
Selective	12,958	7.3%	19.1	941	73.3%	58.5%	12.1%	28.6%	35.9%
WSU	52	2.3%		776	82.9%	67.4%	18.5%	37.9%	48.7%
Race-Hispanic									
Selective	6,138	3.4%	20.7	997	70.2%	57.6%	13.0%	30.7%	37.8%
WSU	63	2.8%		867	77.7%	66.1%	15.0%	45.7%	55.1%
Race-Asian									
Selective	7,235	4.1%	21.5	1,065	80.9%	70.4%	19.6%	42.6%	52.6%
WSU	120	5.2%		921	80.3%	69.3%	21.1%	49.2%	57.9%
Race-American Indian									
Selective	1,488	.08%	21.2	1,012	61.4%	46.5%	9.2%	20.7%	26.5%
WSU	35	1.5%		928	77.4%	61.8%	16.5%	35.2%	41.0%
Race-White									
Selective	142,525	80.1%	22.9	1,071	76.1%	64.5%	23.4%	44.7%	50.6%
WSU	1,901	82.9%		938	83.7%	73.3%	27.0%	56.6%	63.4%
Race-Nonresident Alien									
Selective	2,301	1.3%	20.5	1,021	73.2%	61.4%	30.1%	45.5%	50.6%
WSU	52	2.3%		895	85.9%	71.8%	45.3%	60.5%	65.1%

Retention Data Across Peer Institutions, Average for 1989-96

Gender

For students entering in 1991, the six-year graduation rate for females at WSU was 64.5%. Males graduated in slightly smaller numbers at 61.6%.

Female transfer students consistently have the upper hand in graduation rates compared with male students. An average of 19% of females graduate from WSU after two years, 46% after three years, and 61 % after four years. In contrast, 16% of male transfer students graduate after two years, 45% after three years, and 59% after four years.

Ethnicity

For this time period, the six-year graduation rate for multicultural students (African American, Asian Pacific American, Chicano/Latino/Hispanic, and Native American) lagged behind the rate for the overall student body. All the multicultural groups combined posted a 55% graduation rate—seven percentage points behind the overall average for the university. Asian Pacific Americans recorded the highest six-year graduation rate at 57.9%, followed by Hispanics at 55.1 %, African Americans at 48.7%, and Native Americans at 41.0%.

While the six-year graduation rate steadily increased university-wide over time, the rates for multicultural students have been much less predictable. African Americans improved their rate from a low of 32% for 1987-88 freshmen to a high of 54% for 1990-91 freshmen. In spite of an unusual year for Native Americans when they posted a graduation rate of 72%, the mean rate over four years

decreased from 46% to 42%. In contrast, the rate for Asian Pacific Americans steadily increased from 53% to 63%, and the Hispanic rate jumped from 50% to 65%, only to drop off to 56% for 1990-91 freshmen.

Just as fewer multicultural freshmen graduated in six years than the overall student population, so did multicultural transfer students. An average of 29% of students of color who started between 1989 and 1993 graduated after three years at WSU. This compares to 41 % for the overall student body-a 12% difference.

Even after a fourth year at WSU, an 11 % gap exists between multicultural students and the overall population.

Summary

Washington State University's graduation and retention rates are very good in comparison to more selective institutions. The rates in both categories have improved during the past decade. In all probability, many factors have contributed to this positive trend. WSU's Six-Year Retrospective Assessment Report highlights several institutional changes made to ensure the delivery of an enriched learning experience. Perhaps the most visible change is the integration of WSU's Writing Program into the General Education Program (highlighted in this chapter). This change came on the coattail of a major reform within the General Education Program. Adding to this reform is a significant increase in the use of technology in classroom teaching. Multimedia presentations have added to the richness of information shared with students and increased student satisfaction with their courses.

While WSU has never lost its focus on research and public service, many changes of the past decade center on improved teaching. The university established a Teaching Portfolio for all new and junior faculty. A Center for Teaching and Learning Center was established to add support and foster a network among the teaching community. Participation in faculty development programs were strongly encouraged. Freshmen Seminars were initiated. All of these contribute to a better learning experience for the students.

Changes in the student services units on the Pullman campus reflect its residential nature. Offices such as the Student Advising and Learning Center and Multicultural Student Services have strengthened their programs to advise students and support incoming students. The Office of Residence Life has developed theme halls and ways to link the learning and living communities. Other offices are implementing programs that are expected to improve student satisfaction significantly over the next decade throughout the multi-campus system. The Office of the Registrar recently implemented METRO, an on-line registration system at all of the four WSU campuses. The Office of Admissions is working with academic colleges to develop formalized articulation agreements for transfer students. All of these initiatives directly or indirectly contribute to the university's graduation and retention rates.

End-of-Program Assessment

Just as important to asking what academic qualities new students should bring into the university, institutions also need to ask what academic qualities graduating seniors should carry with them as they enter the competitive work force. Washington State University wants to provide all students with the necessary tools to be successful in their chosen careers. A major aspect of the university's mission, as outlined in its Strategic Planning Document, is to provide students with an enriched learning experience that will better enable graduates to become happy and productive citizens. As defined in this document, enriched learning provides students with a liberal arts education as well as the specialized emphasis provided by their majors, ensuring that graduates are able to think critically, utilize computer technology, possess strong quantitative skills, and express themselves orally and in writing.

If graduation rates and retention rates are any indication of WSU's success in providing students what they want and need from their college experience, it appears the university is performing quite well. Alumni surveys also affirm that graduates are prepared for work or further education.

End-of-Program Assessment Plans for FY 1997-98 by College

A total of 59 departments offer undergraduate programs in the 10 colleges at WSU. All departments submited plans for conducting End-of-Program (EOP) assessments of their undergraduate degree programs in 1991. Most departments have been conducting EOP assessments regularly and reporting on their findings and use. These reports are maintained in the assessment office and in the home departments as well. Below is a summary of the status of End-of- Program assessment by college.

In Fall 1990 the university established a policy governing the establishment and maintenance of a system for regularly assessing the quality of students graduating from every WSU undergraduate degree program. At least once a year, starting in the 1991-92 academic year, each program was expected to apply its End-of-Program assessment plan to the students expected to receive an undergraduate degree within a year's time. Departments were encouraged to identify what they saw as their educational objectives and what they viewed as the nature of "quality" in a student graduating from their program. The assessment office developed a Guide for End-of-Program Assessment that assisted departments in designing their plans. Some departments selected standardized tests; others elected to use capstone courses, internships, interviews, surveys, and other means of assessing their graduates. All academic departments at WSU submitted End-of-Program assessment plans, and these plans were reviewed and summarized in a brief report.

Most departments have implemented their plans, but many are revisiting the plans developed in 1991 and revising them to better reflect the current status of their faculty, students, and curricula. There is considerable variety in how the results of these assessments are being used. The Assessment Coordinator is continuing to work with departments to assist them in implementing their plans and to identify ways of making assessment results useful for curricular planning. All departments are being encouraged to design plans that will provide useful data for deciding on curricular improvements.

	Plan on File	Needs Update	Yes	No
College of Agriculture and Home Economics				
Ag Econ	x		x	
Animal Sci	x	x	x	
App Merch & Int Design	x	x	x	
Biological Sys Engr	x	x	x	
Crop & Soil Sci	x	x		x
Entomology	x		x	
Food Sci & Hum Nutrition	x			x
Hort & Land Arch	x		x	
Human Development	x		x	
Natural Res Sci	x			x
Plant Pathology	x			x
Statistics	x	x		x
College of Business and Economics				
Acct & Bus Law	x	x	x	
Finance	x	x	x	
Mgmt & Systems	x	x	x	
Marketing	x	x	x	
Hotel & Rest Adm	x	x	x	
Economics	x	x	x	
College of Education				
Ed Lead & Couns Psych	x	x		x
Teaching & Learning	x	x	x	
Kinesiology & Leisure Std	x	x	x	
College of Engineering and Architecture				
School of Arch & Cons Mgmt	x			x
Chem Engr	x		x	
Civil & Env Engr	x	x		x
School of Elec Engr & Cpt Sci	x	x		x
Mech & Materials Engr	x	x		x
College of Liberal Arts				
American Studies Program	x			x
Anthropology	x	x		x
Asia Program	x			x
School of Communication	x		x	
Comp American Cultures	x	x		x
English	x	x		x
Fine Arts	x		x	
Foreign Lang & Literatures	x	x		x
General Studies	x			x
History	x		x	
Music & Theater Arts	x	x	x	
Philosophy	x		x	
Pol Sci & Crim Justice Program	x	x		x
Psychology	x		x	
Sociology	x		x	
Speech & Hearing Sci	x		x	
Womens Studies	x	x	x	
College of Pharmacy				
Pharmaceutical Sciences	x	x	x	
Pharmacy Practice	x	x	x	
College of Sciences				
Biochemistry & Biophysics	x			x
Program in Biology	x			x
Chemistry	x	x		x
Env Sci & Regional Planning	x	x		x
Geology	x	x		x
Mathematics	x		x	
Microbiology	x			x
Physics	x	x		x
Zoology	x	x		x
Genetics & Cell Biology		x	x	
College of Veterinary Medicine				
Vet & Comp Anatomy, Pharm, & Phys	x		x	
Vet Clinical Sciences	x		x	
Vet Microbio & Path	x		x	
ICNE/College of Nursing	x		x	
TOTAL of 59 departments, 9 colleges	**33**	**32**	**31**	**28**

College of Agriculture and Home Economics

Agricultural Economics. The EOP plan prepared in 1991 is being used to assess majors. The department evaluates students on overall grade point average, final grades in four capstone courses, and performance on major student projects/papers in the capstone courses. The results for the 1997-98 academic year are on file and indicate that graduating majors are all either accepted into graduate programs or are employed in professional positions.

Animal Sciences. The EOP plan prepared in 1991 is being used to assess majors. The department examines overall grade point average, performance in a capstone course, and responses to an exit survey. The results for the 1997-98 academic year are on file, and the department reports that assessment results have been used to support expansion of the curriculum.

Apparel, Merchandising, and Interior Design. The EOP plan prepared in 1991 is being used to assess majors. However, the department is reviewing and updating its plan to address a recently developed new strategic plan. For its assessment the department conducts an exit survey and an exit interview of all graduating seniors of both AMT and ID majors. Job placement data are examined for placement by AMT and ID majors. Additionally, the department reviews creative design portfolios for ID majors at the sophomore and senior year, the performance in ID 425, an interdisciplinary capstone course, and the results of the regular six-year FIDER professional accreditation. Results of EOP since 1991 have been used to revise the curriculum and develop the strategic plan. Results for the 1997-98 academic year are the national exam in October 1998.

Horticulture and Landscape Architecture. The EOP plan prepared in 1991 is being used to assess majors. although the department is currently reviewing and updating the plan. For assessing its majors. the department uses performance in required internships. exit interviews. performance in capstone courses. results of an annual jury of student work. and the results of a regular five-year professional accreditation. The results of the 1997-98 academic years are available and have been used to make changes and improvements in the departmental curriculum.

Human Development. The EOP plan prepared in 1991 is being used to assess majors. and the department is reviewing the plan as well. The department conducts a survey of its graduating seniors. and an exit interview is conducted by the department. The department also analyzes statistical data on grade point averages and collects summary data on internship experiences. The department has results of the 1997-98 academic year on file and has been reporting assessment findings regularly for each year of its existence. Assessment results are used to evaluate and improve the curriculum.

Natural Resource Sciences. The EOP plan prepared in 1991 is being used to assess majors. The department uses a survey questionnaire to provide consistency in the questions asked each year and to facilitate comparisons between annual assessments. The results for the assessment conducted for the 1997-98 academic year graduates are not yet available. A draft proposal to revise the EOP assessment has been prepared and will be reviewed by the department in 1998-99.

Plant Pathology. The EOP plan prepared in 1991 is being used to assess majors. The department relies on an oral exit interview of 1 or 2 hours that is administered late in the first semester of the graduate's senior year. Several faculty participate in the interview including the department chair. There were no undergraduate majors in the most recent academic year.

Program in Statistics. The department has no undergraduate majors, but instead offers a Master's in Statistics. An assessment plan developed in 1993 is used to assess students pursuing this degree.

The program's assessment plan is comprehensive and includes collecting baseline grade point averages, GRE scores and other incoming data on students. Each year midterm assessments are conducted and judgments made about each student's progress. Students take a master's oral exam and prepare a written thesis. Alumni satisfaction is obtained two years after graduation, and employers of graduates are also contacted and asked for an assessment of satisfaction. No results for the most recent academic year are available.

College of Business and Economics

The EOP plan prepared in 1991 is being used to assess majors. The college is divided into five departments and two programs: Accounting and Business Law; Economics; Finance, Insurance and Real Estate; Management and Decision Sciences, Marketing, the Program in Hotel and Restaurant Administration, and the Program in International Business. The departments and programs are located on the Pullman campus as well as WSU Tri Cities and WSU Vancouver campuses. The college as a whole uses the Educational Testing Service Major Field Achievement Test in Business to assess the performance of majors. The version for economics is used for those students receiving a Bachelor of Arts in Economics. The college administers this test three times a year toward the end of each semester (Fall, Spring. and Summer). It is administered in the senior capstone courses in business, and students must take the exam or risk receiving an incomplete grade for the course.

Historical results for all graduating classes are available from the inception of the testing program. A statistical analysis of the performance of the students taking the test during the 1997-98 academic year is available.

In addition to this nationally standardized achievement test every other year the College of Business and Economics surveys by mail its entire graduating class with a consumer satisfaction survey about the students' experiences in their program. This survey includes an extensive section on employment and earnings since graduation. In between, a smaller survey of the same general design is administered to all of those graduates who have an e-mail address. At this time, or the extensive survey, results are available for the 1992 and 1994 graduating classes. An informal report on the most recent e-mail survey of the 1998 baccalaureate graduates is available from the Office of the Dean.

College of Education

Three departments make up the College of Education. All three departments have undergone significant restructuring during the past few years. Thus, their End-of-Program assessment plans, which were initially developed in 1991, are being extensively revised.

Teaching and Learning. The department's EOP assessment plan is currently being reviewed and updated. Because of substantial changes in the department's structure and curriculum, assessment of majors has been limited. and results for 1997-98 are available. The department will implement its new EOP assessment plan with majors in the 1998-99 academic year.

Kinesiology and Leisure Studies. The department's EOP assessment plan is currently being reviewed and updated. Because of substantial changes in the department's structure and curriculum, no assessment of majors has been conducted, and no results are available. The department will implement its new EOP assessment plan with majors in the 1998-99 academic year.

Educational Leadership and Counseling Psychology. The department offers two undergraduate

degree programs, one in Sport Management and a minor in Leadership Studies. EOP assessment plans include recording each semester's grade point average for each graduate; examining the results of the Writing Portfolio; conducting exit interviews; and obtaining evaluations of internship supervisors. In addition, the department expects to collect employment and placement information every three years and to use the results of external accreditations. No results are currently available, as these programs are new and won't produce graduates until the end of this year.

College of Engineering and Architecture

The College of Engineering and Architecture has embarked on a mission to develop a comprehensive framework for student outcomes assessment activities, appropriate to the various departments and programs in the college, that will also satisfy applicable accreditation criteria. The college has formed an outcomes assessment task force, which is reviewing departmental End-of-Program assessment plans and developing new assessment procedures. These will require programs to define their educational objectives and student outcomes, develop a process for measuring the extent to which performance goals are reached, and provide feedback of the assessment information to the programs in order to improve the educational process.

School of Architecture. The EOP plan prepared in 1991 is being used to assess majors in three separate programs: Bachelor of Architecture, Bachelor of Science in Architectural Studies, and Bachelor of Science in Construction Management. The assessment of majors involves several different approaches including: periodic jury evaluation of student performance in studio courses; performance on the National Council of Architectural Registration Board (NCARB) licensing exam; periodic alumni surveys; job placement surveys; and periodic surveys of employers. No results for the most recent academic year are available.

Chemical Engineering. The EOP plan prepared in 1991 is being used to assess majors. The department's EOP assessment plan consists of four elements: national accreditation of the program every six years by the Accreditation Board for Engineering Technology (ABET); job placement of graduates as obtained through an annual survey of graduates; performance on a statewide engineering fundamentals examination given to graduating seniors every year; and faculty assessment of students' performance in capstone courses. Results for the most recent academic year are available.

The EOP plan prepared in 1991 is out of date, and the department is currently reviewing and revising it. The department's EOP assessment plan consists of four elements: national accreditation of the program every six years by the Accreditation Board for Engineering Technology (ABET); performance on a statewide engineering fundamentals examination given to graduating seniors every year; faculty assessment of students' performance in capstone courses; and input from the department's advisory committee, which is comprised of industry representatives who have hired graduates of the department. Because of the changes in the EOP plan, no results for the most recent academic year are available.

School of Electrical Engineering and Computer Science. The EOP plan prepared in 1991 is being used to assess majors; however, the department is also updating its plan. The department's EOP assessment plan consists of five elements: national accreditation of the program every six years by the Accreditation Board for Engineering Technology (ABET); performance on a statewide engineering fundamentals examination given to graduating seniors every year; faculty assessment of

students' performance in capstone courses; input from the department's advisory committee, which is comprised of industry representatives who have hired graduates of the department; and an annual graduating senior survey. Because of the changes in the EOP plan, no results for the most recent academic year are available.

Mechanical and Materials Engineering. The EOP plan prepared in 1991 is being used to assess majors; however, the department is also updating its plan. The department's EOP assessment plan consists of four elements: national accreditation of the program every six years by the Accreditation Board for Engineering Technology (ABET); performance on a statewide engineering fundamentals examination given to graduating seniors every year; faculty assessment of students' performance in capstone courses; and input from the department's advisory committee, which is comprised of industry representatives who have hired graduates of the department. Because of the changes in the EOP plan, no results for the most recent academic year are available.

College of Nursing/Intercollegiate Center for Nursing Education

The EOP plan prepared in 1991 is being used to assess majors. The Intercollegiate Center for Nursing Education has a comprehensive assessment plan. All graduates must successfully pass the National Council Licensure Examination. In addition, all graduates are surveyed to determine their place and type of employment and their opinion of the adequacy of their education. A report of the results of the EO P administration in the 1997-98 year is available.

College of Liberal Arts

American Studies Program. The EOP plan prepared in 1991 is being used to assess majors. The program requires its majors to enroll in a capstone course, Engl. 470, the American Culture series. Students' grades in this capstone course are used as the principal assessment measure for the program. This is supplemented by a brief narrative description of each student's performance in the course. The department also has plans to formalize an exit interview process as the primary means of assessment. No results for the most recent academic year are available.

Anthropology. The department has changed several elements of its 1991 EOP plan. It currently assesses its majors through a comprehensive exit interview, which is an open-ended discussion lasting up to 1 hour conducted by the student's major advisor. The department now also requires all majors to enroll in a capstone senior seminar, Anth, 490-lntegrative Themes in Anthropology, and students must perform at a minimum of a C- level in order to graduate. Because of changes to the assessment plan, a report for last year is not available.

Asia Program. The program uses as its EOP assessment plan an exit interview with each graduating student. The interviews are conducted by the director of the program, who also prepares a synopsis of each interview and compares the results with previous years' synopses. No results for the 1997-98 year have been reported.

School of Communication. The EOP plan prepared in 1991 is being used to assess majors. The school has three components to its EOP assessment plan. First, all majors are required to take a senior seminar in their field of specialization. The seminars evaluate whether students have achieved the learning goals of the school, as reflected in term papers, instructor comments, and course grades. Second, the best qualified majors (those with a 3.0 or better grade pOint average who have completed designated advanced professional courses) participate in internships and have their performance evaluated by an on-site supervisor and a faculty director. Third, there are occasional

surveys of graduating seniors to obtain information about students' evaluations of their education in the School of Communication. The next survey is scheduled for implementation in Spring of 1999. Results for the most recent academic year are available.

Comparative American Cultures. The department is using the 1991 EOP plan for assessing its majors, although it is revising the plan because of changes in its faculty and curriculum. The current EOP plan has two components. The first is an examination and/or research paper that all majors get in a required senior seminar, CAC 401-Seminar in Culture and Power. The second is an exit interview of each graduating student to be held with the department chairperson and a representative of the ethnic area that the student has selected as the major emphasis. No assessment results are available for the 1997-98 academic year.

Fine Arts. The department is using the 1991 EOP plan for assessing its majors. The Department of Fine Arts requires its majors to develop a gallery exhibition of their work, under the guidance of a major professor. Prior to the exhibition, the student develops a written statement describing the content of the exhibit and the issues involved in the work. The faculty advisor and at least two other faculty members critique the student's work. The faculty advisor prepares a written report on the outcome of the review. In addition, students may participate in an exit interview with the area coordinator or department chairperson. In the year following graduation, a questionnaire is sent to graduates soliciting information on their employment and other aspects of their education. The department has prepared a report on the results of the EOP assessment conducted for majors in the 1997-98 academic year. The results of this assessment are being used to make substantial curricular modifications.

English. The department's EOP assessment plan is currently under revision, so that in the future graduates will be required to assemble and maintain a portfolio containing elements of the student's work throughout their major courses, including: a sample of work from Engl. 302; an evaluation checklist of strengths and weaknesses indicated by the Engl. 302 instructor; the student's statement of principles; a copy of the student's major paper in the senior seminar; an evaluation checklist from the capstone course; and a completed exit questionnaire. The department has a summary report of the results of implementing the assessment on majors graduating in previous years.

Foreign Languages and Literatures. The department has been using the 1991 EOP plan for assessing its majors but is making changes because of past inadequacies in the procedures. In the past, a brief oral interview in the target language was given to a sample of graduates. Currently, the department is adopting the following assessment mechanisms: a rating scale developed by the American Council on the Teaching of Foreign Languages; a senior seminar in the target language in which a grade of 80 or above is achieved; an alumni survey which assesses job placement, graduate school admission, and program satisfaction; and preparation of a portfolio of outstanding assignments. No assessment results are available for the 1997-98 academic year.

General Stndies. The program has been working to develop an EOP assessment plan to meet the various needs of students in its multiple options. The program is considering development of a professional portfolio of writing to be used in a capstone course. No assessment results are available for the 1997-98 academic year.

History. The department uses its 1991 EOP plan for assessing majors. For the most part, this assessment consists of a capstone course, Hist. 469—Seminar in History. This course is required of all history majors and requires the production of a 20- to 25-page research paper, using primary

sources, on a historical topic. This course is intended to teach students skills that all historians must master. All members of the history faculty offer sections of the course on a regular rotating basis. In addition, course instructors prepare brief written evaluations of each student enrolled in the course. The results of the EOP plan for the 1997-98 year have been reported and are on file in the department office.

School of Music and Theatre Arts. The school has been using the 1991 EOP plan for assessing its majors but is revising it. The school has a comprehensive assessment program for each of its degree programs. Students in the Theatre Program are required to take a minimum of 2 credits of Drama 402-Production Analysis, which is the capstone course for the program. In the Music Program the area faculty evaluate students at the end of each semester in a Jury Examination. All music students are also required to successfully complete the Piano Proficiency Examination. Graduates are also required to take upper-division examinations that are performance and oral tests lasting 30 minutes and evaluated by a faculty member outside of the student's applied area. Student recitals are evaluated by a committee of three faculty. Music and theatre education majors are also evaluated during student teaching by faculty from the College of Education. The department's assessments are also reviewed by the National Association of Schools of Music, the state Office of the Superintendent of Public Instruction, and the National Council on Accreditation of Teacher Education. Results for the 1997-98 academic year are available.

Philosophy. The department has been using its 1991 EOP plan for assessing its majors. The department requires each of its majors to submit a portfolio of written work during their last semester prior to graduation. Three papers must be submitted that were written during the student's junior or senior year. The portfolio is evaluated on the basis of breadth of knowledge of philosophy, ability to do philosophy, and ability to write coherently and effectively on topics of philosophical significance. In addition, all majors participate in an exit interview with a committee of three faculty members who also review the student's portfolio. The department has reported the results of its 1997-98 academic year assessment.

Political Science and Criminal Justice Program. The department and the program use their 1991 EOP plan for assessing majors. They have several components to their EOP assessment. First, the department and program are engaged in an ongoing review of their own courses in comparison with the course coverage and materials from comparable courses at other leading universities. Second, the department and the program offer an optional seminar course for a representative group of seniors. The seminars involve preparation of a research paper, tests of lecture material, and exit interviews with professors. Third, many majors participate in internships, and the department is improving its system of evaluations of students' performance in these internships. Fourth, the department compiles and uses scores on the LSAT and LSDAS examinations. The entire EOP plan is currently under review by departmental faculty. Results for the 1997-98 academic year are not available.

Psychology. The department has been using its 1991 EOP plan for assessing its majors, although the department is making substantial additions to the plan. The department uses Psych. 401-Historical Development of Psychology-for its EOP assessment. The course includes objective examinations that cover the breadth of psychology along with at least two original papers examining the historical development of contemporary areas of theory or research. The WSU Vancouver campus has also required majors to take the ETS standardized test in psychology. On the Pullman

campus, the department has developed its own examination that will be administered for the first time this year. The department is also preparing an exit survey of its majors for next year. The results of 1997-98 academic year are available.

Sociology. The department's plan includes a comprehensive system for assessing its majors, which begins in the very first course in sociology. Students attending Soc. 101-Introduction to Sociology are required to write a brief statement. This statement is used to assess writing ability and is compared with later examples of students' writing. Majors are required to maintain a portfolio of their work marking growth and development through the major. Each semester, the department conducts a focus group of students to obtain student feedback on areas of concern in the undergraduate program. Periodically, the department conducts surveys of its recent graduates to obtain information on the value of the sociology degree to its students. The department has submitted a report on the results of implementing its plan for the students graduating in the 1997-98 academic year. The results of this assessment are currently being used to make reductions in class size, streamline and specialize the career preparation component, and make enhancements to Writing in the Major courses.

Speech and Hearing Sciences. The department has been using its 1991 EOP plan for assessing its majors. The department's EOP assessment involves an intensive pre-internship review board conducted during the student's first semester of the senior year and a final evaluation of the student's competencies as demonstrated during a public school internship. The Washington State Office of the Superintendent of Public Instruction specifies competencies. Review boards are conducted by a two-member team of department faculty members. They require the student to present a 15-minute videotape demonstrating his or her implementation of a treatment procedure with a school-age communication disordered student. The review board rates performance on a five-point scale. The department is currently revising its assessment procedures for next year. Results of the 1997-98 academic year are available.

Women's Studies Program. This is a new program this year. The program's EOP assessment involves enrollment in W St. 481—Theoretical Issues in Women's Studies, a capstone course. Students are required to write a research paper or develop a research project and to prepare an oral presentation of their findings. As a new program, no results for the last academic year are available.

College of Pharmacy

The EOP plan prepared in 1991 is being used to assess majors. The College of Pharmacy has two departments that are primarily included in its assessment focus: Pharmaceutical Sciences and Pharmacy Practice. The college uses the results of the National Association of Boards of Pharmacy Licensure Examination (NABPLEX) for assessing the performance of its graduates. The NABPLEX is a national examination used by state boards of pharmacy as part of their assessment of candidates' competence to practice pharmacy. Although only graduates seeking licensure are required to take this examination, virtually all of the college's graduates take the exam. The results of the exam are reported to the faculty and used to make decisions about curricular changes. The results of the assessment of graduates from the 1997-98 academic year are available for doctoral students. Additionally, the college's faculty has recently approved a skills assessment and certification process that will be added to the EOP assessment plans for the next academic year.

College of Sciences

Biochemistry and Biophysics. The department requires its majors to successfully complete BC/BP 499, which requires a research project in a laboratory of one of the active research faculty. Students prepare a short report that is reviewed by the faculty member and is submitted to the department chairperson for approval. No results for the 1997-98 year have been reported.

Program in Biology. The EOP plan prepared in 1991 is being used to assess majors. The department asks its graduating seniors to forward the results of standardized tests that they take to enroll in advanced graduate programs. For example, some students take the Allied Health Examination, and students in the Education Option can take the ETS's Major Field Achievement Test in Biology. In addition, students going on to graduate school will be asked to have their test scores on the Graduate Record Examination and other similar tests forwarded to the department for review. No results for the most recent academic year are available.

Chemistry. The EOP plan prepared in 1991 is still the basis for assessing majors; however, the department is making several changes to improve it. The department requires its majors to take either Chem. 495 or Chem. 498, which are independent study projects evaluated by teams of four faculty. The department is currently investigating the suitability of using standardized ACS exams for its majors. Reports on the results of the assessment are kept in the departmental office. No assessment results are available for 1997-98.

Environmental Science and Regional Planning. The EOP plan prepared in 1991 is being used to assess majors. The department uses a capstone course, ESRP 444—Environmental Assessment, for all of its majors. The course includes testing of both writing and verbal skills. The department is adding an exit interview to the EOP plan for this year to better assess individual performance. No assessment results are available for the most recent year.

Genetics and Cell Biology. The department offers two degree options, one in Applied Genetics and Cell Biology, and another in Molecular Genetics and Cell Biotechnology. The EOP plan calls for both majors to take a senior course requiring them to prepare a paper that is submitted to the faculty instructor and presented orally either in class or to all departmental faculty. The paper and the oral presentation are graded. The department is streamlining the EOP process to make it common to both majors. While grades have been recorded, no assessment results have been submitted.

Geology. The EOP plan prepared in 1991 to assess majors has become outdated, and the department is currently developing a new plan. In the past, the department required all graduating seniors to take the ETS Major Field Achievement Test in Geology during Spring semester of each academic year. This test has been dropped by ETS and is no longer available. The department has not reported assessment results since ETS has dropped this test.

Mathematics, Pure and Applied. The department requires all graduating seniors to take the ETS Major Field Achievement Test in Mathematics during each academic year. In addition, a portfolio for each student is maintained that includes the student's transcript, final exam results from upper-division mathematics courses, course projects, and writing samples. A Committee on Assessment evaluates portfolios on a 7-point numerical scale for students' competency in communication skills, procedural knowledge, and conceptual knowledge in mathematics. A report of the results of the 1997-98 year is available.

Microbiology. The EOP plan prepared in 1991 is being used to assess majors. The department requires all majors to enroll in Micro. 496-Senior Project in Microbiology. Graduates are required to

satisfactorily complete a minimum of one semester of research in a specific faculty member's laboratory or complete an extensive library project under the supervision of a faculty member. In both options the graduate is required to prepare a written report and to present a senior seminar on the report. Once each year, the department chairperson and the faculty review the results of the assessment. Results for the most recent academic year are not available.

Physics. The department requires all graduating seniors to take both the math and verbal aptitude portions of the GRE test, as well as the advanced test in physics. Students must also enroll in Phys. 490, a capstone seminar in which students must prepare term papers based on their research projects and library readings. An oral exam conducted before a faculty committee is also required. No results for the most recent academic year are available.

Zoology. The department requires all graduating seniors to take a standardized examination during his or her senior year. The test can be one of the examinations used for application to a professional program (MCAT, VCAT, OAT, or GRE). Those students not taking one of these exams take the ETS Major Field Achievement Test in Biology. No results have been reported for the 1997-98 year.

College of Veterinary Medicine

The College of Veterinary Medicine includes three departments that offer a B.S. degree. These departments include Veterinary and Comparative Anatomy, Pharmacology, and Physiology; Veterinary Clinical Sciences; and Veterinary Microbiology and Pathology. The EOP plan prepared in 1991 is being used to assess majors. The EOP plan for the college includes a number of elements: exit interviews; performance in internships; presentations of senior seminar papers; and performance on state and national board examinations. Results for the most recent academic year are available.

Graduate Education

Washington State University recognizes graduate education as advanced study that includes specialized knowledge and concentrated study in an area of interest. It is characterized at WSU by individualized study and the development of mentor relationships between faculty and graduate students. As an integral part of graduate education, students participate in the discovery and application of knowledge through research and scholarship with a greater focus on in-depth study of particular interest. Graduate education at WSU requires that students develop an intellectual curiosity and creativity beyond that experienced at the undergraduate level.

Graduate study has a rich history at WSU. The first graduate degree (M.S. in Botany) was conferred in 1902 and the first doctoral degree (Ph.D. in Bacteriology and Public Health) was conferred in 1929. By the end of 1997, WSU had granted 18,182 master's and 6,145 doctoral degrees. More than 900 Graduate Faculty and research scientists work closely with the nearly 3,000 graduate students throughout the multi-campus system.

Currently, WSU ranks among the top 100 colleges and universities in terms of federal funds generated, among the top 100 in terms of endowment, and meets the criteria for Carnegie Research I institutions.

The Graduate School

The Graduate School is committed to helping graduate students become scholars, effective researchers, and masters of disciplinary and interdisciplinary knowledge. To these ends, the Graduate Faculty emphasizes both independent scholarship and research and classroom learning. All graduate students are expected to participate in research as partial fulfillment of the requirements for advanced degrees. WSU provides state-of-the-art equipment for the conduct of research in its research centers and academic units. Student enrollment in graduate classes and seminars is limited, ensuring an active exchange between students and professors. The close relationships between students and faculty members and common aims of all involved in graduate education create an atmosphere that stimulates intellectual curiosity.

The Office of the Dean of the Graduate School is responsible for the development and administration of graduate programs at WSU Pullman, WSU Spokane, WSU Tri-Cities, and WSU Vancouver. This office coordinates both the university-wide graduate recruitment effort (especially for the recruitment of students from underrepresented groups) and the training of graduate teaching assistants. In addition, the Graduate School coordinates the Summer Fellows Program, Preparing the Future Professoriate Program. Tribal Needs Study implementation and the PLUS Program.

Beginning in August 1997, the position of the Vice Provost for Research and the Dean of the Graduate School was split. The Graduate School is responsible for the admission of graduate students, monitoring graduate students' progress toward degrees accepting and approving theses and dissertations, certifying the successful completion of graduation requirements, certifying eligibility of graduate students to hold assistantships, aiding departments in the recruitment of graduate students administering a training program for graduate teaching assistants and a travel grant program for graduate students and reviewing existing graduate degree programs.

In addition, the Graduate School insures collaboration with the Graduate Faculty through the Graduate Studies Committee for reviews of graduate programs; reports on graduate education to the HECB; and manages the development, approval, and interpretation of Graduate School and university policies pertaining to graduate education and graduate student research. For 1997-99, the Graduate School organization includes the following positions.

- Interim Dean (.75 FTE)
- Assistant Dean (.75 FTE)
- Associate Dean (.50 FTE)-vacant position
- Interim Coordinator. Individual Interdisciplinary
- Doctoral Program (.50 FTE)
- Executive Assistant (.50 FTE)
- Administrative Assistant (.50 FTE)
- Programs Staff (2.5 FTE)
- Admissions Staff (6.0 FTE)
- Support Staff (1.0 FTE, 1.0 FTE)
- Graduate Student Staff Assistants (2 persons, 1.0 FTE)

Graduate Degree Programs

Graduate education has continued to expand and is now offered in nine colleges on the Pullman campus and at branch campuses in Spokane, Tri-Cities, and Vancouver. In Fall 1997. 2,019 students

were enrolled in graduate programs at WSU Pullman and 946 were enrolled at the branch campuses.

The Graduate School supports the development of interdisciplinary programs that have a recognized, legitimate core of research activity. yet are not limited to artificial philosophic or academic boundaries. Although a number of interdisciplinary graduate degree programs have faculty and draw resources from more than one college, the Individual Interdisciplinary Doctoral Degree Program is housed in the Graduate School.

Interdisciplinary Doctoral Degree Program

The Graduate School provides the opportunity for graduate students to prepare a program of study leading to the degree Doctor of Philosophy or Doctor of Arts outside the area of any department or program presently authorized to offer the doctoral degree.

Graduate students who have been enrolled in graduate study at WSU for at least one year and who have earned a master's degree are eligible to apply for the Individual Interdisciplinary Doctoral Program. Prerequisites for admission into the program include a cumulative grade point average of at least 3.25 in all graduate course work; a master's degree from an accredited institution; evidence that no existing program at WSU would be suitable for the student's research interests; and evidence that faculty members and resources at WSU are available to support the proposed program.

Graduate Program Review Process

Each degree is subject to a Graduate Program Review every 5 years, during which the centrality of the program to the university's mission, adequacy of resources (faculty, staff, and physical), need for the program, and quality of the program are reviewed. In addition, the institution must provide a report to the HECB about its disposition of low enrollment programs. Since FY90, all of the graduate degree programs (44 doctoral and 70 master's) have been formally reviewed using the Graduate School Policies and Procedures. As a result of the reviews, some degrees have been eliminated, seriously revised, and/or significantly strengthened. Based on these reviews, the level and nature of WSU graduate degree programs are consistent with the mission and goals of the institution.

New graduate degree programs, as well as new courses approved for graduate credit, are developed by the Graduate Faculty; reviewed and approved by the department chair, college dean, university budget office, and library. New programs are also reviewed and approved by the Graduate Studies, Catalog, Budget and Libraries Committees of the Faculty Senate, the HECB, and the WSU Board of Regents.

During the Graduate Program Review process, in addition to the new degree proposal process, the academic unit must provide evidence that the necessary resources for faculty, facilities, equipment, laboratories, library, and information resources are in place to support the degree offered. Most departments/colleges have provided computer facilities and other information technology services to graduate students. In addition, the Graduate and Professional Student Association and the Graduate School have funded a Graduate Student Study Center outfitted with computers, printers, and access to information technology. See the section on WSU Libraries for details about the library and information technology.

With the approval of a graduate degree, the Graduate Faculty in a department has the responsibility to deliver that degree and to assure its quality. Monitoring of the particulars of

teaching assignments, physical presence, evaluation, and advising are the responsibility of the department and the college, except during the Graduate Program Review.

Graduate Faculty

The Graduate Faculty has primary responsibility for conducting graduate education. The faculties of the various programs, departments, and colleges elect the members of the Graduate Faculty, basing their decision on the nominees' accomplishments as scholars, researchers, and teachers. Currently, there are 959 Graduate Faculty. The Graduate Faculty members are listed in the *Graduate Study Bulletin* and are listed by department throughout the bulletin.

A minimum of five full-time Graduate Faculty members throughout the multi-campus system are required to offer, or continue, a graduate degree (master's or doctorate). Three of those faculty members must be located on the campus offering the degree, and additional faculty in related disciplines must be available. Strict minimum criteria are established for election to the Graduate Faculty. Graduate Faculty members are reviewed in conjunction with the Graduate Program Review; adjunct Graduate Faculty members are reviewed every three years.

For all graduate degree programs currently offered, the faculty is adequate in number and sufficiently diversified within disciplines so as to provide quality graduate education.

Graduate Studies Committee

The Graduate Studies Committtt)e of the Faculty Senate, composed of Graduate Faculty members and graduate students, assists the Graduate School in the establishment of the policies and procedures of the Graduate School. The Dean of the Graduate School administers the diverse graduate programs throughout the multi-campus system within the policies and regulations established by the Graduate Faculty, the Graduate Studies Committee, and the Faculty Senate.

Graduate Education at a Multi-campus System

In 1992, the Faculty Senate approved the following assumptions to apply specifically to graduate education throughout the multi-campus system. The actual application of these assumptions reflects the diversity of the programs, locations, and students throughout the multi-campus system. The assumptions are applied within the framework of policies and procedures of the university as a whole and of the pertinent HECB policies.

1. Academic quality, integrity of programs, and fairness to graduate students and faculty are key to successful graduate education at a multi-campus system.
2. WSU policies and standards for graduate education apply throughout the multi-campus system.
3. The Graduate Faculty within WSU academic units has responsibility for graduate course offerings and graduate degree programs.
4. Graduate School policies will be administered by the WSU Graduate School.
5. A minimum of five full-time, systemwide, permanent Graduate Faculty members are necessary to offer a graduate degree, in accordance with Graduate School Policies and Procedures.
6. Department, program, and college policies for graduate education will be consistent throughout the university.
7. Through its academic units, branch campuses, Faculty Senate, Graduate School, and

Provost's Office, WSU has the responsibility for approval. delivery, and extension of existing graduate course work for its various campuses. Such decisions are subject to stringent criteria, review, and approval. Regardless of locations, new courses and new degree offerings will follow the normal approval procedures.

8. Residency requirements for master's degrees can be earned throughout the WSU system, with approval by the graduate degree-granting unit. Residency requirements for doctoral degrees may currently be earned on the Pullman campus only. A system is in place to extend residency for doctoral degrees to branch campuses on a case-by-case, degree-by-degree basis.

Currently. the doctoral degree is offered only on the Pullman campus. The HECB prohibits doctoral degrees at the branches; the only exception is the Doctor of Pharmacy at WSU Spokane.

In addition, the following criteria for program residency have been established for any future expansion of doctoral programs.

1. Critical mass of Graduate Faculty engaged in research and scholarly productivity (see Graduate Faculty above).
2. Graduate research library (access to discipline-specific research collection in library facilities on campus as well as access to library facilities at other institutions; additional access through electronic access and remote lending services but not as the primary source for library materials).
3. Critical mass of students pursuing Ph.D. degrees (average of three doctoral students per year enrolled full time at one campus in the same program) and regular contact with other doctoral students (in other programs and other locations).
4. Sufficient laboratories and research facilities including computer facilities (combination of WSU facilities and access to other facilities as necessary).
5. Availability of financial support for full-time study (e.g., teaching assistantships and research assistantships).
6. Opportunity for doctoral students to teach and conduct research with Graduate Faculty.
7. Access to and interaction with chair and members of the doctoral committee on regular basis; contact with other Graduate Faculty.
8. Access to all required core courses and doctoral-level course work.
9. Access to and participation in both formal and informal seminars and colloquia, WSU and non-WSU sponsored activities.
10. Adequate support services, including a graduate coordinator, graduate secretary, admissions, and advising at the location of residency.

Student Recruitment and Retention

The Graduate School coordinates university-wide activities related to the recruitment and retention of graduate students by providing matching funds for the preparation of departmental brochures, posters, and fliers; add-on scholarships for the recruitment of outstanding graduate students; and graduate assistantships allocated directly to departments. The Graduate School encourages and supports departmental efforts to recruit and retain a diverse body of graduate students.

Policies and Procedures

The Graduate Faculty in each department is responsible for setting admission criteria and making admissions decisions. Some departments use an admissions committee while others require review by the entire Graduate Faculty. Usually the graduate coordinator or department chair facilitates the admissions process at the department level. The department makes a recommendation to the Graduate School where official admission is granted. Department admission requirements are detailed in the *Graduate Study Bulletin* and in the departmental graduate student handbooks.

The requirements of the Graduate School that must be met for completion of a graduate degree program are those published in the Policies and Procedures of the Graduate School in effect at the time of the student's initial admission as a regular or provisional student. Departmental requirements are those in effect at the time the student files a program.

Subsequent changes in degree requirements of the Graduate School or in departmental requirements may be substituted at the option of the student upon approval by the master's or doctoral committee, by the departmental chair, and by the Dean of the Graduate School.

Graduate School policies are established by action of the Graduate Studies Committee, the Faculty Senate, and the Provost. Interpretations of policy are made by the Graduate Studies Committee or by the Dean of the Graduate School acting for the Committee.

It is the intention of the Graduate School to relieve professors and departments of the details of administration, permitting maximum freedom in decision-making consistent with established policies and with high standards of graduate education. In general, the policies of the Graduate School represent minimum standards for graduate student admission, continuance, and degree completion. However, departmental requirements may, and usually do, go beyond these minimum standards.

Graduate program admissions policies, regulations, and requirements are clearly articulated in the Graduate School Policies and Procedures Manual. All changes are reviewed and approved by the Graduate Studies Committee. The document updated annually, is mailed to all graduate students upon admission. The manual is also available electronically on the Graduate School Web site. Copies are sent to the graduate coordinators in each department and each member of the Graduate Faculty.

Minimum requirements for admission to the Graduate School include admission grade point average requirement (3.0 or better), TOEFL (international students), and official transcripts. Departmental requirements tend to exceed the minimum and often include standardized test scores, applicants' statements, letters of reference, personal interviews. and portfolios for selected departments. The table Admission Requirements for WSU Graduate Degree Programs provides a summary.

Graduation requirements, also outlined in the Graduate School Policies and Procedures Manual, are further specified:

- No more than six years for completion of a master's degree; three years after the successful completion of preliminary examinations for completion of a doctoral degree.
- No more than one-half of the graded graduate credit can be transferred from another institution.
- . No more than 6 non-graduate credits are allowed on master's degree programs of study and

no more than 9 non-graduate credits are allowed on doctoral programs of study.

- A minimum of one academic year of full-time study or its equivalent for master's degrees (30 credits minimum).
- . The number of graded credit hours required for a degree (minimum is set; number varies depending upon type of degree).
- Minimum university grade point average (3.0) and program of study grade point average (3.0).
- Specific requirements for qualifying examinations, candidacy examinations, and final oral examinations.
- Requirements for completion of thesis. project, examination, and dissertation (varies slightly depending upon department).

Academic Credit

The graduate program of study at the master's level must include a minimum of 21 graded credits plus a minimum of 2 credits for project or 4 credits of thesis research among the minimum total of 30 credits. For all current master's graduate degrees, a final examination (written. oral. or both) or a ballot meeting is required.

The Doctor of Philosophy (Ph.D.) degree requires a total of 72 credit hours including at least 34 graded credit and approximately 20 doctoral research credits. (Ed.D. and D.A. degree requirements differ slightly.) All doctoral programs of study require successful completion of preliminary examinations for advancement to candidacy and a public final oral defense of the dissertation. The Graduate School allows students to select the traditional format or the manuscript format for the thesis and dissertation. The table Graduation Requirements for WSU Graduate Degree Programs provides a summary, including the total number of graded credits, examination requirements, foreign language requirement, and final examinaion format.

Regulations regarding transfer credit are articulated in the Graduate School Policies and Procedures Manual. Regulations limit the number of credits, require the credits to be graded graduate credits earned while a graduate student at an accredited institution, and be no older than six years for a master's degree. The department Graduate Faculty reviews each potential credit course for appropriateness to degree and makes recommendations to the Graduate School.

Currently, WSU offers graduate credit for internships, field experiences, and clinical practices. Some courses are offered for graded graduate credit, while others are offered for non-graded graduate credit. WSU does not currently grant graduate credit for experiential learning. (One professional degree, the in-service Pharm. D., has a policy governing the waiver of required courses based on demonstrated prior learning.)

Graduate and Professional Student Association

The Graduate and Professional Student Association (GPSA) is the representative body for graduate and professional students at WSU. The GPSA's primary role is to provide academic and professional support services. Through participation and membership in national, state, and university organizations and committees, the GPSA seeks to provide graduate and professional students with representation and a forum to express their concerns.

Admission Requirements for WSU Graduate Degree Programs

Department or Program	Degrees Offered	GRE (or other) GEN	SUB	TOEFL Min.Score	Letters of Rec.	Statement of Purpose
Accounting	MA	GMAT		560	3	N
Agribusiness	MA	Y[1]	N	550	3	Y
Agricultural Economics	MA, PhD	Y[2]	N	550	3	Y
American Studies	MA, PhD	Y[2]	N	550	3	Y
Animal Sciences	MS, PhD	Y	N	550	3	Y
Anthropology	MA, PhD	Y	N	550	3	Y
Apparel, Merchandising, and Textiles	MA	N	N	550	3	Y
Architecture	M Acct	Y	N	550	3	Y
Biochemistry	MS, PhD	Y	N	620[3]	3	N
Biology	MS	Y	Y	550	3	Y
Botany	MS, PhD	Y	N	550	3	N
Business Administration	MBA, PhD	GMAT		580	3	Y
Chemical Engineering	MS, PhD	N	N	580	3	N
Chemistry	MS, PhD	Y	N	550	3	Y
Civil Engineering	MS, PhD	Y	N	550	3	Y
Communication	MA	Y	N	550	3	Y
Computer Science	MS, PhD	Y	Y	580	3	Y
Criminal Justice	MA	Y	N	550	3	Y
Crop Science	MS, PhD	N	N	550	3	Y
Economics	MA, PhD	Y	N	550	3	N
Education	MA, PhD	Y	N	550	3	Y
Electrical and Computer Engineering	PhD	Y	N	580	3	Y
Electrical Engineering	MS	GMAT		550	3	Y
Engineering	MS	N	N	550	3	Y
Engineering Management[4]	MS	GMAT[5]		550	3	Y
Engineering Science	PhD	N	N	550	3[6]	Y
English	MA, PhD	Y	Y	580	3	Y
Entomology	MS, PhD	Y	N	550	3	Y
Environmental and Natural Resource Sciences	PhD	Y	N	580	3	Y
Environmental Engineering	MS	Y	N	550	3	Y
Environmental Sci	MS	Y	N	580	3	Y
Fine Arts	MFA	N	N	550	3[7]	Y
Food Science	MS, PhD	N	N	550	3	Y
Foreign Languages and Literatures	MA	N	N	550	3	N
Genetics and Cell Biology	MS, PhD	Y	N	550	3	Y
Geology	MS, PhD	Y	N	550	3	Y
Health Policy and Administration	MHPA	N	N	550	3	Y
History	MA, PhD	Y	N	550	3	Y
Horticulture	MS, PhD	Y	Y	550	3	Y
Human Development[8]	MA	Y	N	550	3	Y
Human Nutrition	MS	N	N	550	3	Y
Interdisciplinary	DA, PhD	N	N	550	0	Y
Interior Design[9]	MA	N	N	550	3	Y
Kinesiology	EdM, MS	Y	N	550	3	Y
Materials Science	PhD	Y	N	550	3	Y
Materials Science and Engineering	MS	Y	N	550	3	Y
Mathematics	MS, PhD	Y	N	600	3	N
Mechanical Engineering	MS, PhD	Y	N	550	3	Y
Microbiology	MS, PhD	Y	N	550	3	Y
Music	MA	N	N	550	3[10]	Y
Natural Resource Sciences	MS	Y	N	550	3	Y
Natural Resources	MS	Y	N	580	3	Y
Neuroscience	MS, PhD	Y	N	550	3	Y
Nursing	M Nurs	Y	N	550	3	Y
Nutrition	PhD	N	N	550	3	Y
Pharmacology and Toxicology	MS, PhD	Y	N	620	3	Y
Pharmacy	MS	Y	N	600	3	Y
Physics	MS, PhD	Y	Y	550	3	N
Plant Pathology	MS, PhD	N	N	550	3	Y
Plant Physiology	MS, PhD	Y	N	550	3	Y
Political Science	MS, PhD	Y	N	550	3	Y
Psychology	PhD	Y	N	550	3	Y
Public Affairs	MPA	Y	N	550	3	Y
Recreation and Leisure Studies	MA	Y	N	550	3	Y
Regional Planning	MRP	Y	N	580	3	Y
Sociology	MA, PhD	Y	N	550	3	Y
Soil Science	MS, PhD	N	N	550	3	Y
Speech and Hearing Sciences	MA	Y	N	550	3	Y
Statistics	MS	Y	N	550	3	Y
Theatre Arts and Drama	MA	N	N	550	3	Y
Veterinary Science	MS, PhD	N	N	550	3	Y
Zoology	MS, PhD	Y	Y	550	3	Y

[1] Required for assistantship and foreign students.
[2] Required for foreign students.
[3] Required for assistantship.
[4] Engineering experience required.
[5] GRE may be substituted in some cases.
[6] Determined by department where one will major.
[7] Required for assistantship.
[8] Personal interview required.
[9] Portfolio required.
[10] Required for assistantship.

Strengths and Issues

The quality of graduate programs is reflected in the accomplishments of students and faculty within those programs. Over the years, many students and faculty members have made major creative, philosophic, scientific, and technical breakthroughs. In addition, a number of Graduate Faculty members hold offices in professional associations and are sought as consultants to federal, state, and local agencies, as well as to industry and institutions in the private sector. Awards, certifications, fellowships, and prizes recognize these accomplishments. (For detailed information, see the Graduate School Annual Report in the exhibits.)

Issues facing graduate education at WSU include the following:

- Developing adequate financial assistance and support to remain competitive in attracting highly qualified graduate students.
- Preparing graduate students for changing employment opportunities in the 21 st century through meaningful and relevant graduate programs.
- Recruiting and retaining a diverse student body.

Deciding whether, when, and how to expand doctoral education, including the opportunity to fulfill residency requirements, throughout the multi-campus system.

Continuing Education and Special Learning Activities

Off-Campus and Other Special Programs

Providing Academic Credit

Extended University Services (EUS) is the unit responsible for the administration of continuing education and special learning activities at WSU, including Extended Degree Programs, Conferences & Institutes, Elderhostel, and Center for Professional Education (TriCities). It is an integral component of the institution's organization. The EUS mission statement identifies its role in helping WSU reach its goals: "Extended University Services is a multifaceted organization involved in the outreach efforts of Washington State University departments and administrative units to develop and deliver distance education programs, specialized academic program support, conferencing services, and professional training to people throughout the state of Washington and beyond."

One area becoming a crucial part of continuing education is distance education. Several critical aspects of distance education are included prominently in WSU's strategic plan. Lifelong learning, a foundation of distance education, is listed as one of five core values of the institution. The description of "expanded access with quality," identified as one of the seven primary goals of WSU, clarifies the link between the Strategic Plan and distance education: "WSU will develop into a university system … providing access for place bound students at the branch campuses and other locations. WSU is committed to expanded educational opportunities throughout the state by modern telecommunications and computer technology." The relationship between Extended University Services and other areas of WSU are clarified further in the document "The Role of Extended University Services."

Credit for Continuing Education Courses

Continuing education activities include off-campus credit programs, courses, and certificates. They are developed by the academic departments they represent, meeting the same standards as

courses offered on one of WSU's campuses. All continuing education activities are subject to the same approval and evaluation procedures as on-campus courses and programs. EUS provides support for design, delivery, and student/ faculty services for such activities, but all academic aspects are the responsibility of the faculty of the academic department offering a course. WSU does not currently offer courses or programs under contract with organizations not accredited by a regional institutional accrediting commission.

Credit for continuing education courses, regardless of where and how they are delivered, is granted under the same institutional policies that cover on-campus credit activities. As indicated by the Course Notification Form, the standard of 1 semester hour of credit for 45 hours of student involvement is maintained for all instructional programs and courses.

Although it is not specified on the Course Notification Form, the standard of 45 hours/semester hour is also maintained for asynchronous video courses (Extended Degree Program courses). These courses typically include 15 hours of pre-produced videotape, which equates to approximately 23 hours of lecture. (Faculty agree that they cover at least 1-1/2 times as much material in a 1hour videotape as in a 50-minute lecture). In addition, students are asked to complete more reading assignments and other activities than is required for traditionally delivered courses, to complete the transfer of information. The result is a similar 45 hours of student involvement for video courses.

Extended Degree Programs

Extended Degree Programs (EDP) are one of several distance education opportunities at WSU. They support colleges and departments in delivering selected degree programs and semester-based credit courses to various sites in Washington and around the world.

Admission Policies. Extended Degree students apply to WSU using the same admissions applications procedures and are evaluated for admissions just as is every other WSU student. Extended Degree Programs follows the identical policies and procedures used by the WSU Office of Admissions regarding prior-earned credit, credit by examination, prior experiential learning, credit by evaluation, and residency requirements. WSU policies concerning transfer of prior-earned credit are specified in the 1998 *Washington State University Catalog*. WSU gives appropriate credit to college-level work completed at institutions that are regionally accredited.

Learning Centers. As WSU established academic programs to increase access to higher education across the state, it became apparent there was also a need to provide community access sites for educational resources and student support services. In 1996, the Cooperative Extension Office of the College of Agriculture and Home Economics established one-stop educational locations across the state to provide citizens the opportunity to access educational programs and necessary support services. There are currently eight Learning Centers, each staffed by educational facilitators to assist students. The Learning Center staff report to the local WSU Cooperative Extension County Chair, who is a faculty member in the College of Agriculture and Home Economics.

Student Support. The Extended Degree Programs Student Handbook, provided to students who enroll in Extended Degree courses, describes in some detail the learning resources available to students in WSU programs designed for time- and placebound students.

As part of WSU's commitment to students in its extended programs, the same services available to on-campus students are made available to students in off-campus locations whenever possible. A

student who has a particular need not described in the Student Handbook is encouraged to call Extended Degree Programs office and speak to the Student Services Coordinator; she or he consults with others and identifies the appropriate office to contact to assist the student. As an example, recently, when a student needed mental health counseling, arrangements were made for him to call the EDP toll-free number and be transferred to Counseling Services to consult with a professional for assistance.

Library Services. All students enrolled in semester-based courses or taking flexible enrollment courses as part of a degree program have access to the six libraries on the WSU Pullman campus, which house more than 1,700,000 volumes collectively. A specific library technician assigned to serve Extended Degree students can be contacted by toll-free phone number or e-mail. She or he provides many services, including database searches on any subject, using all available library resources; prompt retrieval and check-out of requested services; free copying of any materials that do not circulate; free first class mailing to ensure fast delivery of course materials.

Students with Disabilities. EDP and the Disability Resource Center (DRC) work together to provide reasonable accommodations for students who have documented disabilities and who are registered both with the EDP and DRC. All accommodations are authorized on an individual basis and are approved through the DRC, using the same procedures applied to students on campus.

Career Services Job Listing Service. Listings of job vacancies in many areas are published weekly by WSU Career Services on their Web site.

Faculty Contact. There are several strategies for providing interaction with students at a distance. A tollfree (800 number) voice mail system provides opportunity for students and faculty to leave messages via a sophisticated message system. The instructor can address the entire class with one message or leave an individual message for one student. Students can then access the message at a time convenient to them. Students can also leave a personal message for the instructor or another student. Most faculty and some students make excellent use of e-mail to communicate about specific problems. A toll-free number to the EDP office allows the instructor and the student to have a synchronous conversation if needed. Listserves and chat rooms are being explored as more and more students have access to the Internet. One of the most important ways the instructor interacts with the student is via the videotaped lectures. Students feel they "know" their instructors after watching the lectures and can use the other forms of interaction more effectively because of this familiarity. A student handbook, a faculty handbook, and a semester newsletter are additional methods used to communicate with students and faculty, and to communicate program policies and procedures.

Fee Structure and Refund Policy. Students who are Washington residents enrolled in EDP semester-based credit courses pay the same tuition, and are subject to the same refund policies, as students enrolled in on-campus, semester-based courses. Nonresidents pay 1.5 times the resident tuition. Distance and on-campus students enrolled in flexible enrollment courses (correspondence courses) pay $90 per credit. If they choose to drop a class they receive a full tuition refund within 30 days of their enrollment date and nothing thereafter.

Policy on Distance Delivery of Courses, Certificates, and Degree Programs

Approval and Purpose

WSU has stringent procedures that must be followed when establishing a new course or degree program or extending an established program to a new location, in order to insure that the appropriate internal reviews of quality are followed. These steps are outlined in the Educational Policies and Procedures Manual. When single courses are offered, notification is sent to the department, college, graduate school (if appropriate). Registrar's office, and Extended University Services. Only courses that have previously been approved for the *Washington State University Catalog* can be offered at any location. The department in consultation with the college dean, the Provost's office, the Director of Libraries, the Budget Office, and Extended University Services develops a proposal. Faculty Senate committees, including the Academic Affairs Committee (MC). Catalog Subcommittee of MC, and Budget, Library, and Extended University Affairs committees, then review it. Finally, the proposal is referred to the WSU Faculty Senate for its approval. Only then is the proposal forwarded to the WSU Board of Regents and to the Higher Education Coordinating Board (HECB).

Both single courses and degree programs are monitored and evaluated by Extended University Services and the responsible academic department.

Typically the faculty member is an associate or full professor and is one of WSU's most respected teachers. The faculty member retains oversight of the design and development of the course, while the EDP course development team provides whatever support the faculty member needs. Usually, the faculty member who develops the course teaches it at least one semester after development. If a graduate student or another instructor then begins to grade for the course, the faculty member who developed the course supervises her or him. These practices ensure both the rigor of the course and the quality of instruction.

The distance education degree programs that EDP coordinates for various WSU colleges are identical programs, composed of the same courses taught, in most cases, by the same tenure-track faculty, as those on the main Pullman campus. The faculty expect similar outcomes, described in assessment reports undertaken for Extended Degree Programs in September 1994, November 1996, and January 1999. These three assessments provide data that demonstrate the quality of the program. Student, faculty, and community feedback were extremely positive, with student evaluations consistently rating program quality as excellent. Evaluation instruments consistently showed that learning outcomes are equivalent, or superior, to those achieved by on-campus students.

The same assessment procedures used in courses taught on WSU campuses are used to assess WSU's distance education courses. Faculty members evaluate students' performances in their courses on the basis of assignments and examinations. Students in extended degree programs are held to the same college and university General Education Requirements as students on campus and, like on-campus students, they must maintain a 2.0 grade point average. For the graduation clearance process, the same staff in the Registrar's Office evaluate course work for on-campus students and students in extended degree programs.

Faculty Support

Faculty who teach in any of WSU's distance education programs receive training through their work with a course design team. To design and develop their course for distance delivery, EDP

faculty work as part of a team consisting of a course development coordinator, video producer, print editor, student services representative, and off-campus librarian. One-on-one training is provided as needed for specialized aspects of the course, such as Web-based delivery.

In the Extended Degree Program Faculty Handbook (which every EDP faculty member receives), EDP staff

members discuss issues of designing distance education courses. Staff ask that assignments and activities 1) reflect course goals, 2) relate assignments to other course components in content and format, 3) subdivide course materials into a limited number of manageable units, and 4) facilitate and evaluate learning. Since assignments and activities are relayed to students through the print course guide, the EDP print editor works to ensure that the course guides include clearly defined learning outcomes.

In addition to the course development team support, WSU offers a number of other support services to faculty involved with distance education. A document entitled Distance Learning Faculty Handbook is provided to all faculty involved in distance education. The document provides information on distance education, course development, faculty issues, and student support issues. In addition, WSU's Center for Teaching and Learning provides support services (workshops, one-on-one training, faculty release time opportunities, technical! design assistance) to faculty who are interested in using electronic delivery, both for campus-based and distance education delivery.

Student Services

One of the strongest components of the institution's distance education programs is the student services component. Extended Degree Programs student service professionals assist individuals from their first inquiry to the university through graduation and beyond, when graduates move into the work force or to graduate school. Services include:

Assistance with the admissions process

Support in filing a financial aid application

Development of an individualized program of study

Community visits with academic advisers

Enrollment services each semester

Linking students to the bookstore to purchase texts and other supporting materials

Liaison for students with disabilities

Library access

Logistical support for accessing materials, interacting with faculty, and submitting and tracking lessons, papers, and exams

Preparing graduation "To Do" list

Support from Career Counseling Center

The majority of WSU distance education programming is for upper-division courses; hence, many of the students in the university's distance education courses are transfer students. All students must meet the institution's transfer requirements. All academic policies, including admissions standards, prerequisite preparation, and final outcome evaluation, are the same for students at a distance as for on-campus students.

Print advertising for WSU's degree programs delivered at a distance, including catalogs, fliers, display ads, and posters, is developed on campus, in collaboration with the Office of Admissions, the

Office of University Publications and Printing, and News and Information Services. Occasionally the institution will contract with a private company to develop television or radio spots, but before any final product is approved, several WSU offices review the material. This collaborative approach ensures that all advertising material, regardless of the medium, accurately represents programs and services. Moreover, this approach has enabled distance education programs to become more fully integrated into the overall outreach structure and messages of the university.

Commitment to Support

Unlike most institutions, which offer distance education programs and courses on the margin on a cost-recovery basis, WSU's credit-bearing courses and programs are supported primarily with state funds. Support services in Extended University Services (EUS) are part of that unit's permanent budget allocation. Funds to colleges for the development of new programs and for support of on-going programs are also state allocations. One exception is funding for non-resident enrollments, which are, by state statute, offered on a cost recovery basis. These funds, however, are reinvested into the program, both to EUS and to the colleges, similar to the way the state funds are allocated.

In addition to funds allocated centrally for distance education, several colleges have invested their own funds in equipment, faculty time, and course development services. Examples include the College of Agriculture and Home Economics (CAHE) and the College of Business and Economics (CBE), both of which have dedicated staff and faculty positions to course development and delivery and have invested in equipment to support these activities.

As a result of the increased reliability of funding for distance programs by using state dollars, the development and delivery of these courses has increasingly become part of a faculty member's regular load, rather than on an overload basis.

Once a program has been approved and the courses developed, a sufficient number of courses are offered to allow students to make timely progress toward a degree. Even if a program is phased out, all students admitted to the program are allowed to complete their degree through WSU.

Travel/Study Courses.

WSU has a long and successful history of study abroad programs that are administered by the university or in joint arrangements with other universities. Administered by the International Programs Office, these programs have been carefully planned and are administered to add significant international dimensions to undergraduate and graduate students' educational programs. They are completely integrated within academic programs, support the individual student's course of study, contribute additional dimensions to it, and, in the process, support the mission and goals of the university to provide high quality and relevant education for its students. Policies and procedures are well established related to selection of students based upon ability, interest, and relevance of study abroad to academic programs. Financial assistance is provided for those needy students the same as for support for students on campus. Each student is counseled concerning the available opportunities, the relationship of the potential programs to his or her academic program, and other details including program activities to be carried out, location, credit, grading, living conditions, counseling, medical facilities, risk management, and other details. Information is provided to the student concerning how and where the instruction will be given and the relationship to the foreign

institution, including language instruction. Language proficiency is required depending upon the location of the study abroad program.

For all study abroad programs, counseling and orientation are provided prior to departure. Communication mechanisms are put in place for each student to communicate with the campus from the overseas site. A resident director is in place to monitor progress and to assist students. These faculty frequently teach courses as well. The resident director may be a WSU faculty or may be a representative of a consortium of universities, depending upon the study abroad program arrangements. Students are provided reference and other materials on site or at the time of departure. Students can communicate directly (electronically or by other mechanisms) with the education abroad and/or academic staff to access additional information. Students' performance is evaluated similarly to those on the home campus with clearly defined goals and policies for judging performance and assigning credit. These goals and policies are discussed with the potential student participants prior to entering the program. Credit is not provided solely for travel but must involve a well planned and executed academic endeavor. Upon returning to campus, students share their experiences through a variety of mechanisms.

WSU continues to strengthen its study abroad activities in concert with evolving educational programs. The process is iterative and evolving while providing relevant, high quality study abroad programs and opportunities for students resident on the main campus at Pullman as well as at branch campuses.

Cooperative Extension

Cooperative Extension district directors and program leaders provide administrative support and guidance to ensure that non-credit programs offered in all 39 counties are conducted according to institutional policies, regulations, and procedures. Non-credit educational programs are the mainstay of Extension programming at the county, district, and state levels. County faculty and state specialists work with staff and community volunteers to design, develop, deliver, and evaluate the non-credit offerings of Cooperative Extension. Extension faculty and staff work on the development of non-credit offerings that are available through WSU's Learning Centers located in seven Washington counties. Every four years, Cooperative Extension administrators and faculty undertake the writing of a new four-year plan of action that incorporates both core and emerging programs that Extension will pursue to meet its mission and the needs of the people of Washington.

Faculty, based on their expertise and the needs of their constituents, select program areas from the POA to develop a yearly plan.

Extension faculty use evaluations specifically designed for each program to assess knowledge gained, anticipated practice change, and quality of program and instruction. Faculty retain these evaluations for yearly program review and planning and for their individual annual review documentation. Cooperative Extension's conference office is the repository for evaluations of major statewide conferences that Extension delivers on a yearly basis. The Federal WEMIS (Washington Evaluation Management and Information System) collects monthly data from faculty and staff on number of clientele contacts made, by program area. This also includes civil rights data.

Fiscal reports include expenditures by program area for both federal and state funds as well as grants and private support.

Non-credit Programs and Courses

Conferences & Institutes (C&I) is just one of many units at WSU that offers non-credit programs. Many colleges and administrative units offer non-credit programs and courses, both in Pullman and at other campuses, extension offices, and administrative units. C&I programs focus on issues-based conferences that are typically large and complex and under the direction of a faculty member or an administrator. The institutional policies, regulations, and procedures of college or policies and procedures of faculty members' administrative units govern these conferences. Faculty members and administrators are involved in planning and evaluating those conferences. As a service provider, C&I has formulated its own policies and procedures for the services provided, and these policies and procedures have been approved, directly or through delegation, by WSU.

The vast majority of non-credit programs with which C&I is involved are under the academic and fiscal responsibility of a WSU faculty member or administrator. For those few non-credit programs with organizations not regionally accredited (e.g., the Elderhostel program), the guidelines outlined in Contractual Relationships with Organizations Not Regionally Accredited are followed. Because each such contract is unique to each program, issues outlined in the guidelines are addressed as necessary, depending on the services provided by C&I.

C&I maintains financial and administrative records of all non-credit conferences with which it is involved, describing the nature, level, and quantity of service provided. These records are available for audit at any time. Further, C&I is the central administrative unit for processing Continuing Education Units (CEUs). Processing procedures follow national guidelines.

Cooperative Extension faculty must submit a completed CEU Approval Petition prior to offering CEUs for a non-credit course. As described in the CEU Petition Approval packet, one CEU is awarded for every 10 hours of participation in an organized, non-credit continuing education experience. Upon approval of the petition, individual CEU attendance forms are provided. The original petition includes a section that describes the Method of Determining Satisfactory Completion of the course. This information is used in determining acceptable completion to qualify for CEU credits. These forms are completed by the class participant and signed by the program director. The forms are returned to the CEU administrator in C&I as soon as possible following the program.

Fee Structure and Refund Policy. The fee structure for non-credit programs through C&I is based on numerous factors, including the size and length of the conference, the complexity of the delivery, the location, and the number of people involved from C&I. All of these factors, in turn, are based on the services the unit has been asked to provide (concept consulting, marketing, fund raising, registration, fiscal accounting, on-site work, and/or program logistics). As a self-supporting unit, C&I must price its services at a minimum to cover costs and yet must be mindful of competition in setting prices. All conferences have refund policies that are clearly spelled out in the conference brochure and vary from conference to conference.

Evaluation and Assessment

Since the beginning of Extended Degree Programs, assessment has been important. Three assessment reports have been written. The first, published in September 1994, covered the first two

years of the program; the second, published in November 1996, covered the next two years, and the third, published in January, 1999, covers 1996 to the present. The reports include the assessment areas mandated by the Washington Higher Education Coordinating Board. They include baseline student data, intermediate data, End of Program data, program review data, survey of alumni, and survey of employer and community constituencies. Both quantitative and qualitative data were collected to evaluate each of these areas.

A staff associate has been hired to work with EDP staff in assessment areas (with a current focus on retention' issues) to examine the typical course enrollment patterns of nontraditional adult students. EDP staff members work closely with other offices on campus that direct assessment efforts in order to use the same or similar assessment procedures and instruments for students enrolled in distance education courses.

Finally, WSU was one of the original five pilot instituitons involved in the Annenberg/MHE-funded Flashlight Project. The goal was to develop evaluation measures and procedures to determine how electronic technologies influence educational strategies and their effectiveness. The Center for Teaching and Learning (CTL) is now coordinating the use of the Flashlight instruments in assessments of on- and off-campus teaching and learning activities. CTL is also creating a Web site to allow national access to the instrument.

Standard Three

Whether enrolled at one of the three branch campuses as a returning adult working full-time to support her family, as an Extended Degree Program student learning in front of his television set at home, or as a traditional 18-year-old living away from home for the first time on the Pullman campus, all Washington State University students are provided programs and services designed to encourage their academic success and promote personal growth and development.

Division of Student Affairs

Mission, Goals, Objectives, Assumptions, and Beliefs

To enhance students' quality of life across a statewide organization requires close collaboration between student affairs and academic affairs units. Although student affairs units on each campus have taken the lead in providing students with programs and services, the involvement of academic units has enhanced the quality, range, and scope of those programs and services. The complexity of providing student services and the commitment to leadership is acknowledged in the mission statement of the Division of Student Affairs (DSA):

> The primary mission of the Division of Student Affairs at Washington State University is to provide programs and services that enable students, regardless of location, to achieve their highest educational potential. The implementation of this mission is determined, in large part, by the land-grant nature of the institution and the location of its students. Recognizing this responsibility, the division works closely with the entire university community to create a stimulating and productive educational environment that is conducive to the total growth and development of its students. . . .

The organization of student services varies by campus and continues to evolve to meet the needs of student populations unique to each campus. Mission statements of the various student support units reflect those needs but adhere to the overarching WSU Student Affairs Mission Statement. The Division of Student Affairs Five-Year Plan for 1997-2002 is designed to be consistent with the Strategic Plan for Washington State University developed in Spring 1996.

Organization

Pullman Campus. The responsibility for providing student programs and services in support of the institution's academic mission lies primarily with the Division of Student Affairs. The division is led by the Vice Provost for Student Affairs, who reports to the Academic Vice President and Provost, thus assuring integration of student affairs programs and services into the academic mission of the university. Student Affairs, Pullman, is comprised of ten units: Admissions; Compton Union, Activities, and Recreational Sports; Counseling Services and Testing; Financial Aid and Scholarships; The Office of Student Affairs; Registrar; Residence Life; Student Advising and Learning Center, and Career Services; Student Health and Wellness; and Student Affairs Research. There are 104 faculty/professionals and 107 classified staff in the division at Pullman.

The leadership team of the division includes the Vice Provost, directors of each unit, as well as the Executive Assistant to the Vice Provost, who also chairs the university-wide Enrollment

Management Council as Enrollment Management Coordinator. As with all members of the student affairs division, directors receive annual performance evaluations.

Branch Campuses. The organization of student services on the three branch campuses continues to evolve to meet the unique needs of students on each campus. Each campus has a director of student services, who reports to the dean of the campus, and professionals with advanced degrees in key positions. The three branch campuses have 13 faculty/professionals and 14 classified staff. Annual performance evaluations are conducted in keeping with WSU policies.

Fiscal Management

The Division of Student Affairs, Pullman, and the branch campus Student Services offices are funded

through several major sources: (1) education and general funds, (2) student fees, (3) fees for services, (4) federal government, (5) operations and maintenance monies, and (6) endowment funds, donations, and gifts. In spite of a series of four budget cuts over the past five years, the division has internally reallocated funds to expand and emphasize programs and services for recruitment and retention of students. The overall Student Affairs budget for the Pullman campus is $23 million. Of this, $7 million is from education and general funds. Funding for Student Services at the branch campuses is somewhat different, as most of branch campus funds come from education and general funds. The annual budget for student services on the Spokane campus is $215,500; at Vancouver the budget is approximately $700,000; and at the Tri-Cities campus the budget is nearly $498,000 annually.

Physical Facilities

In August 1996, many offices in the Division of Student Affairs moved into the Lighty Student Services Building, a new addition to the French Administration Building close to the center of campus. Admissions, Career Services, Counseling and Testing, Financial Aid, Student Advising and Learning Center, Office of Student Affairs, and the renovated Registrar's Office in French Administration Building can now provide convenience and better access for students and employees, and allow units better access to each other for planning and coordination. Although space is already limited, the new building has enriched WSU's ability to serve students.

The Office of Residence Life is housed in the Administrative Suite of the Streit-Perham Residence Hall. Physical facilities for Health and Wellness Services are shared with Pullman Memorial Hospital located on campus. The Associated Students of Washington State University (ASWSU) unit, with a number of student co-curricular programs and activities, is housed primarily in the Compton Union Building (CUB), an aging, but still serviceable, building in the heart of the campus. A 150,000 square-foot multipurpose student recreation center is scheduled to open in August 2000.

Student services at Vancouver and Tri-Cities are located in recently constructed buildings on campus. All Vancouver student services are located in one building, with most admissions personnel housed on the first floor and all remaining student services on the second floor. The goal is to re-locate all Vancouver student services to one floor in the near future. Student services at the Tri-Cities campus is centrally located in the West Building near the main entrance to the campus, giving students easy access to student services. Spokane student services is located in an office building in

downtown Spokane serving as the current site for WSU Spokane. Classes are also held in two buildings on the Riverpoint campus, about a mile from the downtown office. Plans are to eventually relocate all educational support activities to the Riverpoint campus.

General Responsibilities

Identification of Student Characteristics, Learning, and Special Needs

Research on student characteristics and needs for program planning, development, and evaluation purposes is an institutional commitment and requires collaboration among many units. The Office of Student Affairs Research, Institutional Research, the Assessment Coordinator for WSU, the various student affairs units, the branches, and Extended Degree Programs (EDP) have collaborated on collection of student data. The gathering of baseline information begins with pre-entry students in the recruitment phase and continues until after graduation. Studies of student pre-entry demographics, longitudinal tracking, surveys, and focus groups provide information for enrollment management, program development, and evaluation.

Pre-Entry Assessment. Demographic data collected during the application and enrollment process provide baseline data for enrollment management and for selection and referral of students to appropriate support services. Immediately upon application to WSU, students indicating ethnic minority status, special learning needs, or physical accommodation needs are identified for contact by the Office of Multicultural Student Services or the Disability Resource Center. Admitted students considered at risk as indicated by Admissions Index Numbers in the lowest quartile are assigned special academic advisors in the Student Advising and Learning Center. Prior to arrival on campus, all newly admitted students are mailed the Academic Interest Record, a questionnaire designed to obtain information regarding students' career goals, expectations and goals for undergraduate education, intended areas of study, and level of commitment to those areas. Student responses are reviewed for assignment to an appropriate academic advisor designated as a non-certified student advisor.

WSU Vancouver students who apply for admission are sent a Disability Disclosure Information form in order to provide appropriate accommodations. WSU Spokane students are encouraged through various mailings to identify any special needs and are provided appropriate accommodations when needed.

Entry Baseline Information. The Institutional Research office compiles and maintains a longitudinal tracking system used for monitoring enrollment patterns, retention, efficiency to graduation, graduation rates, and other enrollment management issues. The institution is a member of the Consortium for Students Retention Data Exchange (CSRDE), which allows WSU to compare retention and graduation rates to peer institutions. WSU has participated for a number of years in the Cooperative Institutional Research Program (CIRP). Early each academic year approximately 75 % of all entering freshmen respond to the CIRP survey, which provides information on entering freshmen opinions and attitudes about their degree and career goals, expectations of college, orientation to college and learning, high school experiences, and demographic characteristics. These data are incorporated with other data collected for use in program planning and modification of existing programs and services.

At the end of each academic year, a sample of approximately one-third of the entering freshmen class respond to the College Student Experiences Questionnaire (CSEQ). The CSEQ is designed to provide insight into student perceptions of experiences, particularly levels and quality of involvement in academic and social arenas. Survey results are reviewed to infer success and need for modification of existing programs and services, and to determine whether new programs and services are needed to encourage increased involvement of students.

In Summer 1997, all entering freshmen were administered the College Student Inventory (CSI), a survey' designed to identify entering students most at risk of dropping out. Results of the survey were forwarded to students' academic advisors for referral to support services identified for each student determined at risk. In Fall 1998, those data were compiled to create group profiles of students by living group. Each group then discussed their profile and developed strategies to encourage members' success.

During the decade since the previous self-study, dozens of ad hoc studies, surveys, focus groups, doctoral dissertations and master's theses have enriched our understanding of WSU student achievements, behaviors, attitudes, aspirations, and satisfaction with their experience at WSU. We have surveyed and conducted focus groups of transfer students, ethnic minority students, graduating seniors, branch campus students, and EDP students. We have surveyed or conducted focus groups of students residing in residence halls, students participating in leadership programs, students in intramurals and activities, students in selected academic programs of study, students withdrawing from the university, students choosing not to attend WSU, and the effects of technology on student learning. Individual departments also collect data regarding student utilization of services, satisfaction, and specific program evaluation.

WSU Spokane has conducted a Student Satisfaction Survey each year since Spring 1997. A summary of the findings is shared with faculty, staff, and administrators, with the goals of improving the student experience at WSU Spokane. Additional surveys on specific topics such as health and wellness services, student activities, and bookstore patronage have been conducted to assist with the planned growth in campus services.

WSU Tri-Cities administered the Student Satisfaction Survey Inventory (SSI) during Spring 1998 to more than 300 students. Information will be shared with the campus community to aid in creating a climate that encourages student success.

WSU Vancouver conducts a survey each year to determine why students who apply and are admitted do not enroll. This lost market survey has been conducted each fall since 1996.

The Office of Student Affairs Research, in collaboration with the Social and Economic Sciences Research Center conducts the Alumni Survey and the Graduating Senior Survey on alternate years. Results from these surveys are disseminated broadly for use in determining student services strengths and weaknesses. Washington State University has a long-standing practice of assessing students' needs, behaviors, and perspectives as baseline for program development and improvement to enrich their experience. Recent accountability measures to encourage improved graduation rates, retention, and efficiency in graduation have merely served to reaffirm our commitment to utilize assessment as a tool for improving the undergraduate experience at WSU.

Student Participation in Institutional Governance; Faculty Involvement in Student Policies

The student voice is clearly heard throughout all levels of institutional governance from the highest policy-setting boards, including the Board of Regents, to the weekly working committees implementing and enforcing policies, rules, and procedures. In response to student requests, the Board of Regents appointed the first student regent when they met in Fall 1998. Five students are elected to the Faculty Senate from the Graduate and Professional Student Association. The Faculty Senate Bylaws and Regulations require that at least 25% of the voting members of all standing committees be undergraduate or graduate students selected from the Associated Students of Washington State University or the Graduate and Professional Student Association. Exceptions are the Faculty Affairs Committee, the Committee on Committees, and the Steering Committee.

The Student Affairs Committee is convened by the Faculty Senate to review and appraise student affairs and to "make recommendations regarding the development and implementation of policies affecting student life and welfare." The committee requires student participation well beyond the minimum of 25%, and it is composed of six undergraduates, three graduate students, six faculty, and the Vice Provost of Student Affairs. Colleges and individual departments routinely involve students on advisory boards, ad hoc working groups, and often in personnel search committees.

The size of the branch campuses allows for close interaction between student affairs staff and faculty. Committees such as the Enrollment Management Council provide the opportunity for collaborative efforts in retention and recruitment of students. Students often serve on search committees and task forces. As WSU Vancouver continues to grow, institutional committees have been given oversight of key campus functions. Following the Pullman model. WSU Vancouver includes students on these committees. Student government at WSU Vancouver has a significant voice in campus decision making. To date, students participate in the following committees: Facilities Use, Graduation, Parking, Safety, Services and Activities, and WEB Policy. At Spokane, student representatives serve on the Dean's Policy Advisory Committee, various policy and governance committees at the Interdisciplinary Design Institute, as well as on the Services and Activities and Parking committees. At WSU Tri-Cities, students participate in the following campus committees: Academic/Student Affairs, Commencement, Site Planning, Computing and Telecommunications, and Health, Safety, and Environment.

Faculty are involved with student policies in a number of ways. The development and implementation of theme houses in the residence halls required close collaboration with faculty. Three outstanding examples of collaboration include the Gannon-Goldsworthy Residence Hall for students in math, science, and engineering. The Women in Math, Science, and Engineering Committee and the Office of Residence Life jointly oversee programming in Gannon-Goldsworthy. Second, the recent implementation of the Scholars Hall was a result of collaborative efforts between faculty in the Honors College and Residence Life. Finally, although overall administration of the Freshman Seminar is the responsibility of the Student Advising and Learning Center, the seminar is the result of collaboration between Academic Affairs and Student Affairs. The Provost's Office provides funding; academic credit is granted by the Office of General Education, and the Center for Teaching and Learning has significant responsibility for syllabus development. Writing Program administrators and the director of the Honors College serve as collaborating architects and advisors along with a university librarian who is attached to every seminar section.

Students' Rights and Responsibilities

Students' rights and responsibilities are explicated as Standards of Conduct for Students in the WSU Student Handbook, available both as printed publications and on the Web. Copies of the handbook are distributed to students through the Division of Student Affairs, New Student Programs, Residence Life, and Cougar Card Center in Pullman. All new students are issued a copy of the handbook. The handbook conveys both standards of conduct and standards of academic integrity, as well as adjudication and appeals procedures. The intent of the procedures is to educate and protect the welfare of the community.

The Standards of Conduct for Students have been formulated by and are reviewed every other year by the Conduct Committee. The committee includes six faculty, administrative, or professional personnel or staff, four students, and the University Judicial Officer from the Pullman campus. The Vice Provost for Student Affairs appoints the Judicial Officer for each of the campuses. Judicial Officers adjudicate approximately 450 formal and informal cases each year and refer cases with potential for suspension or expulsion to the Conduct Committee.

The Pullman residence halls maintain their own conduct system in which a conduct board or Hall Director hears cases. Appeals are forwarded to the Adjudicating Conduct Officer. The University Judicial Officer reviews all cases. Residence hall cases may be adjudicated within the university system if determined by the Judicial Officer to have university-wide import.

In order to encourage collaboration and communication among campus and community leaders concerned with student conduct, the Judicial Officer weekly convenes the Campus and Community Consultation Team to review and discuss situations, upcoming events, and issues with potential to affect student conduct. The team includes the WSU and Pullman Police, the Office of Residence Life, Greek Affairs, Housing, and the Ombudsperson. As situations warrant, other campus and community leaders such as the Alcohol Educator, local property managers and concerned citizens are invited for discussion and to aid in planning to encourage student behavior reflective of community standards.

Campus Safety

The Department of Public Safety, working with campus and community agencies and programs, coordinates efforts to create a safe environment. The Police Department consists of 18 commissioned officers assisted by students of the Cougar Security Patrol and the Police Intern Program. Officers receive the same training and have the same, authority as their municipal counterparts. With automobile, walking, and bicycle patrols, police are on campus 24 hours a day, 7 days a week. Officers are assigned to specific residence halls to encourage personal interaction with hall staff and residents. The WSU Pullman Fire Department is staffed by one chief, six career officers, and fifteen resident firefighters from the unique Resident Fire Fighter Program. Equipped with two fire engines, two ambulances, one utility vehicle, and the chiefs car, the Fire Department responds to some 700 emergency calls within its 6.6 square mile response area each year.

WSU Vancouver has three commissioned police officers including one lieutenant. One of the commissioned positions is partially funded through WSU Vancouver and a Cops Grant in association with the Department of Justice. WSU Vancouver also hires students as security officers to assist with safety escorts, jump starts, parking enforcement, and patrolling the campus. Campus

security is available from 7:30 a.m. to 11:30 p.m., weekdays; 8:00 a.m. to 5:00 p.m., Saturdays; and 12:00 noon to 5:00 p.m., Sundays.

In Spokane, security officers are on duty from 2:30 p.m. to 7:30 a.m. on weekdays and 24 hours on weekends at the Riverpoint campus. The downtown campus is served by building security and Spokane police. Student services staff, working with Spokane police and building security, provide information to students regarding safety and security related to living in a metropolitan area.

At WSU Tri-Cities, campus security is provided by the City of Richland Police Department. Additionally, campus personnel closely monitor the campus on a regular basis via use of a radio system.

The Department of Public Safety in Pullman is responsible for the state-of-the-art consolidated E-911 Communications Center. The E-911 Center provides 24-hour emergency dispatching for law enforcement and emergency service agencies of the 2,200 square miles of Whitman County.

In addition to educational programs promoting safety and security in the residence halls and around the Pullman campus, the Department of Public Safety coordinates a yearly "Walk in the Dark" to emphasize safety-related maintenance of the campus. Students and representatives from the campus community survey the campus for areas in need of enhanced lighting or shrub and tree trimming. The department also monitors lighting levels and submits reports to Housing Services Maintenance and Physical Plant. The department also provided the leadership for the installation of blue, lighted emergency phones on campus.

The Women's Resource Center, working closely with the Department of Public Safety, coordinates the Women's Transit Program, a safety program that provides free door-to-door transportation for individuals who would otherwise have to walk alone after dark. The program currently operates with three vehicles and approximately 300 student volunteers. The Women's Resource Center encourages the reporting of sexual assault incidents and provides referrals to the appropriate agencies and departments. The Sexual Information Referral Center (SIRC). WSU Police Department, Residence Hall staff, and fraternity/sorority programming chairs address personal safety and property protection through a variety of student workshops.

The Counseling Center, Health and Wellness Services, and Counseling Services act as a uniform health care team to provide 24-hour medical and psychological interventions for students requiring emergency assistance. Training and collaboration with the Residence Life staff, police, firefighters, and other campus representatives ensure an around-the-clock safety net for students. A part-time psychologist at Spokane provides counseling for students and meets regularly with Pullman Health and Wellness and Counseling Services to maintain a similar level of services for Spokane students. In Tri-Cities, Sunderland Family Treatment Services has been contracted to provide psychological services to students on a referral basis.

Comparative Crime Statistics, crime prevention, and other safety information is published annually in *A Guide to Safety at WSU,* and on the Department of Public Safety home page in compliance with the federal Student Rightto-Know and Campus Safety Act. A Guide to Safety at WSU is disseminated to all students, faculty, and staff at the beginning of the Fall semester.

Publications

The *Washington State University Catalog* is given to all newly enrolled students at the orientation programs *(Alive!* at WSU and the Week of Welcome). The catalog includes WSU's mission statement, admission requirements and procedures, students' rights and responsibilities, academic regulations, degree completion requirements, credit courses and descriptions, tuition, fees, and other charges, refund policy, and other information relative to attending or withdrawing from WSU. The catalog, along with the Student Handbook, also includes information regarding student government, student organizations and services, and the grievance policy. The printed version of the catalog is published annually. The catalog is also available online and is updated monthly. The TIme Schedule (a directory of classes) is published twice a year and disseminated widely on campus. It is also available online. In addition to listing available courses and information pertinent to registration, the Time Schedule includes information on tuition and fees. the refund policy, student financial aid. and excerpted Academic Regulations in the Fall issue. Each of the branch campuses publishes a Time Schedule for its campus with the same information found in the Pullman TIme Schedule. All admissions materials. the catalog, and the Time Schedule adhere to the Northwest Association of Schools and Colleges Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

Student Services

Admissions

Major changes in the Office of Admissions have occurred as a result of changes in enrollment admissions criteria. These changes linked university funding to achievement of enrollment targets, increased statewide competition among universities for enrollment, and demands that student quality be maintained or improved while adhering to the access mission of the state's land-grant institution. Funding was further linked to newly established statewide accountability measures of retention, graduation, and time-to-degree. Admissions at WSU has evolved from an office concerned primarily with providing information to prospective students and processing their applications to becoming an acknowledged leader on the enrollment management strategy team.

In 1990 all public institutions in the state began admitting students based on their Admissions Index Number (AIN), a 100-point scale that is a combination of high school grade point and SAT/ACT scores. WSU's minimum AIN of 28 indicates an entering freshman applicant has an 80% probability of success in the first year.

In 1992 a statewide high school core course requirement was implemented for public universities. Since 1988, WSU used a high school core course requirement and needed only to add a year of fine or performing arts or an additional academic elective to meet the new requirements.

Under statewide standards, 15% of the entering freshman class can be students who do not meet the minimum AIN standard of 28 or who are missing a portion of the high school requirements. Students applying for admission under the alternative admission standard must meet a 2.0 minimum grade point average, submit an SAT/ACT score, and present evidence of success outside the classroom and strong motivation to succeed in college. Working under the direction of the Admissions Subcommittee of the Faculty Senate, in 1992 the Office of Admissions began an in-house screening process for students identified as a high priority whose AIN falls between 17 and

27. Students who fall within this category include some multicultural students, first generation college applicants, students with disabilities, and students with special talents or extraordinary circumstances. Students falling in these categories seem to be less likely to submit an appeal for alternative consideration so a special review is warranted. Transfer students are admitted as space allows if they show evidence of a 2.0 (C) or higher grade point average in transferable work completed at accredited post-secondary institutions. Applicants with 27 or more semester hours of transferable college-level credit are considered for admission on the basis of successfully completed academic work.

College-level work is defined as that which is not technical or vocational in nature. The maximum transfer credit allowed from accredited two-year community colleges or from College-Level Examination Program (CLEP), Advanced Placement (AP), lB, or military credit is 60 semester (90 quarter) credits. The maximum allowable credit toward a four-year degree from a four-year institution, or from a combination of all institutions, is 90 semester (135 quarter) credits. WSU residency requirements specify that any student wishing to obtain a WSU degree must complete 30 credits from WSU.

Credit by examination is defined in the 1998 *Washington State University Catalog:* "Credit and placement may be granted for students who submit scores of three or higher on College Board Advanced Placement (AP) Examinations (four or higher for English). Credit is given for some CLEP general examinations. Subject examinations of CLEP yield variable credit as determined by the appropriate academic departments. No CLEP or AP credit will be granted to students with 60 or more semester hours of credit."

Matriculated students currently registered may petition to receive credit by challenge exam. The policy, procedures, and list of courses available for challenge are described in the Spring 1999 Time Schedule. WSU does not, at this time, award credit for prior experiential learning. Nor does WSU award credit on the basis of outcome evaluation or other nontraditional means.

In 1996, the Office of Admissions began substantial modification of recruitment strategies and activities. Enrollment projections based on increasing numbers of seniors graduating from high school had not resulted in anticipated enrollments. In Fall 1996, strategies were developed in collaboration with the newly created Enrollment Management Council to achieve enrollment goals for 1997 and 1998.

A communications plan was developed based on an assessment of specific audiences identified as potential students at WSU. The plan also redefined and incorporated eight core messages determined to appeal to the needs of those potential students. The plan changed the application process in the Office of Admissions from a batch system to one in which student communications were more individualized, personal, and timed to meet student needs at whatever point the student might be in the application process.

A telecounseling center was established to effectively communicate and assist with students as they proceeded through the application process. The 40 undergraduate telecounselors personalize the process and are extremely effective in assisting students during the application to enrollment process. They also encourage a smooth transition for entering students by answering questions about life at the university and referring students to campus resources. EMAS, a recruiting data base

system that supports the communications plan was implemented and provides a centralized chronology of contact information for telecounselors, admissions personnel, and college representatives.

The Office of Admissions ensures that educational programs and services are the primary emphasis of publications, promotional literature, and recruitment activities; that recruiters are factually accurate; that supporting literature is kept on file; and that catalogs are readily available. The Office of Admissions follows the national Association for College Admission Counselors "Statement of Good Practice" stipulating that student recruitment be conducted by well qualified admissions officers and trained volunteers. WSU does not use independent contractors or agents for recruiting purposes. As with the majority of student services, graduate students as well as undergraduate students benefit from services.

Office of the Registrar

The Registrar's Office provides a large number of services to students. These include the maintenance of the academic transcript, registration and enrollment services, graduation processing and publication of the annual *Washington State University Catalog* and the Time Schedules. These services are provided by the Registrar's Office in Pullman and by the Registrar's deputies on each branch campus and the Extended Degree Programs office, which is responsible for distance education at WSU. Working in coordination, students on all four campuses, at Learning Centers, and in various distance education programs receive quality service.

The methods for providing these services have continually broadened and expanded over the past several years. The Registrar played a leadership role in the development of the METRO touchtone and Web-based registration system that has been available to students on all four campuses since 1997. In 1998, the Registrar's Office completed work on an electronic Degree Audit Review System that is now available to students and advisors on the Web. Gradual replacement of manual to-do lists will continue over the next few years. Eventually, the Degree Audit system will become the official degree audit for all students at WSU. An electronic room scheduling system, CRAM, has replaced a pen and paper system for scheduling academic classrooms. This scheduling system is available at all four campuses.

New methods of student service include using Electronic Data Interchange (EDI) for sending and receiving transcripts electronically, which will speed up delivery to other institutions as well as speed up processing of transcripts at WSU. A Web application for departments to obtain class lists and to notify the Registrar's Office of drops and adds has been created and is currently being used by more than 200 faculty and staff.

Enrollment Management Council

As WSU evolved during the decade of the 1990s from a single site campus at Pullman, to "one campus, geographically dispersed" across the state, coordinating recruitment and retention strategies and activities became much more complex. Beginning in the late 1980s, an ad hoc recruiting network made up of college representatives and admissions officers met routinely to share recruiting plans, act as an advisory body for admissions, and coordinate campus and college recruiting activities.

In 1997, the Provost appointed an Enrollment Management Council (EMC) to coordinate and focus university-wide efforts on recruitment and retention. Representatives from each of the colleges, the branch campuses, Extended Degree Programs, the Learning Centers, Institutional Research, and various student affairs offices meet weekly to advise and coordinate university-wide recruitment and retention efforts.

At the suggestion of the EMC, a Lost Market Survey was conducted in 1997 of students who had indicated an interest in attending WSU, but had chosen to attend elsewhere. In addition, the College Student Inventory was acquired and administered in 1997 and 1998 to assist academic advisors in identifying and referring students needing assistance. The Student Satisfaction Inventory was administered at Pullman to students in 1997 to understand better the academic and service areas students perceived as needing improvement. The Student Satisfaction Survey was administered to students at the Tri-Cities campus students in 1998, and will be administered to students at all the branch campuses in 1999. The branch campuses' Lost Market and Student Satisfaction Surveys have generated data useful for enrollment management purposes. The results of the collaboration and leadership of the Enrollment Management Council are heartening. The 1998 entering freshman class was the largest in twenty years, following two years of fewer-than-anticipated freshmen.

Special Student Populations

WSU's commitment to diversity reflects the philosophy central to its land-grant heritage. We continue to integrate diversity into the very fabric of the institution. The past decade has presented challenges as we strive to provide a climate for students that values, respects, and consciously attends to the differences in needs our students bring to our campuses.

In July 1992, a senior-level position, Vice Provost for Human Relations and Resources (now Associate Vice President for Administration and Assistant to the President for Human Relations and Diversity), was appointed to oversee all diversity efforts on campus. Under her direction, the Office of Multicultural Student Services, the Disability Resource Center, the Women's Resource Center, and the Gay, Lesbian, Bisexual and Allies Program collaborate with other academic, student services, and administrative units to create a climate that acknowledges, respects, and enhances the Quality of life for all our students.

The Office of Multicultural Student Services, created in 1992, includes an administrative area, Recruitment and Community Relations, Multicultural Student Retention Services, four multicultural student centers (African American, Asian American and Pacific Islander, Chicano/ Latino, and Native American), and the Talmadge Anderson Heritage House.

Recruitment coordinators travel extensively to meet with students of color in high schools and community colleges. The recruiters present information about WSU and guide students through the admissions process. They also work closely with communities to plan early outreach programs and to bring students to campus.

The counselors serve as academic advisors; they advocate for students, assist in problem solving, direct and develop programs, make referrals to other departments and services on campus, and provide information on scholarships, internships, careers, and graduate programs. The respective student centers offer a number of services such as social support, a study area, and a gathering place for student organizations.

At WSU Spokane, Multicultural Student Services are provided by Student Services. WSU has taken a leadership role in establishing a Spokane-area Intercollegiate Racial Concerns Committee aimed at coordinating programming and support services for students in the Spokane area.

WSU Vancouver Student Services employs a multicultural student intern each term to focus on multicultural programming and contact with current students. Vancouver will soon be creating a Diversity Task Force to focus on the recruitment and retention of faculty, staff, and students.

The commitment of WSU Tri-Cities to student and staff diversity is reflected in the creation and staffing of the Director of Multicultural Services position. The director coordinates various multicultural programs and services, including the Multicultural Advisory Committee (MAC). This committee is composed of both campus and community representatives. MAC has developed a Campus Diversity Plan of Action, which is used to monitor progress in achieving diversity goals.

During Fall 1995, the Provost appointed the Council on Multicultural Student Retention to develop a university-wide strategy for multicultural students. In July 1997, the council issued the WSU Multicultural Student Retention Strategy 1997-2002, which contains the vision, mission, value statement, goals, objectives, and specific strategies for the campus to increase retention and graduation rates of multicultural students.

The Disability Resource Center (DRC) serves the needs of approximately 555 students with physical or learning disabilities. ORC's primary functions are to coordinate accommodations for students with disabilities, to help students with disabilities prepare to function effectively after graduation, and to educate and sensitize the university community on issues related to persons with disabilities. Each of the branch campuses provides accommodation through its office of student services.

The Women's Resource Center (WRC) seeks to bring the perspectives of women into institutional goal setting and programming. The purpose of the center is to facilitate a supportive and welcoming environment for women of all races, classes, ages, ethnic origins, and sexual orientations. The WRC advocates for the diverse concerns of women, advises the Coalition for Women Students, provides crisis intervention and referral, coordinates the Women's Transit Program, organizes Women's History Month, and coordinates Mom's Weekend.

The WRC also works very closely with the President's Commission on the Status of Women. The commission prepared a comprehensive five-year report that assesses the climate for women on campus and serves as a framework for institutional change. In its 1996 report, The Status of Women at Washington State University, the commission identified the following areas of progress in relationship to undergraduate women students:

The enrollment of undergraduate women at branch campuses is increasing, as the enrollment of undergraduate women on the Pullman campus remains stable. During the 1990-95 time period, women comprised approximately 45% of the total undergraduate enrollment.

Overall, undergraduate women have higher grade point averages than undergraduate men.

Undergraduate women receive more scholarship awards than undergraduate men.

In the last five years, there has been an increase both in the support for and the large number of undergraduate organizations advocating for women.

Undergraduate women have higher retention rates than undergraduate men and are completing degrees within four years at a higher rate than undergraduate men.

Within the College of Engineering and Architecture and the College of Sciences, two areas in which women have traditionally been underrepresented, programs aimeq specifically at women's entry and success have been established.

The WSU Gay, Lesbian, Bisexual, and Allies (GLBA) Program and Center offer educational programming and a speakers bureau for campus and community organizations. The program actively supports research and curricular developments that integrate GLBA scholarship in the university. The program is also a source of referrals and information for the campus and local community. The center has a library of books, magazines, and videos on GLBA issues available for check-out and a lounge that serve as a gathering place, meeting room, and study area. An active Friends of the Center group sponsors a variety of events that support the program and its projects.

International Programs

WSU annually enrolls close to 1,200 international students representing some 91 countries. Two hundred twenty-nine WSU students studied abroad last year on university-sponsored programs. International Programs (IP) has the overall responsibility for Washington Statt) University's international activities, and facilitates, supports, and coordinates them. An International Affairs Advisory Council of faculty and students from across campus provides policy guidelines and a forum for discussion of issues related to the internationalization of the university's programs. International Interest Groups, established on an ad hoc basis, offer additional input on international interests. Currently Interest Groups for Africa, Asia, Europe, Latin America, Russia and Eurasia are active. IP provides many support services including intensive training in English, orientation to international students, and the International Friend and Family Program, which links students with local families as hosts. Fifteen to twenty international student organizations contribute to the diversity of the WSU community through programming and celebrations. IP consists of four programmatic units:

Education Abroad provides students with education abroad options, including overseas study, exchanges, internships, service learning and Fulbright graduate opportunities. This unit works with faculty in developing courses, and expanding the international content of existing courses, and assists faculty in locating teaching abroad opportunities.

International Students and Scholars assists international students and visiting faculty with the legal, non-academic, and social adjustments necessary for a successful educational, research, and cultural experience at WSU.

Development Cooperation assists faculty, departments and units in establishing and implementing collaborative activities with universities, research institutions, the private sector, and other organizations around the world.

Intensive American Language Center provides instruction in American English language to international students and scholars at a variety of levels. Many graduates of the IALC then attend WSU.

International Enrollment Office provides information and assistance for potential students at a variety of levels.

In addition, IP cooperates with other groups on campus who are involved in international activities, such as the Small Business Development Center, and the International Marketing Program for Agricultural Commodities and Trade (IMPACT), the Area Studies Programs, McCroskey International House, international student organizations, and International Alumni Associations.

Financial Aid and Scholarship Services

The Office of Student Financial Aid and Scholarship Services (OSFNOSS) provides financial assistance to WSU students through a variety of aid programs, including federal, state, and institutional. In addition, scholarship programs are provided to recognize students of special talent and ability and to increase the diversity of the student body. During the 1997-98 academic year, the OSFNOSS coordinated the delivery of nearly $110 million in aid resources to almost 13,000 WSU students. Over the past five years, total aid delivered to WSU students has increased approximately 69%, from $64 million during 1994-95 to $108 million during 1997-98.

As tuition costs and living expenses increase, the demand for these aid programs has steadily increased. Only through institutional coordination has this demand been met. The Office of Admissions, the Office of the Registrar, University Receivables, and OSFNOSS have worked to assure that students are awarded aid based upon accurate and timely information.

When a student is admitted and enrolled at least halftime as degree seeking and has a valid application for financial aid with the OSFNOSS, the eligibility for aid is determined. Following the application review and verification of eligibility, the student receives aid that is first applied to his or her university charges. Any excess funds are delivered to the student through University Receivables. The Office of the Registrar reports the enrollment status of aid recipients as well as certifying any veteran's benefits received. The Office of Admissions also provides consumer information and scholarship application information to current and prospective students and helps document any funds already received by the student. The coordination between these offices and OSFNOSS is vital to ensure that no student receives aid in excess of his or her eligibility. Any information received in the OSFNOSS regarding outside funding is also counted in the student's award eligibility. This information, combined with automated financial aid transcript data from other schools assures that financial aid awards are accurate.

Consumer information distributed to students includes the federal publications *The Student Guide,* and *Paying for College*. In addition, the OSFNOSS provides a number of brochures and pamphlets that address the specific needs of the incoming freshman, the prospective student, the transfer student, and the graduate student. General information about the financial aid process and other related topics is available on the OSFNOSS on WSU's Web site. Students can also access financial aid information specific to their financial aid status via the WSU InfoNet, a Web-based Registration and Student Information Center. Students will soon be able to access information specific to their personal financial aid via the telephone in an Interactive Voice Response System.

Besides providing the standard verification and awarding processes, the OSFNOSS provides students and parents with an opportunity to meet with counselors and discuss extenuating circumstances that warrant special consideration. A professional judgement process that includes the

gathering of specific documentation, presented in person and/or via written correspondence, has been developed to deal with these situations.

University Receivables and the OSFNOSS regularly monitor the NDSL/Federal Perkins Loan Program. As of June 30, 1998, default rates for borrowers entering repayment in the 1996-97 academic year are calculated at 8.9%, well below the 15% that would require a formal default-prevention program at the institution. Additionally, the United States Department of Education (USED) provides data on the default rate of borrowers in the Federal Stafford Program. USED has reported that the WSU cohort default rate for 1996 is 6.8%.

This past academic year, the OSFA conducted a client service survey of all students attending the Stafford Exit Interviews. The results of this survey reinforce the idea that continual training and better communication with students are a priority. These same results revealed that students were increasingly satisfied with the improvements in quality of service made by the OSFNOSS in recent years.

Services offered by the Office of Scholarship Services (OSS) include a searchable data base of scholarships. Students may complete a brief questionnaire and have their information input for a search of the most applicable scholarships. The OSS also mails out thousands of scholarship applications to high schools each year and gives numerous presentations to current and prospective students encouraging them to apply for available scholarship funds.

While financial aid awards are processed on the Pullman campus for all students, branch campus staff administer local or campus-based scholarships, and are trained to assist students with questions regarding the financial aid process and facilitate smooth delivery of aid.

WSU students enrolled through Extended Degree Programs are eligible to receive all Title IV financial aid in compliance with federal guidelines. Eligibility determination,. needs assessment, enrollment verification, academic progress, and disbursement of funds are processed in the same manner as for students in residence on a WSU campus. Joint agreements with all Washington institutions of higher learning and National Universities Degree Consortium (NUDC) member institutions are designed to provide comprehensive financial assistance to students receiving their education simultaneously through a variety of delivery formats and providers.

Prospective and enrolled EDP students receive accurate and comprehensive information, about all forms of financial aid available to them as well as assistance with application procedures. EDP staff provide individual counseling in written form, over the telephone, or throughelectronic communication. Information about scholarship assistance is provided through frequent correspondence with EDP students. WSU scholarship applications are provided upon request, and the institution provides the service of assisting students with a national data base search to identify non-WSU scholarship opportunities.

WSU regularly monitors its student loan programs and the institutional loan default rate. EDP students borrowing through the student loan program receive entrance and exit counseling through written correspondence to ensure a clear understanding of the rights and responsibilities of borrowing student loans.

Orientation of New Students

A variety of programs and activities introduce entering freshmen and transfer students to the intellectual and social life of the university. Emphasizing student learning, academic support. and social adjustment, the programs require close working relationships between the academic community and various student affairs offices.

On the Pullman campus, New Student Programs under the direction of the Office of Residence Life conducts the *Alive!* at WSU Summer Orientation Program. Approximately 65% of all entering freshmen attend one of the eight, two-day sessions of testing, advising, registering, and introduction to college life activities. Approximately half of students' parents attend a parallel set of activities that provide information and encourage a partnership between parents and the institution to foster students' success.

The *Alive!* at WSU program addresses many of the factors found to influence retention rates, including: 1) social connections (meeting future peers, learning about extracurricular options), 2) academic integration (pre-registering for Fall semester, meeting a faculty advisor, visiting a university classroom). 3) becoming familiar with the institution's environment (campus tour, overnight stay in a residence hall, eating in a dining center), 4) learning about available resources. and 5) gaining realistic expectations and coping methods for the first-year transition through contact with the student orientation counselors. The success of the program in encouraging student success is indicated by a recent study in which *Alive!* participants had higher freshman-to-sophomore and sophomore-to-junior retention rates. The study also indicated higher graduation rates. For students unable to attend *Alive!*. New Student Programs also conducts Week of Welcome (WOW) the week before classes begin.

The Graduate School provides an orientation to graduate students on the Pullman campus prior to Fall semester. Many departments also provide graduate student orientations.

At WSU Vancouver, the campus orientation is not only delivered to new students the week prior to the start of classes each term. but also to students taking WSU courses at Lower Columbia College at Longview. The program is offered in various sessions that address general campus information, electronic connectivity, and library usage. At WSU Tri-Cities, the New Student Orientation conducted each semester is a cooperative effort with Academic Affairs and includes meetings with faculty as well as a review of activities and support programs and services by Student Affairs representatives. Since the majority of new students at WSU Spokane are graduate students, the orientation program has evolved into a series of departmental programs. Student Services plays an active role in providing packets of information and discussing the activities. support programs, and services available on campus and in the community.

Orientation to college life continues during the freshman year. The award-winning Freshman Seminar introduces some 600 students annually to college-level thinking. The interactive, writing-intensive, Web-based program encourages development of critical thinking skills. Each of 45 sections is designed to create a learning community that links two courses-one a General Education Requirement or introductory course, and the other a Freshman Seminar. The seminar is offered both Fall and Spring semesters.

Students in the residence halls may enroll in CATS (Cougars Academic and Transition Support) either Fall or Spring semesters. Students attend six l-hour workshops and attend eight weekly meetings with a peer facilitator in small groups to investigate workshop topics more fully and share transitional issues.

The 20-year-old Peer Advising Program also assists entering freshmen in their transition to university life. Trained and closely monitored upper class students live in the residence halls with their advisees. providing academic planning and scheduling and, perhaps more importantly, acting as mentors and role models in everyday interactions. The success of the Peer Advising Program is indicated by higher retention and graduation rates of the peer advisees compared to freshmen not participating in the program.

Academic Advisement

One measure of WSU's commitment to student academic success is the faculty policy that all undergraduate students must see an academic advisor at least once each semester. Entering freshmen meet with an advisor during the *Alive!* orientation and then are assigned by the Student Advising and Learning Center (SALC) to either a faculty member, a professional advisor, or a peer advisor. Students with less than a 28 AIN are assigned an advisor within SALC for closer monitoring and assistance. To assist with appropriate math and English placement and informed academic planning, advisors receive an academic advising folder for each student prepared by SALC that includes: an Academic Advising Profile of placement test scores and specific course recommendations, SAT/ACT scores, high school grade point average, selected demographic information, a General Education Requirements checklist for graduation, high school and college transcripts, and a form for advisor notation of student advising sessions.

Recently implemented technological innovations greatly assist the advisement process. The Degree Audit Review System (DARS) provides advisors and students with immediate access to their progress to degree on the Web. Plans are to have similar access for incoming transfer students in 1999. The METRO online registration system, with its partner Schedule Surfer, provides students and advisors with information regarding grades, schedules, and available courses, and then provides students with either touchtone or Web-based registration capabilities.

Freshmen must complete 24 semester hours before applying to a department for certification in a major. During those first 24 semester hours, they are assigned to advisors who understand the critical nature of early exploration of careers and majors in the development of their academic planning. If students meet departmental requirements after completion of 24 semester hours, they are certified into the major and assigned an academic advisor in the department.

Students are required to certify into a major upon completion of 60 semester hours. Non-certified students are monitored by SALC and if approaching or completing 60 hours are notified and directed to their academic advisor. Academic advisors, department chairs, and college deans are notified by SALC of students in violation of the policy to ensure that students meet with advisors. Advisors assist students in developing plans of action for certification in the current major or refer students to Career Services, SALC, and other appropriate units to assist in developing academic plans for certification in another major.

At WSU Vancouver, an ad hoc task force was organized to evaluate the current advising model to determine if modifications need to be made. On an ongoing basis, the advising process is coordinated through bi-monthly meetings between Admissions, Registrar, and departmental advising coordinators.

The academic regulations defining the standards for continuation in programs are published in the Fall semester Time Schedule. Academically deficient students are notified on their grade slips and by SALC under separate cover. Deficient students can apply for reinstatement through the Office of Academic Standing in SALC or at the designated office on the branch campus. Departmental faculty, as members of the Reinstatement Council, review the applications for reinstatement and, depending upon the case, often interview the student. Reinstatement is subject to the student meeting conditions the faculty member perceives as promoting success. A student may request a hearing before an appeals board of three to five Reinstatement Council members. There is no appeal beyond the Appeals Hearing Board. Reinstatement at WSU is designed to be a problem-solving process that can help students determine the factors contributing to their academic difficulties and develop a plan to achieve academic success.

In 1997 an Academic Advising Task Force appointed by the Provost issued a report noting a number of findings and related recommendations. Central to those recommendations was the establishment of a Transfer Student Center to "serve the specific needs of this clientele." In July 1998, a Transfer Student Center was established in the Student Advising and Learning Center to provide transfer students a place where they can connect to the WSU academic community even before enrolling at WSU. The Transfer Student Center is designed to coordinate with academic units, the Faculty Senate, and the administration to maintain up-to-date information for advisors regarding articulation agreements, curricular changes, and related data to facilitate effective and timely information for transfer student advising.

Academic Support Services

The Student Advising and Learning Center (SALC) assumes the leadership role for the university in providing and coordinating support services to encourage students' academic success. Each semester more than 550 students benefit from a for-fee tutoring program that provides one-on-one and group hourly tutoring for some 700 courses. Students with financial aid awards and athletes are provided financial support for tutoring. The SALC also maintains a comprehensive listing of other, free tutoring available in residence halls and departments across campus. In addition to providing one-on-one counseling for students seeking academic assistance, SALC also conducts more than 30 learning strategies workshops each semester. Many faculty refer students to these workshops, and Reinstatement Council members often make participation in these workshops a condition of reinstatement for academically deficient students.

The Department of English and SALC collaboratively developed an Online Writing Lab (OWL) to provide any student with Web access to trained English tutors and to critiques and suggestions from other students on any writing project. The OWL is available to any student in the WSU system.

The Department of English also conducts the ESL (English as a second language) Help Desk. an online writing service for ESL students. WSU Tri-Cities is developing a learning assistance program that focuses on providing writing support.

Career Services

Career Services offers a variety of career-related resources and services. Counselors assist students in assessing skills, interests, and work values, developing decision-making skills, identifying and exploring career options, connecting academic majors to internship opportunities and future careers, preparing for graduate/ professional school, and planning job search strategies. Each semester, Career Services offers a 1-credit course (University 100) to help students explore majors and better understand how to connect their academic experiences with the world of work. The Career Resource Center maintains information on WSU majors, occupations, job search and graduate school preparation materials, and employer literature and directories. Many of the materials are available on the Web for any student in the WSU system. A variety of workshops are regularly scheduled on topics such as resume preparation, interviewing, internship strategies, job searching on the Internet, and applying to graduate/professional school. Counselors also offer daily "drop-in hours" for review of resumes and cover letters. In addition, Career Services sponsors two major career fairs each year.

Each of the branch campuses has career development professionals or staff to assist in many of the above career exploration activities. The Pullman campus supports those efforts primarily through sharing of resource information and occasional workshops and visits to the branch campuses. The Career Professional at WSU Spokane also provides limited consulting services to WSU students taking courses through the Stevens County Learning Center. WSU Vancouver provides a variety of career services for students including resume writing and interview workshops, guest speakers, and opportunities to interview with employers in Pullman by way of video conferencing.

Through on-campus interviews, students can interview for internship and permanent employment with more than 300 employers yearly who recruit at the Pullman campus. The recently implemented in-house Recruiting and Scheduling Interview (RASI) Web-based registration system allows students take advantage of the resume referral service to access employers interested in WSU students, but not planning to come to campus. Desktop videoconferencing allows employers visiting the Pullman campus to interview students at the branch campuses.

On the Pullman campus. the recent administrative merger of Career Services with SALC, under one director. acknowledges the relationship of career development with academic advising. Career advising is considered essential to the development of a quality academic advising system and outstanding academic support programs. Good advising and academic accomplishment are critical if students are to proceed successfully toward chosen career paths. Integrating the programs under one administrative director provided a conceptual "bundling" of interrelated services and opportunities for resource efficiencies not normally available to separate administrative units.

Counseling, Health and Wellness Services

Counseling Services and Health and Wellness Services collaborate closely to provide timely, integrated, comprehensive mental and medical care and health education to the WSU community. In addition to a number of collaborative initiatives. the two units meet weekly to plan and monitor students served by both units.

Counseling Services. The Counseling Center is staffed by seven full-time and two part-time psychologists. an adjunct certified chemical dependency counselor, a consulting psychiatrist, four

pre doctoral interns, three half-time counseling assistants, and fifteen to twenty advanced doctoral students satisfying practicum requirements each year.

Counseling Services programs fall into three areas. The Direct Services Program includes individual and group counseling, 24-hour crisis service and consultation for students, parents, faculty, and staff, and outreach workshops and presentations. The Testing Program oversees administration of state and national standardized tests, provides individual testing for career decision making and diagnostic purposes such as learning disabilities assessment, and administers examinations for students participating in Extended Degree Programs. The Training Program provides supervised practicum experiences for graduate students in the Department of Psychology and the Department of Educational Leadership and Counseling Psychology. The APA-accredited pre doctoral internship trains four full-time interns yearly and is the only accredited internship for psychologists affiliated with auniversity counseling center in the State of Washington.

WSU Spokane provides counseling services to its students through the services of a part-time psychologist who also provides counseling at the Intercollegiate Center for Nursing Education in Spokane. WSU Vancouver students have the opportunity for five free professional counseling sessions with a local counseling professional. At WSU Tri-Cities, Student Services professional staff provide academic, career, and personal counseling services as need. Additionally, a local psychological consulting firm has been contracted to provide psychological counseling on a referral basis.

Health and Wellness Services. Located in Pullman Memorial Hospital building on campus, Health and Wellness Services (HWS) receives some 34,000 visits each year at its clinic. HWS is accredited by the Accrediting Association for Ambulatory Health Care and certified by the state of Washington Department of Health. The clinic is open Monday through Saturday. Twenty-four hour telephone consultation with a health care provider is available to students daily. The clinic has a staff of six physicians with specialties in family practice, pediatrics, neurology, sports medicine, and psychiatry, three ARNPs, one physician assistant, six registered nurses (five certified in college health), and sixteen support staff.

Several thousand more students benefit from the WSU Wellness Program's outreach activities. WSU Wellness Programs deal with issues of personal health education and prevention, safety, and well-being among the students.

WSU Vancouver students can access basic health services, including consultation with a nurse practitioner, lab test, immunizations, and referrals for a nominal fee through Clark College. With the help of the Pullman director of Health and Wellness Services, a health needs assessment will be administered at Vancouver during Spring 1999 semester. Students at WSU Spokane are eligible for primary health care through an agreement with a local clinic. Wellness programming is provided by Student Services staff with support from Health and Wellness Services in Pullman. WSU Tri-Cities students are eligible to participate in the WSU Medical Insurance Plan made available to students and their dependents. Additionally, the assistant director of Student Services provides wellness counseling and offers wellness seminars.

In Fall 1998, as part of the response to the previous spring's student disturbance centering around alcohol abuse, the Vice Provost for Student Affairs convened a Campus/Community Coalition on

Alcohol Abuse Prevention. The coalition was charged with creating environmental change on and near the Washington State University campus to address the persistent challenges posed by student alcohol abuse. Based on the belief that human behavior is highly influenced by environmental factors, the committee will strive to attain two major goals:

- Create a campus and community culture that promotes and supports healthy, responsible lifestyles and behaviors.
- Reduce alcohol abuse and related problems at WSU and in the surrounding community.

In an effort to promote these and other goals related to combating alcohol abuse, the university has also secured a $283,000 grant from the Department of Education.

Child Care Centers

Recently accredited by the National Association for the Education of Young Children, and licensed by the state of Washington Department of Social and Health Services, WSU's two child care centers provide sorely needed services for non-traditional and returning student-parents. The centers are designed to meet child care needs of student-parents while providing intellectual, social, emotional, and physical growth opportunities for the 140 children enrolled. Both facilities are state-of-the-art and feature computers, an observation room, and multiple classrooms.

WSU Vancouver now has limited child care facilities on campus that are available to staff and students. The child care services are operated in conjunction with the Department of Human Development and Early Childhood Programs. WSU Spokane Student Services provides students with information regarding available community resources for child care, but to date students have not rated child care as a significant need on surveys.

Residence Life, Housing,and Dining Services

At WSU in Pullman, Residence Life exists to create residence hall and Greek communities that support and enrich student learning. The department provides essential services and educational support and enrichment programs to approximately 4,000 students living in residence halls and 2,000 students living in sororities and fraternities. A variety of living and learning options are provided in the 20 residence halls in the housing system. Each residence hall room has a high speed data port so students can access WSU's computer network. One hundred percent of WSU's sororities and fraternities are also connected to the network.

Residence Life works closely with Housing Services in room assignment, cleaning, maintenance, security, and accessibility to the halls. Residence Life focuses primarily on the people living in the halls, and Housing Services focuses primarily on the physical facilities. An interior designer ensures that all renovation enhances the learning environment. A safety officer ensures compliance with safety regulations. Housing Services also houses approximately 1,500 additional students in its university-owned apartments, and employs its own student and professional staff in these facilities. Dining Services, reporting to the Assistant Vice President for Business Affairs, works closely with Residence Life to provide an efficient, high quality dining program to meet food service needs of students, faculty, and staff. Dining Services operates the three primary dining centers for students in residence halls, four convenience stores, and four espresso carts for students, faculty, and staff. Dining Services meets all mandated health and safety standards.

The majority of the Residence Life staff are the 125 student paraprofessionals who are the front line staff living on the residence hall floors in an average ratio of 1 paraprofessional to 32 residents. An additional 85 students are employed part time as hall desk workers. The desk workers and the paraprofessionals are trained and supervised directly by a staff of 3 professional master's degree-holding hall directors, 10 graduate student hall directors, and 4 area coordinators, also with master's degrees. The assistant director of Residence Life supervises the professional hall directors and the area coordinators.

The central staff in Residence Life includes the assistant director, the director of new student programs, 2 coordinators of Greek affairs, an associate director, and the director. Each central staff member has at least a master's degree and an average of 10 years of experience with residential programs. An office administrative staff of 5 full-time employees provides support for the department's programs and staff.

Staff training focuses heavily on the creation of healthy and safe communities within the halls. Fire, personal, and property safety are emphasized during staff training, which includes sessions taught by the campus Fire Services and Police Services, as well as the Counseling Center. Proper handling of emergency and conduct incidents is repeatedly reinforced in order to create and maintain a "safety net" for all residential students. The custodial and maintenance staff are carefully trained on the handling of cleaning materials and blood-borne pathogens. All residence hall rooms are protected by a fire sprinkler system to ensure superior life safety protection.

Learning-supportive hall communities are created using an educational and social programming model that emphasizes the importance of balancing challenge and support for residents. Staff members use a community standards approach to help residents assume responsibility for the climate of their living groups. The programming model highlights the need of new students to rapidly develop an understanding about safety, alcohol and substance abuse, sexual responsibility, and human diversity within the first six weeks of arriving on campus.

The residence hall staff encourages involvement in campus activities and events, with very successful results. The rural and residential nature of WSU Pullman supports an extraordinarily strong student culture. Students often remain on campus on weekends and participate in a variety of clubs and activities such as the intramural sports program, one of the largest at any university. Intramural team sponsorship is one of many ways the active student government groups in the halls use the $50 per student annual dues collected for hall programming. Hall governments allocate the hall dues funds. Residence Life works closely with the staff in the Student Leadership Center in Compton Union to develop student leadership skills. An active Residence Hall Association (RHA) is advised by Residence Life staff and is consulted about substantive residence hall issues such as policy changes and room and board rates.

Residence Life assesses the satisfaction of all hall residents using a census-type survey process in late Fall semester each year and again in the Spring semester using a sampling process. The information collected is used to evaluate staff performance, establish goals, and monitor year-to-year progress. In general, assessment information has demonstrated high levels of student satisfaction with residence hall life as well as the enhanced personal and intellectual development of on-campus

residents compared to off-campus residents. An ongoing assessment program monitors the impact of residential living on students supporting a departmental philosophy of continuous improvement.

Co-Curricular Activities and Programs

Under the leadership of the director of the Compton Union Building (CUB), a broad array of co-curricular programs and activities aid in fostering the intellectual and personal development of students.

Some 200 student organizations annually open their membership opportunities to students. The Student Leadership Center, recently organized in collaboration with Residence Life and the Department of Educational Leadership and Counseling Psychology, presents colloquia, workshops, and awards ceremonies, publishes the Involvement Guide of Student Organizations and Involvement Opportunities, and conducts other educational and experiential opportunities to create a leadership culture for students. The Community Service Learning Center connects more than 1,000 students with service experiences to develop an ethic of service, to strengthen and apply learning from the classroom, and to repay their communities. Programs sponsored by the Visual, Performing, and Literary Arts Committee are attended by some 20,000 students, faculty, and staff. Despite an aging facility, the Compton Union continues to serve as the co-curricular heart of the Pullman campus. CUB programs such as Art a la Carte and CUB Gallery exhibitions draw some 5,000 appreciative attendees. Meeting and conference services provided some 7,500 events for 256,000 attendees in academic year 1996-97.

Campus events conducted on Terrell Mall such as the CUB Mall Market, the Welcome Back BBQ, and the Spring

Recognition Picnic attract students to cultural, educational, and social events that create a sense of community and enhance students' experiences. The Associated Students of Washington State University (ASWSU) provides students with opportunities to participate and develop leadership skills. ASWSU funds eighteen committees, which organize some 150 programs to involve, educate, and serve students.

The importance and influence of programs and services affiliated with the CUB are indicated buy two recent surveys. In the 1996 Alumni Survey conducted by Student Affairs Research and the Social and Economic Sciences Research Center, 84% of alumni surveyed had used Student Activities. Of those, 36% were highly satisfied, and 58% were moderately satisfied. A market research survey of currently enrolled students conducted in 1997 indicated that ASWSU was first and the CUB fourth in importance of those organizations receiving Services and Activities Fees paid by students.

Considerable care is taken to ensure that responsibilities for co-curricular programming are shared between students and the institution. The director of the CUB is advisor to ASWSU, and each club or organization has a faculty advisor. The Union Board, the Student Leadership Advisory Board, the Community Service Learning Center Advisory Board, and the Sports Club Federation Council have students, faculty, and staff as members. The Services and Activities Fees Committee, with five undergraduate students, two graduate students, one academic faculty member, and three administrative faculty, recommends the annual distribution of approximately $5 million in student fees.

Activities on the branch campuses reflect the nature of the non-residential campus. Student government is active at WSU Vancouver, WSU Tri-Cities, and WSU Spokane. In Spring 1998, they established their own Services and Activities Fee Committees. Each has developed co-curricular activities and programs to meet the needs of students at its campus. At WSU Vancouver, the student government supports the safety escort program, Salmon Creek Journal, The Fitness Center, a lecture series, Environmental Awareness Week, and social events such as the Back to School BBQ. At WSU Spokane, student government provides access to fitness programs by underwriting student membership in the local YMCA. Additional programs include group social activities such as barbecues, group nights at local sporting events, and food drives and other community service opportunities. At WSU Tri-Cities, ASWSU provides access to local fitness clubs by underwriting student memberships. They also sponsor a variety of social, cultural, and community activities.

The EDP students have recently organized their own branch of ASWSU, conducting student government meetings via real time chat room sessions.

Recreational Opportunities and Facilities

The campus recreation program, one of the largest in the country, is extremely popular with students. In the 1996 Alumni Survey, 88% had participated, and 53% were highly satisfied and 43% moderately satisfied with the program. In a March 1997 Student Satisfaction Survey, intramural sports was the only campus life activity for which satisfaction exceeded perceived importance of the program. In 1997 students approved dedication of Services and Activities Fees to construct a 150,000-square-foot multipurpose student recreation center. Construction began in Fall 1998 with anticipated completion by August 2000.

The intramural sports program involves more than 16,000 participants playing more than 4,000 games, from billiards to wallyball. The fitness classes, Olympic weight room, and clinic of the campus recreation program accumulates some 186,000 participations annually. The popular Outdoor Recreation Center provides students with equipment rental, classes, trips, special events, a climbing wall, and a resource center. In addition, sports clubs from bowling to synchronized swimming to winter sports involve some 723 students in 38,000 participations. The on-campus 9-hole golf course provides students and community members with fair weather golf recreation and serves as a popular tubing site for students in winter.

WSU Vancouver participated in its first ever intramural event in Fall 1998 with a series of soccer matches against local Clark

Student Bookstore ("The Bookie")

The Student Book Corporation operates as an independent corporation under an agreement with the Board of Regents. The purpose is to offer service, merchandise, and benefits to students, faculty, staff, alumni, and friends of WSU. The primary beneficiaries of the corporation are the students. The Board of Directors consists of four students and one graduate student elected by the student body and four ex-officio directors, two from faculty and two from administration.

The building in Pullman was renovated in 1998 to increase food and beverage spaces and create more student-friendly areas for relaxed interaction and perusal of books and materials. The Bookie also operates bookstores at each of the branch campuses and provides services for Extended Degree Programs.

Student Media

Services and Activities Fees support two student publications, *The Chinook* yearbook, and *The Daily Evergreen,* the student newspaper. Both publications operate under the auspices of the Board of Student Publications, which receives its authority from, and is reviewed by, the Board of Regents. Copies of *The Daily Evergreen* are delivered to each branch campus.

In May 1997, a revised Statement of Policies articulated the relationship of the institution to student publications. The Statement of Policies provides for the exercise of freedoms of speech and the press and prohibits university officials from requiring prior review of material or from coercing or prohibiting speech on the basis of views expressed. It clearly delineates the role of professional staff as twofold: (1) providing operational and budgetary direction and (2) facilitating student expression without censorship or interference.

Student broadcast media include a television station, Cable 8 Productions, and two radio stations, KUGR and KZUU. Cable 8 and KUGR are housed and run in the Edward R. Murrow School of Communication to provide real-world experiences for students. News programming is tied to courses in communications majors but all other programming is student selected, designed, and operated. KZUU is run by students but advised by an officer in Student Activities. Although the broadcast stations have no written policy regarding the relationship of the institution to student broadcast media, advisors for each station do not interfere with student selection of material. Students are apprised of the Federal Communications Commission Regulations and Rules for Broadcast Stations and the Radio-Television News Directors Association Code of Broadcast News Ethics. Advisors also discuss basic standards of practice in the world of broadcast media with students.

Intercollegiate Athletics

Washington State University conducted a self-study of its intercollegiate athletics program for NCAA certification that was completed in May 1996. The NCAA peer review team visited the campus in October 1996 to verify the accuracy of the self-study, to determine if participation had been sufficiently broad-based, and to evaluate conformity with the NCAA's operating principles. In March 1997, the NCAA Committee on Athletic Certification notified the university that it was certified. The Committee on Athletics Certification also imposed the following three strategies for improvement of the athletics program:

1. By the next certification cycle, provide evidence that the institution has established mechanisms to ensure that rules compliance shall be a central element in personnel decisions within the Intercollegiate Athletics department.

2. Further delineate in the institution's plan to address minority opportunities in the intercollegiate athletics program the offices or individuals who will be responsible for implementing the specific actions outlined in the plan. This information was submitted to the committee by the March 1997, deadline and is available with the NCAA certification materials.

3. Analyze, explain, and address (through specific plans for improvement) the graduation rates of the university's African American and transfer student-athletes. Appropriate academic authorities of the institution under clearly established and approved policies must conduct this review. These plans, developed under the guidance of the Faculty Athletic Representative, were submitted to the

committee by the December 1997 deadline. They are available with the NCAA certification materials.

The Committee on Athletics Certification notified the university that materials submitted in response to items number 2 and 3 satisfied their requirements.

Institutional control, the role of the Board of Regents, and evaluation of the athletic program relative to the mission of the university are addressed in the Governance and Commitment to Rules Compliance section of the NCAA Division I Certification Self-Study Report.

The goals and objectives of the intercollegiate athletic program, as well as institutional expectations of staff members, are not specifically provided in writing to prospective staff members. Institutional expectations for each position are outlined in the Notice of Vacancy, which initiates the hiring process and includes the job description. Job descriptions are contained in the department's policies and procedures manual. Head and assistant coaches are under contract. This employment agreement includes descriptions of general as well as specific duties and responsibilities and outlines disciplinary procedures for violations of NCAA rules and regulations. Administrative/professional and faculty exempt personnel are on yearly appointments. The policies and regulations in the Faculty Manual govern faculty. The university is in the process of developing a manual for administrative/ professional staff in intercollegiate athletics.

Policies and rules concerning intercollegiate athletics are reviewed on an ongoing basis with all Intercollegiate Athletics staff. The entire department staff meets once a month during the academic year. Head coaches meet with the Athletic Director, Senior Associate Athletic Director, Director of Compliance, and Director of Academics and Eligibility twice each month during the academic year. The senior administrative staff meets each week. In addition, various departmental units meet on a regular basis. For example, all student support service personnel (academics, compliance, athletic medicine, physical development, event management, and sports psychology) meet as a group with the Senior Associate Athletic Director twice per month. The external operations staff (Cougar Club, marketing and promotions, sports information, ticket operations) meets at least twice a month with the Assistant Athletic Director. The department also circulates a newsletter to all staff each week that has a heavy emphasis on NCAA rules interpretations and issues. The duties of the Athletic Director are included in the department's policies and procedures manual. The functions of the Athletic Council are outlined in the WSU Faculty Committee Manual.

Student-athlete admissions procedures are the same as for all students. Student-athletes must meet the same standards of academic performance and satisfy the same degree requirements. Admission requirements and procedures, academic standards and degree requirements, and financial aid awards for student-athletes are addressed in the Academic Integrity section of the certification self-study. Admissions procedures are also addressed in the Governance and Commitment to Rules Compliance section. The Director of Financial Aid and the Compliance Coordinator for Financial Aid in the university Office of Student Financial Aid administer all letters of intent, financial aid awards, renewals, and cancellations. This information is also provided in the Governance and Commitment to Rules Compliance section. The athletic budget development is systematic, approved by the administration, and accounted for through generally accepted institutional practice. More detail

regarding the department's budget can be found in the Fiscal Integrity section, starting on page 95 of the NCAA Division I Certification Self-Study Report.

It should be noted that Washington State University is recognized nationally as a leader in achieving gender equity. The university has met the proportionality test in assessing participation opportunities under TItle IX since the 1990-91 academic year. Further information regarding the institution's commitment to equity is found in the Commitment to Equity section of the NCAA Certification Division I Self-Study Report.

There is no written policy regarding scheduling of athletic events and team practices. The Intercollegiate Athletics department is guided in developing these schedules by NCAA regulations pertaining to appropriate practice times and by Pac-10 regulations regarding travel time to basketball games. As part of the institution's plan for improvement articulated in the NCAA Certification Division I Self-Study Report, the department is currently developing a written scheduling policy.

Standard Four
Faculty

Washington State University faculty as a whole have a variety of roles and duties within the university. However. primary responsibility for the teaching and research missions of the university rest with the academic faculty. The academic faculty consists of ranked faculty assigned to degree-granting units and includes the graduate faculty. In addition. three other faculty categories exist whose members have distinct functions within the university: the Cooperative Extension faculty. the library faculty. and the student affairs faculty. Although much of the discussion of the faculty at WSU will focus on the role of the academic faculty. it must be remembered that each faculty makes important contributions to the achievement of WSU's various missions.

All tenure track academic faculty are recruited from nationally advertised pools and are required to have a doctoral degree or the highest degree offered in a particular field. Every effort is made to attract faculty who are among the best in the nation by advertising nationally in appropriate journals. magazines. and through personal letters. A search committee consisting of faculty members, staff members, and often, students, is used to screen the candidate pool and determine the top applicants. The top few candidates are invited for campus interviews and final selection is made by the faculty in the academic unit and the department chair. Every effort is made to offer nationally competitive salaries and start-up packages. The recruitment of full-time faculty members is done in accordance with the procedures and institutional policies as outlined in the Faculty Search Procedures.

All faculty hired into the WSU Cooperative Extension system have a minimum of a master's degree, and many have doctoral degrees. Extension faculty are recruited and hired to work in the area of their academic expertise in accordance with the written position description that meets the specific programming needs identified by a county and/or region of the state. Search committees seek highly qualified professionals to fill positions at the Pullman campus, the branch campuses and centers, and the 40 county offices. County-based faculty are full faculty members, the vast majority tenured in the Cooperative Extension Tenure Unit. Cooperative Extension faculty are hired following the procedures outlined in College of Agriculture and Home Economics Search Procedure.

The minimum qualification for all library faculty positions is a master's degree in library and information science from an accredited program. This is considered the terminal professional degree for practicing librarians.

The minimum qualifications for student affairs faculty positions are expressed in a rank format. Spanning from rank one to four, rank one requires a bachelor's degree with one year of professional experience or a Master's degree. Rank four, the highest level, requires a bachelor's degree with 20 years professional experience. a Master's degree with 15 years relevant experience. or an earned doctorate or M.D. degree with at least 10 years professional experience.

Shared Governance

The faculty has a voice in the governance of WSU through the Faculty Senate. All permanent faculty members have representation on the Faculty Senate and on the Faculty Senate committees. Through the Senate and its committees, faculty become involved in the academic planning, curriculum development, and institutional governance. The role and responsibilities of the Faculty

Senate and its committees are described in the Committee Manual. and the Faculty Manual explains the position of the Faculty Senate within the university.

Faculty Senate leaders meet regularly with the provost and the president to discuss the future direction and initiatives of the university. The Faculty Senate also has committees that review university planning and the university budget. An example of faculty involvement in academic planning and institutional policies is the recent initiatives in higher education in Spokane. Faculty Senate leaders were involved in the initial discussions and were involved at all stages of the process of formulating WSU's new position and offerings in Spokane.

WSU has a strong commitment to shared governance. The Faculty Senate has the responsibility for setting academic policy and standards. All new academic programs and courses, as well as changes to the organization of academic units, academic programs, and courses, must be reviewed and approved not only by the Academic Affairs Committee or the Graduate Studies committee. but also by the Faculty Senate. The Faculty Senate has a well-established and functioning procedure for reviewing graduate programs every 7-10 years and is now in the process of extending this review procedure to include undergraduate programs. The review process often includes both an internal review committee and an external reviewer. The reviews result in recommendations to the academic unit and to the provost and have lead to major changes in the units.

Role and Responsibilities of Academic Faculty

All faculty members are expected to contribute to the teaching, research, and public service missions of the university. For academic faculty, the relative weighting of these areas varies with academic units and is modified to match the strengths of an individual. Academic faculty are expected to engage in research and scholarly activity, and it is the duty of the chair of an academic unit to adjust the teaching loads to accommodate this activity. The department chair also supports faculty travel to technical meetings and short courses to foster professional growth and renewal.

WSU has a strong commitment to both teaching and research. This means that a high priority is given to having classes taught by ranked academic faculty. However, faculty must be given sufficient time to pursue their research and creative activities. Balancing these two goals with limited resources is not an easy task, but department chairs seem, in most cases, to be able to achieve a workable balance.

Academic advising is also a responsibility of academic faculty. Student majors are advised either by faculty or by staff who are supervised by academic faculty.

Faculty Salaries

WSU attracts and, to a large degree, retains faculty who value teaching and are active in research and scholarly activities. In general, the starting salaries of assistant professors are competitive on the national scale, and, therefore, WSU can attract excellent faculty. To date, the turnover rate has averaged only 5% to 7% for the past seven years. The benefit package given faculty has been large enough that it has not negatively impacted hiring or retention.

The policies on salaries, benefits, promotion and tenure, and salary increases, including merit, market, and extraordinary merit adjustments are clearly outlined in the WSU Faculty Manual. Updated policies in the WSU Faculty Manual are immediately available online on the Faculty Senate

Web site. These guidelines are followed for faculty salary increases.

Of particular concern for future retention and hiring are the relatively low salaries for continuing faculty at WSU. County-based Extension faculty salaries are comparable to faculty of similar standing/rank at peer institutions. Specialists' salaries are comparable to those of their department peers. However, the average faculty salary is currently 17% below that of faculty members at peer institutions. The libraries are finding it increasingly difficult to attract and retain high quality faculty, because their salaries are 8% to 34% below the state averages for librarians at baccalaureate institutions and 11 % below comparable national institutions. Student affairs faculty salaries are consistently below the national average as periodically reported by the Chronicle of Higher Education and other national publications. Whereas the institution attempts to stay competitive with peers at the entry level, the salary gap widens significantly for faculty members who have been at the institution for more than five years.

Competitive, long-term faculty salaries remain a challenge for the administration and the Faculty Senate. Increases in the state budget for faculty salaries are under consideration and the actions of the state legislature in the next few years could have a large impact on the faculty turnover rate.

Faculty Reviews

Through the combined efforts of the WSU administration and the Faculty Senate, a well-defined and workable procedure has been developed for the annual review of faculty performance. Annual reviews are required for all faculty members, and full details are given in the Faculty Manual. The annual review procedure is well-established and functional and takes into account teaching, research or scholarly activity, and service. Consistent with institutional flexibility and within the parameters set down in the Faculty Manual, departments and programs are encouraged to develop their own policies and procedures for annual reviews within university and college guide lines, making it possible to adopt standards appropriate to each discipline.

Teaching effectiveness may be evaluated by a variety of methods, including but not limited to student ratings, peer reviews, and assessment of course materials and procedures. Similarly, research and scholarship are evaluated in ways appropriate to the discipline, but at their core is a form of peer evaluation of the faculty member's work. If a numerical rating is used, then the value must be reported to the faculty member along with the mean and standard deviation of the rating for all faculty members in a department. Faculty members are then given the opportunity to review the department chair's written evaluation and to provide a written dissent regarding the contents of the review. The primary objective in the review process is to reward good performance and to provide feedback where performance is inadequate external reviewer. The reviews result in recommendations to the academic unit and to the provost and have lead to major changes in the units.

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In addition the Center for Teaching and Learning (CTL) supports faculty in their efforts to foster student learning. It has a special role in providing programs and services that assist faculty who are having difficulty assessing their strengths and weaknesses in teaching. CTL further helps faculty identify complementary skills to help improve teaching. The Center offers a variety of services, including workshops, consultations, fellowships, support for writing educational grants, and individual project assistance.

Evaluation of Non-Academic Faculty

County-based Cooperative Extension faculty receive the written instructions for annual reviews titled County and Area Extension Faculty Performance Appraisal and Annual Reporting. They submit a written annual report with a current resume and are reviewed by their supervisor. Every four years, Cooperative Extension administrators and faculty write a new four-year plan of action that incorporates both core and emerging programs that Extension will pursue in meeting its mission and the needs of the people of Washington. Individual faculty then develop a yearly work plan that builds on the state Plan of Action (POA). Based on their expertise and the needs of their constituents, faculty will select program areas from the POA to develop this yearly plan. Faculty plans are written to account for 65% of their available time and developed to allow for a balance between ongoing endeavors, special emphasis programs, and opportunity time for professional growth and renewal and new emerging issues.

Library faculty workloads reflect the mission and goals of the institution as well as the talents of the faculty members. Library faculty devote some time each week to keeping abreast of developments in the field of library and information science, to contributing to the professional literature of the field and to participating in establishment of national and regional policies and practices through membership on committees of professionalorganizations and associations. Librarians are evaluated annually based on the criteria appropriate to academic library faculty.

Student affairs administrators are encouraged to develop a professional development plan for each faculty member. Each year faculty are evaluated in part on their professional development including additional academic preparation in fields that are appropriate. Criteria include completion of relevant advanced degree; relevant study undertaken to expand professional competence; attainment and maintenance of appropriate professional licenses; attendance at professional or scholarly seminars. workshops, or meetings; participation in relevant travel, including sabbaticals; and development of new skills such as computer literacy.

Academic Freedom

Washington State University subscribes to the 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments of the American Association of University Professors with the 1987-1990 revisions (WSU Faculty Manual) for all faculty. The Faculty Senate, in cooperation with the WSU administration, is in the process of developing statements on intellectual property and electronic publishing.

Part-Time Faculty

WSU employs a limited number of part-time faculty. During the Fall semester of 1997 only 5.5% of the faculty were part-time (including retired faculty who continue to teach on a part-time basis). On the Pullman campus, the limited population base in the area restricts the number of adjunct faculty. At the branch campuses, which are located in larger metropolitan areas, highly qualified adjunct faculty are used to bring breadth to programs. In general, part-time faculty have the same academic qualifications as full-time faculty.

In most respects, part-time faculty are treated similarly to full-time faculty but with reduced expectations for research and university service. The WSU Business Policies and Procedures Manual outlines the employment of part-time and adjunct faculty and the WSU Faculty Manual describes the rights, privileges, and evaluation procedures for part-time faculty.

The Faculty Affairs Committee of the Faculty Senate began a review of the institution's policies related to the employment of part-time and adjunct faculty during the 1997-98 academic year. Although the committee continues to work on this issue, it has made a number of interim recommendations to the provost and academic vice president.

Support for Research

Washington State University and its faculty are proud of its land-grant heritage where teaching, research, and public service are viewed as equally important contributions to the people of the State of Washington. They are seen as complementary and interdependent faculty endeavors rather than as distinct and separate. As a consequence of this concept, research and scholarship have always been strongly supported at WSU.

This support takes many forms, but the primary objective is to provide faculty with the resources to be creative and also to pursue external funding to expand their research and scholarly activities. The main methods for providing administrative support for faculty are through the deans and the Office of the Vice Provost for Research. These offices frequently provide the start-up packages for new faculty and assistance to faculty for special research initiatives. Faculty are involved in the decision making related to the institutional support of research at all levels. Further, the Vice Provost for

Research is advised by the Research and Arts Committee of the Faculty Senate and each dean has a college advisory committee.

The Office of the Vice Provost for Research was established with the recent administrative separation of the university's research and graduate education functions. This was done in recognition of the growing activity in both of these domains, which has created a need for more support than could be provided by a single office. In spite of this administrative division, both the Office of Research and the Graduate School are committed to maintaining strong interactions consistent with the interdependence of research and graduate education.

The primary role of this office is to foster faculty research and scholarly activities in every way possible. Many forms of assistance are provided, ranging from identification of appropriate extramural funding sources, through the provision of a variety of research services. In many cases, the deans and department chairs play important roles in the allocation of such research support. There are also several mechanisms by which the faculty themselves provide input into the decisions that determine resource allocations.

Some support for research and scholarship flows directly from the Office of the Vice Provost for Research, but much of it is also provided via one or more of its specialized units. These include:

- . Office of Intellectual Property
- . Laboratory Animal Resources Center
- . Social and Economic Sciences Research Center
- . Radiation Safety Office
- 96 Standard Four
- . Research and Technology Park
- . Nuclear Radiation Center
- . University Research Foundation
- . Water Research Center

The Office of the Vice Provost also operates the Office of Grant Research and Development (OGRD), which assists and facilitates the faculty's efforts to gain extramural support for their research, scholarship, and artistic endeavors. OGRD has a variety of services and programs to assist faculty in identifying and interacting with potential funding agencies. They also offer workshops on grant development. In addition, OGRD coordinates the university's Institutional Review Boards. Chaired by faculty members, these boards are responsible for ensuring that research involving animals and humans is conducted according to the highest ethical standards.

For the past decade, one focus of the faculty's and university's efforts in research and scholarship has been the establishment of centers and institutes. The faculty have been successful in establishing such organizations in a wide range of disciplines and at the intersections of traditional disciplines. Many of these institutes and centers have established national and international reputations. A partial listing demonstrates the breadth of the faculty's efforts: Institute of Biological Chemistry; Humanities Research Center; Social and Economic Sciences Research Center; Center for Sustaining

Agriculture and Natural Resources; Center for Entrepreneurial Studies; Visualization, Analysis, and Design in Molecular Sciences Center; Northwest Center for Comparative American Cultures and Race Relations; Institute for Shock Physics; Washington Institute for Mental Illness Research and Training; Water Research Center; Center for Teaching and Learning; Wood Materials and Engineering Laboratory; and the Thomas S. Foley Institute for Public Policy and Public Service.

Given this support and encouragement, the quality and stature of the faculty of Washington State University has continued to increase in the past decade. The National Academy of Science elected its first member from Washington State University in 1986. Since then, five additional faculty members have been so honored. Similarly, a high percentage of faculty have now been elected fellows of such learned and professional societies as the American Association for the Advancement of Science, the American Academy of Microbiology, the Institute of Electrical and Electronics Engineering, the American Psychological Association, and the American Society of Mechanical Engineers, to identify just a few.

Our faculty serve their disciplines by holding national offices in their organizations, editing major journals, and chairing conferences. The faculty also publish a number of scholarly journals from Washington State University. The number of state and national awards given our faculty for teaching, research, and public service, and meeting the criteria of a Carnegie Research I institution clearly demonstrate the faculty's and university's commitment to and effectiveness in pursuing the land-grant mission.

Institutional Faculty Profile, Full-Time Faculty

Rank or Class	Number***		Number of Terminal Degrees					Salary - 9 Months*			Years of Experience at Institution			Total Yeras of Experience**			Fall Term Credit Hour Load***		
	Full Time	Part Time	Dr	M	B	Prof. License	Less than Bach	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
Professor	338	44	319	18	0	1	0	40,628	64,511	120,511	0	20.0	39.0	10	25	43	1	108	1,638
Associate Professor	321	34	279	35	1	6	0	28,168	47,343	111,501	0	10.5	37.0	1	14	42	1	117.3	3,462
Assistant Professor	297	27	257	32	1	7	0	28,977	42,058	100,409	0	2.0	26.0	0	5	28	2	130	1,590
Instructor	95	83	18	66	5	6	0	12,635	28,143	64,000	0	4.9	29.6	0	8	32	3	208	2,332
Graduate Assistant	3	740	0	3	0	0	0	20,007	21,888	23,472	0	0.0	0.0	0	0	0			
Research Assistant	18	398	10	2	4	2	0	7,934	9,869	14,409	0	0.0	0.0	0	0	0			
Visiting Lecturer****	9	5	5	3	1	0		23,500	30,014	58,613	0	3.0	11.0	1	5	12	(these data were rolled into specific ranks)		
Other:																			

(new hires have 0 yrs of exp)

*Full-time 9 month salary for faculty. Twelve month appointments converted to 9 month by factor of 81.81%

*Graduate and Research Assistants' full-time rate has been divided by 2 since they generally work half-time.

**Total years of teaching experience is not available. Years since Highest Degree is used to estimate total teaching experience.

***Data reported are for Fall 1997.

****The title of Visiting Professor/Associate/Assistant/Lecturer may be used for long term employees (e.g., faculty with visas)

Standard Five

Library Facilities and Services

Washington State University Libraries operate in a multi-campus system. In Pullman, a major addition to Holland Library, doubling the useable space in that facility, was opened in May 1994. All public service units except Microforms were moved to the new part of the building. The new facility was completely wired with Ethernet and video capabilities. All of the public service computer workstations were replaced with new hardware, and a substantial number of new workstations were added. The new addition includes three new user education facilities: an online classroom with 24 student workstations, an electronic classroom with instructor workstation, and a small WHETS (interactive television) classroom. Significantly more new seating and study areas were also included. All of the other library facilities in Pullman were wired as part of the Campus Infrastructure Renewel (CIR) project. However, WSU Pullman Libraries do not offer any public computer labs. A popular Graduate Study Center, operated in conjunction with the Graduate and Professional Student Association, does provide graduate students with a 12-seat computer facility, study and locker spaces, and copy services.

In Vancouver, the library moved with the campus into a new facility in 1996. This expanded the space for collections and study from 2,000 square feet to 28,000 square feet and included a significant increase in the number of computer workstations for public use. During regular sessions, the library is open 73 hours per week.

In the Tri-Cities, the Max E. Benitz Library moved into the new Consolidated Information Center (CIC) shared with the Hanford Technical Library (HTL). Space available increased from 13,000 square feet to 40,000 square feet. In a unique service arrangement, services are provided in the daytime by staff of the HTL and at night by the Tri-Cities branch campus staff. This effectively expanded the collections and services available to the students and faculty at Tri-Cities. During regular sessions, the library is open 81 hours per week.

In Spokane, the library, which is shared with Eastern Washington University and staffed by employees of both universities, moved into a new facility in December 1997. Initially, the space available decreased from 6,300 to 5,240 square feet. However, the new location is more convenient for library users. This location is temporary, awaiting one of the new buildings planned for the Riverpoint campus. This new facility will allow for significant future growth. During regular sessions, the library is open 68 hours per week.

The Anderson Library of the College of Nursing/Intercollegiate Center for Nursing Education in Spokane occupies 4,785 square feet and is open 73 hours per week during regular sessions. The Energy Library in Olympia is open 45 hours per week. The Energy Program is administered by Cooperative Extension, and the library is affiliated with the WSU Libraries.

Reference service is available in all WSU Libraries, except the Fischer Agricultural Sciences Library, during most of the hours they are open. Students enrolled in the Extended Degree Program have access to reference assistance and document delivery service via a toll free phone line. Students

enrolled at the WSU Learning Centers have access to all WSU Libraries resources in partnership with their nearest branch campus library.

The hours of service vary from library to library. Each year, the Libraries review the hours to be sure they match current usage patterns. Adjustments are generally made at the beginning of the Fall semester. During regular sessions in Pullman, the two largest libraries are open from 7:30 a.m. to nearly midnight. Hours are often extended during exam periods. The WSU Libraries' 1996 user survey indicated that the vast majority of faculty, graduate students, and undergraduates feel the hours are sufficient in all locations, although there has been some interest, particularly from graduate students, in expanding weekend hours in Holland/New Library and Owen Science and Engineering Library in Pullman.

Reference services are provided in the Holland New Library most of the hours the Libraries are open. Reference service hours vary in the other libraries. Circulation services are available all of the open hours. WSU is investigating offering two-way interactive video on the network to connect the reference desk at the Vancouver branch campus with the reference desks in Holland/New Library and Owen Library. This would allow users of the Vancouver library to have face-to-face reference assistance on topics for which the Vancouver library has no or minimal resources. If this experiment is successful, it could be extended through all of the Libraries.

Photocopy services are provided in all of the Libraries, and a walk-up copy service is available in the Holland/New Library. In Pullman, the Libraries offer self-service printing of electronic resources using the Copicard now used in the photocopy services. Students are able to send copies to this networked printer service from any public workstations in the Pullman Libraries. Users may also send copies to their e-mail accounts.

Technology and the Library

The rapidly increasing use of the Internet in the educational program has been matched in the Libraries by upgrading the online catalog with a Web server and by a program of continuous improvement of the Libraries' public use computer workstations to provide users with access to network resources. The Libraries on all campuses have invested in new information technologies in the past ten years. Web-based online catalog and continuous upgrades of computer workstations for both users and library staff have occurred in the past six years. More than $2 million has been spent for information technologies during this period. The number of computer workstations has grown from 150 terminals and PCs to more than 450 workstations. However, unlike many of its peer institutions, the WSU Libraries do not yet have a general purpose student computing access lab.

The Libraries have developed active programs to provide information resources to the growing number of WSU distance education students. However, not all licensed electronic resources are accessible by distance education students due to limitations imposed by the database provider. The branch campus libraries have grown but their collections are not yet sufficient to meet their growing needs. Their students and faculty rely on good access to the Libraries in Pullman and on formally negotiated access to other information resources in their communities. On all campuses, the Libraries participate in a growing number of consortia providing access to electronic information resources.

Reserve collections are currently offered in printed format in all libraries. In 1999, the Libraries plan to offer an electronic reserve service, making the full text of reserve articles accessible to all students at any time, day or night. Reserve materials are listed in the online catalog.

Recently, the WSU Libraries has worked in partnership with Information Technology (IT) in the effective use of the Griffin online catalog and other electronic information resources. This program includes ongoing updates to keep student assistants in computer labs across campus informed on current electronic acquisitions and developments in the Libraries.

Efficiencies implemented after the Libraries switched from WLN to OCLC for cataloging in 1994, and after the implementation of the new online catalog in 1996, have led to an average processing time of only 2 days for newly' received materials. Extensive reporting capabilities within the online system allow selectors to track materials on order and to generate reports on the collection and use them to evaluate holdings.

The Libraries provide students and faculty with access to a rapidly growing number of electronic information resources available via the network. Over 2,000 full text journals, numerous bibliographic databases, social science data sets, GIS data, and a host of other electronic data and information resources are provided from sources such as OCLC FirstSearch, UMI ProQuest Direct, Lexis/ Nexis, and Uncover. The Libraries also provide free electronic document delivery to faculty from 6-7 commercial companies. A current pilot project also makes this service available to graduate students on a limited basis.

The server for the Libraries online catalog, Griffin, is located in the computer rooms of the Department of Information Technology to take advantage of its redundant power supply, secure housing, environmental controls, and 24-hour per day staffing. The Libraries manage the server, and IT staff load backup tapes and verify backups. The arrangement is governed by a written service agreement.

User Education Support

WSU Libraries support an active program of user education. Last year, librarians offered course-related library user education, in partnership with specific courses, for more than 460 classes, enrolling more than 7,500 students. Each year, librarians meet with all sections of English 101, as well as many other university writing classes, to teach basic library and information retrieval skills. Approximately 4,000 students are enrolled in these writing courses. Last year, the Library User Education Program also developed electronic self-paced learning modules to complement this basic library skills program. These modules were recognized by the Association of College and Research Libraries this past year as one of the "10 Best Library Tutorials on the Web."

The Library User Education Program also developed and sponsored University 300, a 1-credit course for students in Extended Degree Programs, designed to teach research skills in the social sciences at a distance. The course is continuously updated and is taught through online Web-based learning modules and an accompanying course book. Students interact with the instructor and fellow students over the Internet. This past semester, University 300 was adapted to complement six classes on the Pullman campus. Students enroll in the regular academic class and also for the 1-credit library component. Three library faculty are working in partnership with instructional faculty to teach these

classes each year. WSU Libraries faculty teach the use of more advanced research techniques appropriate to specific academic disciplines to upper level-undergraduate courses and graduate-level research methods classes. In addition, the Libraries sponsor drop-in seminars on the use of specific electronic resources throughout the year. In 1998, 45 of these seminars were offered.

Collection Development and Management

The Libraries Collection Development Committee updates the collection development and management policy for the Pullman campus every 3 to 4 years. Current policy statements were updated this past year. These policies are prepared in partnership with the academic departments to guarantee that the Libraries are acquiring the collections that will best meet the current needs of WSU's academic programs. These policies are accessible over the WSU Libraries Web site.

The WSU Libraries engage in a large number of cooperative programs to provide services and collections to students and faculty. The provision of electronic information resources through membership in consortia or other cooperative purchasing arrangements is increasingly important among U.S. libraries as a strategy for more broad access to resources using economies of scale. Strategic cooperative programs are more than complements to WSU's core collections and services; rather, they increase the WSU Libraries core collections and services.

WSU Libraries is a research library system. and offers core collections and services in all areas covered by educational programs. Research-level collections are maintained in many disciplines as defined in the collection development policy. The branch campus libraries are all relatively new, and the collections are focused on current materials. Students and faculty at the branch campuses have immediate access to the collections in Pullman using the online catalog. Dedicated staff in Pullman retrieve materials requested at the branches, and a courier service provides prompt delivery. Distance education students, including those who are placebound as well as those attending WSU from several community colleges, are served by staff members in the Holland/New Library who assist them in identifying appropriate materials and then providing these materials from the collection and reference services.

The eight WSU Learning Centers are quite new, and currently offer access to a very limited range of programs. However, each Learning Center has a single library contact, generally the closest branch campus library, for library services and access to all the WSU Libraries' collections.

The electronic collections are increasing rapidly. Access to these is most often controlled by license agreements. In all negotiations, the Libraries strive to achieve university-wide access in its licenses. Many, however, restrict access to the campus which has placed the order or which has the existing subscription. Many subscriptions are being made in conjunction with other libraries to achieve lower costs. IP protection is used by most vendors to control access. In Pullman, the Libraries are working on a solution to allow authorized users to access IP-protected resources even when the users have non-WSU IPs. This will facilitate access by distance education students to electronic resources. The Libraries' 1996 User Survey indicated that many library users were unaware of many electronic resources available to them. During the past two years, the Libraries have placed a greater emphasis on publicizing these resources and services.

Unlike most research libraries, WSU has no serious processing backlog. Most acquisitions are cataloged and made available to library users within several days of arrival. The Libraries have substantially completed most of the retrospective conversion of the collections so that all holdings, regardless of format, are currently listed or will soon be listed in Griffin, the joint online catalog of WSU and Eastern Washington University.

Cooperative Library Support

Washington State University participates in a number of cooperative agreements with colleges and departments in the state and nationally. The WSU Veterinary Medicine/ Pharmacy Library and the Betty M. Anderson Library at the Intercollegiate Center for Nursing Education/WSU College of Nursing are resource libraries in the National Network of Libraries of Medicine. Pacific Northwest Region. The University of Washington Health Sciences Library is the largest member, and WSU students and faculty benefit from access to the collections of all of the members'. The University of Washington is also one of the suppliers in the document delivery project. WSU library faculty and students can access the data base PubMed free of charge from the National Library of Medicine.

Eastern Washington University and WSU share the integrated online catalog, Griffin. In addition, we also have a joint library in Spokane, the Consolidated Academic Library Services (CALS). which serves the WSU Spokane branch campus and EWU's libraries.

The Cooperative Library Project is a consortium of the six Washington state-supported colleges and universities (Washington State University, the University of Washington, Eastern Washington University, Western Washington University, Central Washington University, and The Evergreen State College). Through special funding from the Washington State Legislature, the member libraries created a joint catalog of library holdings, enhanced Interlibrary Loan services, and have jointly subscribed to a variety of bibliographic and full-text databases, including UMI ProQuest Direct and Academic Press IDEAL.

The WSU Vancouver library is a charter member of the Portland Area Library System (PORTALS). a consortium of academic and public libraries in the Portland, Oregon! Vancouver, Washington area. The PORTALS consortium cooperatively purchases bibliographic data bases for the use of all member institutions. Members of the consortium also have agreements that provide a rapid delivery resource sharing program as well as direct patron borrowing from PORTALS libraries by the faculties and students of all the academic institutions in the consortium.

In 1997, WSU Tri-Cities and the Hanford Technical Library moved into the new Consolidated Information Center (CIC) in which the collections (except the security classified special collections controlled by Hanford) and non-proprietary services of the institutions are shared and integrated. The collections are intershelved, and staffing is provided by both WSU and Hanford. An administrator coordinates the services at each institution. There is a written cooperative agreement.

Although there is no formal written agreement between the WSU Libraries and the Neill Public Library in Pullman, both libraries are open and available to community and university users. The Neill Public Library has one of the best collections of children's books in the state. This has allowed the WSU Libraries to focus collection development in other areas. Similarly, the public library can

focus on leisure and recreational books and materials because of the research collections available at WSU.

The WSU Libraries also enjoys a close working relationship with the libraries at the University of Idaho. The two universities have established reciprocal borrowing arrangements for each other's students, faculty, and staff. A regional courier service, linking WSU, the University of Idaho, Neill Public Library, Whitman County Library, and the Moscow, Idaho/Latah County Library, offers 1-2 day turnaround for Interlibrary Loan requests from each other's institutions. Since the University of Idaho is the regional repository for federal documents for the State of Idaho, WSU students and faculty have easy access to all federal publications distributed to depository libraries by the Superintendent of Documents. Similarly, since the University of Idaho has a law library, WSU is able to select fewer specialized legal resources to support its liberal arts curriculum. WSU and the University of Idaho libraries have made some effort to coordinate purchases of expensive collections. Finally, the WSU Libraries Media Materials Services provides the film and video collections for the University of Idaho under contract with the University of Idaho.

WSU is the lead member institution of a group of more than 30 libraries in the Pacific Northwest, which subscribe to OCLC FirstSearch. The group began with six Washington libraries in 1994 and expanded to a multistate group in 1997, which includes all of the members of the Cooperative Library Project, the private colleges in the Puget Sound area, PORTALS, and the Orbis libraries in Oregon. The purchasing power of the large group saves WSU thousands of dollars each year. Through a program sponsored by the Association of Research Libraries (ARL). WSU faculty may borrow materials from other ARL member libraries.

WSU Libraries participate in a group subscription to the Encyclopaedia Britannica Online coordinated by Orbis in Oregon. Participation in this group contract saves WSU Libraries several thousand dollars per year. WSU shares a subscription to Current Contents with the University of Washington and Eastern Washington University. This data base is stored at the University of Washington and is available to WSU over the Internet.

The Libraries offer subsidized direct document delivery service to all WSU faculty, which allows them to order copies of journal articles to which the Libraries do not subscribe. These commercial services deliver these articles electronically, generally by fax, directly to faculty offices within 24 to 48 hours. This subsidized document delivery service has helped offset some of the impact of cancelling many more specialized, less consulted, but nonetheless important, research journals.

An active Interlibrary Loan program acquires resources through OCLC and uses technology such as fax and Ariel software to expedite their delivery. An agreement among the six Washington state-supported institutions of higher education gives highest priority attention to the Interlibrary Loan requests from each other's institutions. Furthermore, the university is an active member of the Coalition for Networked Information, a coalition of CAUSE, Educom, and the Association of Research Libraries, and benefits from the support and work of that organization.

Finally, WSU is a member of the Center for Research Libraries with access to a collection of more than 5.5 million volumes of rarely held primary research materials. The catalog for the Center is available through our Griffin online system. Any materials borrowed from the Center are available

to the researcher until needed by another researcher. This membership has greatly enhanced the research-level collections available to WSU scholars, particularly in terms of international newspapers, foreign doctoral dissertations, and area studies collections. As a voting member of the Center, WSU participates in the selection of materials purchased by the Center for Research Libraries.

Courier Services

The WSU Libraries use several different courier services for the receipt and return of materials requested through Interlibrary Loan. The major service used currently, Pony Express, provides a direct delivery link between the libraries within Washington, Oregon, and Northern Idaho. FedEx service is used for delivery of materials to other ARL libraries and for rapid delivery of materials requested by our customers. In addition to these services, UPS and Airborne Express are used for the delivery of some materials. Use of these services has enhanced the Libraries ability to get materials quickly in support of the needs of the WSU research community.

Librarians

Although the collection development budget for the WSU Libraries has grown during the last decade, it has been necessary to reduce library staffing by 13% during this same period. These reductions have resulted in the redesign of many library services in order to cope with this loss of personnel. The loss has also severely constrained the flexibility to manage unusual situations. A single vacancy or extended absence can sometimes lead to a service interruption. Additional reductions in staffing and operations will make it difficult to continue at the current level of service.

Librarians are members of the WSU faculty. A master's degree in Library Science is required of all hired librarians as well as qualifications specific to each position. Before each new recruitment, the current needs of the Libraries are considered, and a search committee is then appointed that develops the specific requirements. For example, reference and collection development librarians are required to have specified subject expertise that matches the emphases in the curriculum. Cataloging librarians each have expertise in different aspects of bibliographic control; systems librarians have experience with relevant technologies; and administrative librarians have both functional and management experience. All faculty position descriptions are updated regularly, usually as part of the annual process. Classified staff meet written state qualifications for their positions. Position descriptions are updated regularly, usually during annual reviews.

Research/scholarly/creative and professional activities and accomplishments are required of WSU librarians for promotion and tenure. Requirements are detailed in the Library Faculty Handbook. Almost all WSU librarians have annual appointments, and they are provided with time for these activities. Institutional funds to support professional travel and research are limited and are used to maximize professional growth. Untenured library faculty typically receive slightly more institutional financial support than their tenured colleagues do.

Library faculty serve on numerous other technology related university committees including the University Web Committee. The director of Libraries is equivalent to a college dean and reports to the provost. Thus, the WSU Libraries are an integral component of the educational and research mission of the university.

Library Governance and Organization

The Faculty Senate Library Committee advises the director of Libraries regarding faculty concerns. From 1994 to 1997, the Provost's Steering Committee on Libraries examined a number of major issues, primarily related to increasing support for the collections, which resulted in a series of written recommendations to the provost for improvements in Libraries. The university administration responded favorably to these specific recommendations.

Each of the Pullman campus libraries has an advisory committee, and the committees for the science libraries and for the Veterinary Medical/Pharmacy Library are particularly active in supporting and advising those libraries. An extensive user survey conducted in 1997 provided both students and faculty the opportunity for significant input. The Libraries maintain both paper and electronic suggestion boxes for students and faculty to comment on services. Questions and comments to both are answered. The plan developed by the Planning Committee in 1996-97 was reviewed by the Faculty Senate Library Committee, the Provost's Steering Committee on Libraries, and the sciences and Veterinary Medical/Pharmacy libraries advisory committees.

The WSU Libraries are represented on University Information Technology (IT) advisory committees. IT was also represented on the Provost's Steering Committee on Libraries. In Vancouver and Tri-Cities, the libraries, computing, and telecommunications each report to the same administrator. The WSU Libraries are also represented on the major computing advisory committee, the University Advisory Committee on Computing and Telecommunications. Finally, the Libraries were represented on the Campus Infrastructure Renewal Oversight Committee, and on two provost's committees: the Information Technology Task Force, and the Information Technology Transformation Implementation Team.

All curriculum proposals go to the Faculty Senate Library Committee. This committee has scrutinized proposals during the last decade to ensure that new programs have the necessary library resources to support them. In fact, the Faculty Senate Library Committee prepared a detailed outline of information that must be provided before support is given. This outline can only be completed by the library faculty liaison working closely with the department proposing the curriculum change.

Media Materials Services, reporting to the WSU Libraries, and Instructional Support Services, reporting to Information Technology, work together to facilitate the use of films and videos in classrooms. Differing policies and procedures between the two units, however, often reduce the effectiveness of services that the faculty requires.

Facilities Management and Security

A security surveillance system utilizes television cameras aimed at all crucial exits in the Holland/New Library. Images are displayed on a monitor at the circulation desk, and the images are saved on videotape. A key card system controls access to the Holland/New Library during hours when it is not open to the public. A 3M library materials security system is used in all library facilities in Pullman.

Full-time janitorial service and maintenance of the library facilities in Pullman is provided by WSU Physical Plant.

Concerns

During the past ten years, the WSU Libraries budget for serials has increased 68%. According to figures from the Association of Research Libraries (ARL), the serials budget would have needed to increase by 147% to maintain buying power during this period. Similarly, the budget for monographs increased 22% during the past ten years, and according to ARL, an increase of 68% would have maintained the same level of purchasing. Therefore, the Libraries purchased 6,400 fewer monographs last year as compared to ten years ago. The Libraries have cancelled journal subscriptions every biennium since 1989 except the current biennium.

Inflation in the prices of serial subscriptions, particularly in scientific, technical, and medical journals has eroded the purchasing power of the materials budget. Unfortunately, the number of books and other non-serials acquired has not kept pace with the scholarly output. In the current biennium, the university has increased the collections budget to offset the most recent serial price increases. The serial increases have also led to a decrease in the acquisition of monographs so that the WSU Libraries in Pullman are now acquiring fewer titles than many of its peer institutions.

The core collection is currently sufficient to support the curriculum, as reflected in the results of a 1996 survey of library users. The survey was conducted with the assistance of the WSU Social and Economic Research Center and reflects the opinions of 62.5% of all WSU faculty, 69.2% of all graduate students, and a statistically valid sampling of 130 undergraduates. The growing use of electronic full text journals is particularly useful in supporting basic undergraduate research, particularly at our extended programs. However, the erosion in the number of books acquired may lead to less adequate support in the future.

University budget reductions have led to a decrease in the number of librarians and support staff on the Pullman campus. Specifically, the Pullman campus has lost 21-1/4 FTE library faculty and staff (13%) since 1991. Library staffing at WSU Vancouver and WSU Tri-Cities has increased by several positions during this same period. Increases in operational efficiencies have largely offset the reductions at the WSU Libraries in Pullman to date, but any further reductions will seriously erode services. This is especially true as the Libraries embark on new initiatives in response to campus priorities, e.g., the growth of the distance education program.

Future Directions

The Libraries participate in all general university planning projects, including the recent strategic planning initiative. Through the budget and planning process, the university evaluates library and information services on a regular basis.

In 1996, the director of WSU Libraries appointed the Library Planning Committee to study the organization and make recommendations for the future. The primary recommendations of the Planning Committee were to broaden the administrative structure by creating a Library Council composed of the chief administrators and representatives of the faculty, bargaining units, and unrepresented staff. Further, it was recommended that to ensure broad-based participation in decision-making, a series of working groups that would have the power to direct or coordinate major services or operations should be created. The results of the planning process were presented to the Faculty Senate Library Committee and the Steering Committee on Libraries for their feedback and

input prior to being adopted. In 1997, the Library Council was established and has begun to implement the new directions recommended in the planning process. As part of the implementation process, all working groups within the Libraries have been directed to undertake regular programs of assessment of user services and staff needs.

The Steering Committee on Libraries also recommended a series of short- and long-term goals to the provost related to increasing support for the Libraries. One outcome has been increases in the serials acquisition budget to offset inflationary increases in subscriptions.

Another outcome of the recently completed Libraries planning process was an increased emphasis on the preservation of the collections. During the last ten years, the Libraries increased the staffing for preservation of its special collections. The special interest in preservation of one of the Libraries' major donors has provided additional resources to increase the preservation efforts in Manuscripts, Archives and Special Collections.

Museums and Collections

The Museum of Anthropology has permanent exhibits that include human evolution, biological diversity, and prehistoric peoples of the lower Snake River as well as exhibits that focus on cultural similarities and differences in the lifeways of people in past and present societies.

The Museum of Art was established in 1974 around a core collection of American paintings assembled by former WSU President E. O. Holland and former WSU Regent Charles Orton. Dedicated to serving the educational purposes of WSU and the people of the state of Washington, the museum presents a wide variety of changing exhibitions ranging from antiquity to the contemporary, from design and photography to sculpture and painting.

The Charles R. Conner Museum, located on the first floor of Science Hall, exhibits fishes, amphibians, reptiles, a dinosaur skeleton, and several hundred mountain goat, moose, caribou, cougar, and small species.

The Culver Memorial, located in the Physical Sciences Building, houses the Jacklin Petrified Wood Collection. This spectacular collection contains more than 2000 cut and polished specimens of petrified wood from all major localities in the western U.S. It is the largest display of its kind in the western U.S.

The Maurice T. James Entomological Collection is one of the largest insect collections in the Pacific Northwest. The Maurice T. James Collection houses over one million insect specimens and an extensive working library.

The Mycological Herbarium of Washington State University is housed in, and maintained by, the Department of Plant Pathology, third floor, Johnson Hall. The herbarium was founded by Frederick D. Heald, the first chairman of the department, in 1915 and now contains more than 68,000 specimens of fungi.

Computing and Telecommunications Environment

As do most research universities in the United States and, indeed, throughout the world, Washington State University faces the challenges of a rapidly and continually changing information

technology environment. Since our last re-accreditation self-study, the world has seen significant changes in the electronic delivery of information, particularly over the Internet. The institution has undertaken some monumental efforts to provide universal access to network resources with both notable successes and challenges. Information technology at WSU has undergone a transition from a purely centralized service environment to a more balanced and distributed model, with institution-wide computing, telephone, and network services delivered by the Information Technology (IT) department; and departmental, local, and proprietary services provided by the colleges, areas, and branch campuses.

The institution has not reached total stability in this division of responsibility for the delivery of information services. With the continuing change and evolution of the information technology industry, such is likely to be the case for the foreseeable future. To be sure, WSU has spent considerable amounts of time, attention, and resources in examining the state of information technology with the intention of providing the highest quality services and resources to the institution.

Because the WSU Strategic Plan guides our planning and operation, it is appropriate to refer to that document here. The initial element of WSU's mission is teaching/learning. Goals are selective excellence, expanded access with quality, increased diversity, enhanced graduate education and research, and enriched learning. Technology, either implicitly or explicitly, plays a key role in accomplishing each one of these goals. This section describes WSU's computing environment, recent accomplishments, and changes in information technology, and challenges that we still face.

This section begins with an overview of the management and organization of information technology and computing. The following sections summarize specific components of the computing and telecommunications environment. College and branch campus computing environments as well as central and area services are integrated in these sections.

Management, Staffing, and Organization

Management of information resources and information technology at Washington State University is both centralized and distributed. The Information Technology department (IT) has responsibility for central services and systems. The staff of IT are either systems and programming professionals or classified staff with the skills and abilities to maintain the variety and complexity of systems, networks, operations, and customer support services of a major research institution. Professional development in the form of technical training is provided to maintain and upgrade skills to keep pace with changing and emerging technologies. IT employs approximately 145 FTE of permanent staff.

Centralized information technology resources and services include the backbone network, Internet connectivity, and the telephone switch; central administrative systems and production support for those systems; general use systems and servers such as those used for email, newsgroups, Web access, and scheduling software; open access student computing labs; the Washington Higher Education Telecommunication System (WHETS); and general university classroom support.

Management of information technology is decentralized in that colleges, branch campuses, and administrative areas have their own computing support units and provide desktop support, applications consulting, and local area network planning and administration. Most academic areas

have faculty advisory boards for computing and technology. Each college and branch campus, many administrative areas, and students have representation on the president's University Advisory Committee for Computing and Telecommunications.

Backbone Network, Internet Connectivity, and Telephone Switch

The April 1990 Evaluation Committee Report of the Northwest Association of Schools and Colleges specifically noted that the completion of the campus network was a necessity. Since that time, there have been dramatic changes in the network infrastructure at WSU. The Communications Infrastructure Renewal (CIR) project was completed in mid 1996. This project saw the completion of WSU's ATM fiber backbone network and a conversion from aging analog telephone services with no capacity for expansion to a locally owned and administered Intecom digital telephone system. This project was lengthy and fraught with problems during its five-year duration. However, the end result of the project was a significantly enhanced network infrastructure. Network technology continues to evolve, and WSU is in the process of incrementally upgrading the existing 1 OBase- T Ethernet interfaces by adding switched 100Base-FX interfaces.

WSU's connection to the Internet consists of six T-1 circuits to the Washington State K-20 Educational Telecommunications Intranet hub in Seattle. The K-20 Intranet connects to NorthWestNet which then connects to national backbone networks. WSU is the recipient of an NSF grant to develop our connection to the national very high speed backbone network system (vBNS) and is a member of the Internet2 consortium dedicated to designing, engineering, and implementing an even faster national network for meritorious higher education research applications.

WSU has an Intecom E21 telephone switch running out of the Pullman campus with nodes at the Intercollegiate Center for Nursing Education (ICNE) and the branch campuses. The switch currently supports more than 11,000 lines with a capacity for at least 20,000. Dialing between campuses is internal to the switch and does not require toll calls. The switch also includes a voice mail system that is available to all locations and is used by more than 8,000 subscribers. The system has the ability to provide for ISDN connections and is starting to be used to connect video conferencing applications.

Telecommunications support includes several work groups that together are responsible for the integrity and operation of central telephone and network services. The design group works on communications infrastructure design in minor and major capital projects to assure compliance with WSU, State of Washington, and electronic telecommunications industry's policies, standards, and codes. The network systems group designs and plans the WSU data network both in Pullman and for the branch campuses, including capacity planning, connection to Internet service providers, troubleshooting problems, and remote access servers. The telecommunications support group installs and maintains voice and data services and equipment, programs the telephone switch, provides system diagnostic services in coordination with vendors such as GTE, and AT&T, conducts project control activities, and maintains cable usage records. The business operations group handles customer account records and billing, researches and resolves billing errors, and tracks and accounts for specialized telecommunication services such as conference calling.

Central Network Services, Servers, and Platform Support

WSU's central network environment includes a number of operating systems, data bases, platforms, and related applications. Services are available seven days a week, 365 days per year. Direct services are provided on over 35 DEC, HP, and IBM UNIX machines. Consulting and software distribution is provided to departments on these platforms.

OS/390 is the primary operating system for central administrative systems. Unix environments are used for network infrastructure services such as Domain Name Server, for client/server applications such as electronic mail, electronic calendaring, and Web services.

WSU administrative systems use the ADABAS data base from Software AG. Five different databases (three for administrative applications and two for Advancement Services) run on two separate computer platforms. Some new applications, such as a data warehouse are being developed using INFORMIX data bases on UNIX platforms. IT conducts central performance monitoring, capacity planning, system tuning, and configuration planning. Most of the effort in this area is focused on the distributed platforms and client/server applications, mainly the Web and electronic mail.

In addition to these central services, colleges, administrative areas, and branch campuses each administer their own local area networks used for file servers, Web servers, and data base servers in both administrative offices and instructional labs.

Administrative Computing and Production Support

Enterprise-based computing resources for administrative systems consists of the following:

- The current IBM Enterprise Server Offering (ESO) Multiprise 2003 Model 2C5 Server replaced our current IBM 3090/400J in May 1998.

- WSU migrated to the Operating System OS/390 V2R4 from VM in early 1998.

- Direct access storage devices (DASD) IBM 3990/ 3390 configured with 121 gigabytes of data storage were replaced in late 1997 with EMC2 Symmetric 5200-9S 18 Redundant Array of Independent Disks (RAID), configured with 161 gigabytes of data storage.

An operations group within IT manages these resources. Other responsibilities of this group include performance monitoring, recovery support, tape management, printing services, and optical scanning services. A production support group supports application development and maintenance activities by providing and maintaining common tools and utilities, coordination conversion activities that might affect production systems, oversight of JCL standards, and system administration for a variety of security and system management packages. In addition, a production control group supports the coordination of the interdependencies of the batch-processing portion of Administrative Information Systems (AIS). WSU's administrative systems fall into the following clusters:

- Payroll/Personnel

- Financial Aid

- General Accounting

- Fixed Assets

- Physical Plant

- Auxiliary Systems

- Student Systems

Two IT groups, Operational Administrative Systems Services (OASyS) and University Information Solutions (UIS), are responsible for development and support of administrative systems under the management of two assistant directors. In addition, a standing committee (COMPASS) composed of IT staff and administrative system user representatives, reporting to the Vice Provost for Academic Affairs through the Director of Information Technology, assesses and prioritizes all requests for system enhancements and development.

Instructional Computing and Faculty Support

A great deal of activity at WSU is centering on technology-based instruction. Both campus-based and distance education courses are taking advantage of technology to enhance access and to improve teaching and learning. Faculty in all the schools and colleges have created courseware to enrich the learning experience.

With the growth in instructional use of technology, demands for staff support, training, equipment replacement, and policy direction, are also escalating. In recognition of the key role that information technology is increasingly playing in instructional activities, WSU established the Center for Teaching and Learning (CTL) in July 1996, with full Faculty Senate approval in May 1997. Because the CTL is a new organization with a critical institutional role, its goals call for a significant degree of organizational evolution in the next five years. In 2002, the CTL will be ready to move into the new, state-of-the-art CTL classroom and office building. The CTL has a number of goals related to increasing the quality of instruction at WSU.

Many colleges and academic units maintain labs to support faculty use of technology in their courses. Several provide technical support for curriculum development. Other instructional and faculty support services are available through Instructional Support Services (ISS) in IT.

Technology is integrated into instructional life at WSU to the extent that the institution has chosen technology as one focus of its accountability plan. We have stated goals of increasing student credit hours and degrees earned by distance technologies, we are in the process of reengineering many of our courses to be technology-based, and within the next six years two-thirds of our faculty will be using computers for interactive student learning.

Washington Higher Education Telecommunication System (WHETS)

The Washington Higher Education Telecommunication System (WHETS) is a statewide system that allows delivery of university courses, meetings, and other activities directly between electronic classrooms on WSU campuses. In addition to WSU sites, the system connects to the University of Washington, Gonzaga University, Wenatchee Valley College, Yakima Valley College, Seattle Central Community College, The Boeing Company in Seattle, Central Washington University, and the University of Idaho.

The system is designed to be fully interactive with two-way video and audio allowing instruction simultaneously in various parts of the state. Video cameras, monitors, and voice-activated microphones allow instructors to see and hear students and allow interactivity between classrooms and different sites.

WSU WHETS Classroom Locations and Capacities		
Location	# of rooms	Total capacity
Pullman	6	288
WSU Spokane (downtown)	2	70
Riverpoint Higher Education Park, Spokane	2	66
ICNE Spokane	2	32
WSU Tri-Cities	5	254
WSU Vancouver	5	156
Longview Learning Center (Lower Columbia Community College)	1	40
Wenatchee Valley College	1	42
ICNE Yakima	2	48
Yakima Valley College	1	49
Gray's Harbor Community College	1	30
Colville Learning Center	1	8
Seattle Central Community College	1	60

The site coordinator in each location assists instructors in the understanding and use of the electronic classrooms. The operator/facilitator in each control room operates the equipment associated with course presentations.

Technology in General University Classrooms

In part, meeting the goals of the accountability plan will be accomplished through a systematic program of incorporating technology into general university classrooms. Out of a total of 158 general university classrooms, 58, or 37%, have been equipped with the Dukane Smart System, with several more installations scheduled in the coming months. This video system allows in-classroom control of video services housed in a remote central control room. The system replaced the traditional student-delivered VCR-on-a-cart method of video play in general classrooms. In addition, many classrooms have been equipped with projection equipment, audio systems, and other electronic media. Instructional Support Services (ISS) provides technical support, product service and repair, faculty training, and classroom design services.

Future plans for classroom technology include adding approximately 46 technology-rich classrooms in the next five years. All rooms will be equipped with Internet connections and most will also feature additional media capabilities as well.

The new Teaching and Learning Center, expected to open in 2002, will be equipped with 19 additional classrooms. Two of these will be WHETS rooms used for video transmission of courses throughout the WSU system. Two model classrooms (50 seats each) will contain technology features

including video conferencing facilities, to be available to collaborative work teams. The remaining 15 general university classrooms include one 250-seat lecture hall equipped with video projectors, an electronic white board, document camera, individual Internet and 11Ov connections at each seat; a 11 O-seat lecture hall also equipped with video and Internet connections; and 13 smaller classrooms (ranging in size from 35 to 75 seats) designed with Internet connections and flexible seating to take advantage of both technology and group interaction.

Equipping general university classrooms has been a topic of discussion due to the diversity of instructors, instructional programs, and teaching styles likely to be assigned to anyone of these rooms. Technology in the classrooms is designed to meet the needs of the majority of uses but does not always meet every need.

Student Computing

Student Computing Services (SCS) is one of the real success stories in information technology at WSU. Using only one permanent staff member and an abundance of student employees, eight open access labs with more than 240 computers and a complement of other computing tools and resources operate throughout the year. The new Teaching and Learning Center will house two additional open access student technology labs (30 workstations each). These labs will allow students 24-hour access. In addition to computers and printers, a variety of technology resources such as digital cameras and video editing stations will be available. Several technology-equipped group work rooms will be included.

Student and Instructional Labs	
Agriculture and Home Economics (not including Learning Centers)	80 stations in 7 labs
Business and Economics	102 stations in 4 labs
Education	40 stations in 4 labs
Engineering and Architecture	233 stations in 16 labs
Liberal Arts	212 stations in 12 labs
Pharmacy	30 stations in 2 labs
Nursing	43 stations in 4 labs
Sciences	208 stations in 8 labs
Veterinary	43 stations in 2 labs
Branch campuses:	
Spokane	15 stations in 1 lab
Tri-Cities	100 stations in 4 labs
Vancouver	30 stations in 2 labs
ICNE (2 locations)	43 stations in 4 labs

The SCS program runs on the income generated by an optional student lab fee of $60 per semester. Approximately 20% of the student body participates in the SCS lab pass program.

The ResNet program allows resident computing coordinators (RCCs) in several residence halls to exchange work in the labs for dorm room rental expense. This program provides resident computing expertise in the dorms. These students will install Ethernet cards and provide consulting and

troubleshooting for residence hall students. Currently, 100% of residence halls, fraternities, and sororities have been wired, and 2,800 students have registered computers accessing the network from university residences.

The IT Help Desk provides both walk-in and telephone consultation to students needing assistance with computer or network accounts, network connectivity, dial-in access, and many other computing and networking needs. The Help Desk, as part of the Student Computing Services (SCS), is staffed by student employees. The lab in the Information Technology Building is open 24 hours a day Fall and Spring semesters as part of the Help Desk.

Offered each semester beginning in Fall 1999, a New Student Orientation program will provide an overview of student computing and network resources. The purpose of the program is to prepare students to use WSU's network and systems before they begin classes so that students acquire a common understanding of the environment and so that there will be less faculty time consumed in teaching basic access skills.

In addition to central student computing services, departments and colleges operate a number of student and instructional labs. These facilities vary from state-of-the-art to the bare basics.

Faculty Computing

As in other institutions, faculty at WSU have adopted the use of technology into their teaching and research. While use of technology by faculty covers a spectrum from e-mail and word processing to highly sophisticated applications, it is clear that there is a great reliance on computing across the faculty. Issues of replacing and updating equipment on a regular and ongoing basis as well as providing adequate training and support are key concerns.

An annual survey conducted by the Social and Economic Sciences Research Center (SESRC) examines faculty use of computing. The Summer 1997 survey report revealed the following:

- 97% of WSU faculty reported using computers to do their WSU work.

- 97% of WSU faculty reported using a word processor in their work.

- 2/3 indicated that their primary computers were less than 3 years old, and 60% consider their computers adequate for their computing needs.

- 91 % of faculty computers could access the World Wide Web, but only 31% considered it essential to their work.

- 2/3 of the faculty required students to use computing in their classes.

The 1999 update to this survey will undoubtedly reveal continued increases in faculty use of computing.

Institutional Involvement in IT Planning and Direction

Information resource planning takes place at several levels within the institution. Every college and many departments have computing or technology advisory committees. These committees are charged with the planning and oversight of local computing and technology support.

The University Advisory Committee for Computing and Telecommunications (UACCT) is a presidential committee that reports through the Provost and is chaired by the Vice Provost for Academic Affairs. The charge of the committee is to oversee computing and telecommunications planning and initiatives, and to advise the central computing and telecommunications groups in the best interest of the institution. The general advisory committee provides an umbrella for a number of working subgroups focused on key computing and telecommunications issues throughout the institution. Subcommittee activity includes work on a variety of technology-related topics with the goal of understanding institutional needs and setting computing and telecommunications direction accordingly. Membership on the UACCT is as follows:

- 14 faculty members from the colleges, branch campuses, and the Faculty Senate .
- 9 representatives of central administrative offices
- 3 representatives of administrative computing in academic areas
- 2 staff representatives
- 1 graduate student
- 1 undergraduate student
- Vice Provost for Academic Affairs (chair)
- Director of Information Technology (ex-officio)
- Associate Vice President for Educational Telecommunications and Technology (ex-officio)

Recent Accomplishments

The changes in information technology and resources since the last accreditation self-study have been dramatic.

Several generations of desktop computers, networks, servers, and other hardware and software have come and gone in the years since 1990. For that reason, only more recent accomplishments will be recounted here.

Communication Infrastructure Renewal Project (CIR)

WSU's Communication Infrastructure Renewal Project (CIR) was undertaken to bring communications capabilities to all locations on campus. Prior to the completion of the project, WSU had a fiber backbone which was installed to approximately 40 buildings on campus. A 10MB Ethernet network was run over this backbone, and it provided adequate service to those who could be served. However the cost to bring up new connections was prohibitive and those buildings that had no intra-building pathways could not be served. The situation at the branch campuses was much the same with inadequate wiring and lack of pathways.

Voice communications were also a problem, as the Pullman campus was connected via an aging Fugitsu GTD 4600 telephone switch. The switch was at maximum capacity with slightly more than 9,500 lines and could not be expanded. It also was a maintenance problem with less than 10 switches left in the U.S. It was expensive to upgrade and did not comply with the North American Dialing

Plan. The branch campuses also had poor telephone systems that were either key systems or small switches at capacity. Communication between all campuses was via long distance circuits.

Description of the Project. The CIR project was designed to provide pathways to all buildings on campus and to wire all rooms so that everyone who needed it would have ready access to communications. As a part of the project, five main communications facilities were designed to hold the main equipment and all other buildings were starred out of one of the five facilities. Adequate wiring closets were to be built in all buildings to house electronics necessary in each of the buildings.

The project also included acquiring the necessary electronics to provide for a higher speed data network, replace the telephone switch, and provide for video communications where needed across the campuses. The telephone switch was specified to integrate all campuses so that communications between them would be enhanced.

Benefits of the Project. WSU now has an Intecom E21 telephone switch that runs out of the Pullman campus with nodes at ICNE and the branch campuses. The switch currently supports more than 11,000 lines with a capacity for at least 20,000. Dialing between campuses is internal to the switch and does not require toll calls. The switch also includes a voice mail system that is available to all locations and used by more than 8,000 subscribers. The system has the ability to provide for ISDN connections and is starting to be used to connect video conferencing applications.

The data network on the Pullman campus was rebuilt with a 155 MB ATM backbone to each of the five main communication facilities. Most buildings are connected via 10MB service with the ability to upgrade to 100 MB or ATM connections as needed. The system was designed to subnet the campus, bringing much better service to all customers. At least 8,000 outlets are currently connected with service in almost all buildings on campus.

The video requirements were scaled back from the CIR design to include only a classroom video system. The new system provides multimedia services to the main general university classrooms on campus and can be remotely operated from each of the classrooms.

Shortcomings. In spite of marked improvement in communications services provided by CIR, a number of project shortcomings exist. The choice of category 3 versus category 5 wiring limits needed enhancement in many areas. As service is upgraded, enhanced cabling or fiber must be installed. In addition, fiber was terminated short of logical end points in many places, and the institution is now revisiting those installations at a cost above the original project expense.

New Enterprise Server and Disk Storage Devices

The migration from an IBM 3090 400J (originally purchased in 1985) to a new IBM Multiprise 2003 Model 2C5 enterprise server is a step toward more efficient and more reliable processing. The old equipment was aging, unreliable. and costly to maintain. Critical administrative systems are dependent on the OS/390 platform, and the replacement server has reduced the risk of missing critical business deadlines.

Internet2

WSU is among the over 110 institutions who have joined to form Internet2 and the University Corporation for Advanced Internet Development (UCAID). The goal of Internet2 is to design, engineer, and implement a national high speed backbone network for the delivery of advanced network applications in the research university community. WSU's connection to Internet2 (expected March 1999) will be through the Pacific Northwest gigapop at the University of Washington. The connection will allow students and faculty to participate fully in the next generation Internet research and educational opportunities and initiatives. WSU received a 2-year $350,000 grant from the NSF. and a $100.000 equipment grant from CISCO to assist in funding our internet connection.

Self-Service Systems and Online Registration

Self-service systems through the World Wide Web have been implemented to provide easy access to student information. Students may check schedules, financial aid status, account balances, graduate admission status, and grades; and update address information. The touchtone/ Web registration project was designed to provide self-service. real-time registration for WSU students. The system was implemented in May 1997 with an overwhelmingly successful Fall 1997 registration cycle. Students may apply for both graduate and undergraduate admission via the Web.

Additional Student Computing Labs and Hours of Operation

The past two years have seen the addition of new student computing facilities in Todd Hall (two facilities) and the Compton Union Building. These facilities added 105 computers to the numbers previously available for open access computing. In addition, the facility in the Information Technology Building is open 24 hours a day for much of the Fall and Spring semesters. This facility also houses the student help desk providing extended hours of technical support for students.

Establishment of ITB 2025 as a Faculty/Staff Training Facility

In 1997, a specific facility in the Information Technology building was designated for faculty and staff training. This facility, equipped with 37 workstations, is configured for both individual activities and instructor-led activities. Both the departments of Human Resource Services and Information Technology offer a variety of training opportunities in this facility. In addition, visiting scholars and experts in various software applications and tools use the facility for presentations, discussions, and interactive information exchanges.

Gifts and Grants Support of Instructional Technology

WSU has been fortunate to be the recipient of generous gifts from corporate and individual proponents of instructional technology. The Boeing Corporation has contributed several hundred thousand dollars to both the College of Business and Economics and to the institution's general efforts in instructional technology. Jeff and Patricia Raikes made a personal contribution of $1 million in Microsoft software products that have been distributed to dozens of departments across the Pullman and branch campuses. Asymmetrix has also donated large amounts of software tools to several schools and departments, among them the College of Pharmacy and the College of Engineering and Architecture. The Vulcan Group has made a grant to a cooperative effort between the College of Business and Economics and the College of Engineering and Architecture. These

contributions were made in support of virtual instructional efforts at WSU and have helped with the design and implementation of a variety of instructional initiatives.

Data Warehouse

A data warehouse based on official student enrollment reporting is being pilot-tested by IT and a number of administrative and academic units. The data warehouse promises to provide greatly enhanced access to student information to colleges and departments, faculty, administrative offices, and others with a need to use this information. Evaluation of data warehouses in other areas such as financial reporting is under way.

Challenges

Network Enhancement

As demands for higher speed connections to the Internet grow, the need to provide enhanced capabilities also grows. A cooperative committee of IT, Educational Telecommunications and Technology (ETT), and other institutional members is charged with evaluating the network environment and emergent technologies, and proposing direction for future enhancements. However, the institutional issue of how to fund network enhancement is yet to be decided. The Executive Committee will be reviewing recommendations regarding delivery of enhanced services and will provide guidance in setting direction.

K-20

The statewide K-20 project will provide network connectivity to every university, community college, school district, and public school in the Washington State. This system will carry data and video over connections to several interconnected nodes throughout the state. Initial funding has been provided by the state. Future state funding, cost control, routing of traffic, expansion, commercial carriers, and other issues have not been resolved. While the network itself is a very positive step by the state, the existence of so many unknowns makes it difficult to plan for the future.

Year 2000

As with all institutions and organizations, WSU is faced with the task of testing and verifying that our administrative systems and other date-sensitive systems are year 2000 compliant. Washington State has undertaken a multi-phased statewide risk assessment of all agencies and has determined that WSU is at considerable risk of failing to complete year 2000 compliance projects without additional resources. The state has made funding available for additional technical staffing as well as software tools to assist WSU in assuring compliance. Pullman is rather remotely located, and even with additional funding it may be difficult to attract trained staff who can make a timely enough contribution to our efforts.

Instructional Technology

The growth in instructional use of technology is explosive. While the Center for Teaching and Learning and faculty committees concerned with issues related to virtual instruction are contributing to the support of instructional technology, there is an overall lack of direction and coordination of these activities.

Remote Access

Remote access to institutional resources is the topic of much discussion. How many modems are enough? Do we use alternatives like forcing faculty, staff, and students to subscribe to an ISP? Do we promote ISDN or ADSL for higher speed, yet more costly access? While there has been no final decision on our long-term direction, the institutional community is well informed about modem pool usage patterns and is considering alternative strategies for service delivery and limitation.

Student Access

WSU is committed to the use of technology in our instructional programs. In order to achieve this goal, students must have appropriate and adequate access to computers. An ad hoc committee appointed by the then Vice Provost for Learning and Technology conducted a study and issued a report on student access to computing in April 1997.

This report suggests a number of actions that WSU could take to ensure student access to computing. Some of those actions have been taken; some have not. As yet, an official university response to the report has not been issued. Among the suggestions were network connectivity in residence halls, fraternities and sororities, offices, labs, and classrooms, as well as port connections for students' laptops at a variety of convenient institutional locations.

The report further suggests that the university assist students in acquiring computers through vendor arrangements, student loans, or rental/leasing programs. The report supports the concept of Student Computing Services (SCS) facilities supported by student fees. The recommendation that WSU institute a student technology fee as many other universities have done has not yet been acted upon.

Rate Structures for Computing and Telecommunications

There is a need to examine the rate structures for computing and telecommunications charges to units within the university. Rates must be appropriately set and either cover the cost of delivering the services or identify other sources of funding. They must include sufficient attention to maintenance and replacement costs as well. Currently, rates are based on historical costs and usage patterns. Our goal is to thoroughly review current rates and make incremental changes based on the results of those studies.

Equipment Replacement

In recognition of the ever-changing computing and telecommunications industries and the institution's commitment to enabling instructional technology, WSU has set aside permanent funding for equipment replacement with an annual opportunity for areas to apply for allocations. In addition, the State of Washington Omnibus Equipment Program provides one-time equipment funds for these and other equipment needs. Even with these funding sources, areas and departments still face the challenges of meeting the demands for equipment that will take advantage of changing technology. For example,

IT desktop video conferencing is an emerging technology that will require high-end office equipment.

Branch Campus Integration

The WSU branch campuses operate budgetarily as autonomous units, yet rely on the delivery of the backbone network, Internet connectivity, and telephone switch from IT in Pullman. The branches use administrative and other WSU computing systems for daily operations. The branches independently manage their own IT departments and support their own local services, e.g., e-mail, scheduling, local networks, computer labs, instructional technology development, and Web servers. A branch campus program that emphasizes a highly collaborative decision-making style and very dependable communications among all parties is essential.

Standard Six

Governance

Board of Regents

"The governance of Washington State University shall be vested in a board of regents that consist of nine members. They shall be appointed by the governor, by and with the consent of the senate and shall hold their offices for a term of six years from the first day of October and until their successors are appointed and qualified." RCW 28B.30.100

The duties and powers of the Board include general management of the university with all its constituent parts, the care and preservation of all property, the construction of needed buildings, and the custody and expenditure of all moneys. The Board may contract both for services and for materials. Further, the Board has the power to delegate authority. In a large measure, this delegation is to the President of Washington State University.

The approach to the Board of Regents is through the President of the University, who is secretary ex officio of the Board. Any university committee or individual is accorded the opportunity to present a direct appeal to the Board of Regents through this channel.

Except for the term of the student member, no more than the terms of two members will expire simultaneously on the last day of September in anyone year. Six members of said Board constitute a quorum for the transaction of business. In the case of a vacancy or when an appointment is made after the date of the expiration of a term, the Governor fills the vacancy for the remainder of the term of the Regent whose office has become vacant or expired. A student appointed under this section excuses himself or herself from participation or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel. The Board of Regents acts as a committee of the whole. No single number or committee acts in place of the Board without formal delegation of authority.

As indicated in previous sections, final approval of all new academic programs and degrees, and all substantive changes of mission, policy, or procedures, rests with the Board of Regents. Further responsibilities include approval of academic and administrative structure, oversight of effective and efficient management, approval of the annual budget and long-range financial plans, and reviews of fiscal audit reports. Finally, in this year of accreditation, the Board of Regents has played a role in the accrediting process.

The schedule of meetings of the Board of Regents is set from July through the following June. This schedule is published in the Washington State Register. Special meetings may be called from time to time during the year as determined by the Board. The members of the Board of Regents are:

Richard R. Albrecht. Mr. Albrecht is from Seattle, Washington, and is a Senior Advisor for Boeing Commer-cial Airplane Group. Mr. Albrecht's term began in December 1987 and ends in 1999.

Kenneth Alhadeff. Mr. Alhadeff is from Seattle, Wash-ington, and is the Chairman of Elttaes Enterprises. Mr. Alhadeff's term began in October 1996 and ends in 2002.

Phyllis Campbell. Ms. Campbell is from Seattle, Washington, and is the President and CEO of the Bank of Washington. Ms. Campbell's term began in November 1990 and ends in 2002.

Richard Davis. Mr. Davis is from Spokane, Washington, and is the President and CEO of Pentzer Corporation. Mr. Davis's term began in April 1990 and ends in 2001.

Carmen Otero. President of the Board of Regents, Ms. Otero is from Seattle, Washington, and is a retired judge. Ms. Otero's term began in January 1994 and ends in 1999.

Joe King. Mr. King is from Ellensburg, Washington, and is a Partner of King Crowley and Company. Mr. King's term began in October 1996 and ends in 2000.

Peter Goldmark. Vice President of the Board, Mr. Goldmark is from Okanogan, Washington, and is a rancher and scientist for Double J. Ranch, Inc. Mr. Goldmark's term began in February 1996 and ends in 2001. He will become President of the Board May 1999.

Robert Fukai. Mr. Fukai is from Spokane, Washington, and is a Vice President of Washington Water Power Company. Mr. Fukai's term began in January 1998 and ends in 2003.

William Marler. Mr. Marler is from Seattle, Washington, and is a partner in the law firm Kargianis, Watkins, and Marler. Mr. Marler's term began in January 1998 and ends in 2003.

Janelle Milodragovich. Student Regent from Pullman, Washington. Ms. Milodragovich joined the Regents in 1998.

Leadership and Management

Chief Executive Officer

The President of the university is designated by law as Secretary Ex-Officio of the Board of Regents. The President is the chief executive officer of WSU by delegation of authority from the Regents. The President administers the policies approved by the Board of Regents and serves as the adviser to the Board on policies and operations. The President of WSU, together with the Provost, Vice Presidents, and Vice Provosts, administers the university according to its missions and plans for its future. Other functions of the chief executive officer include:
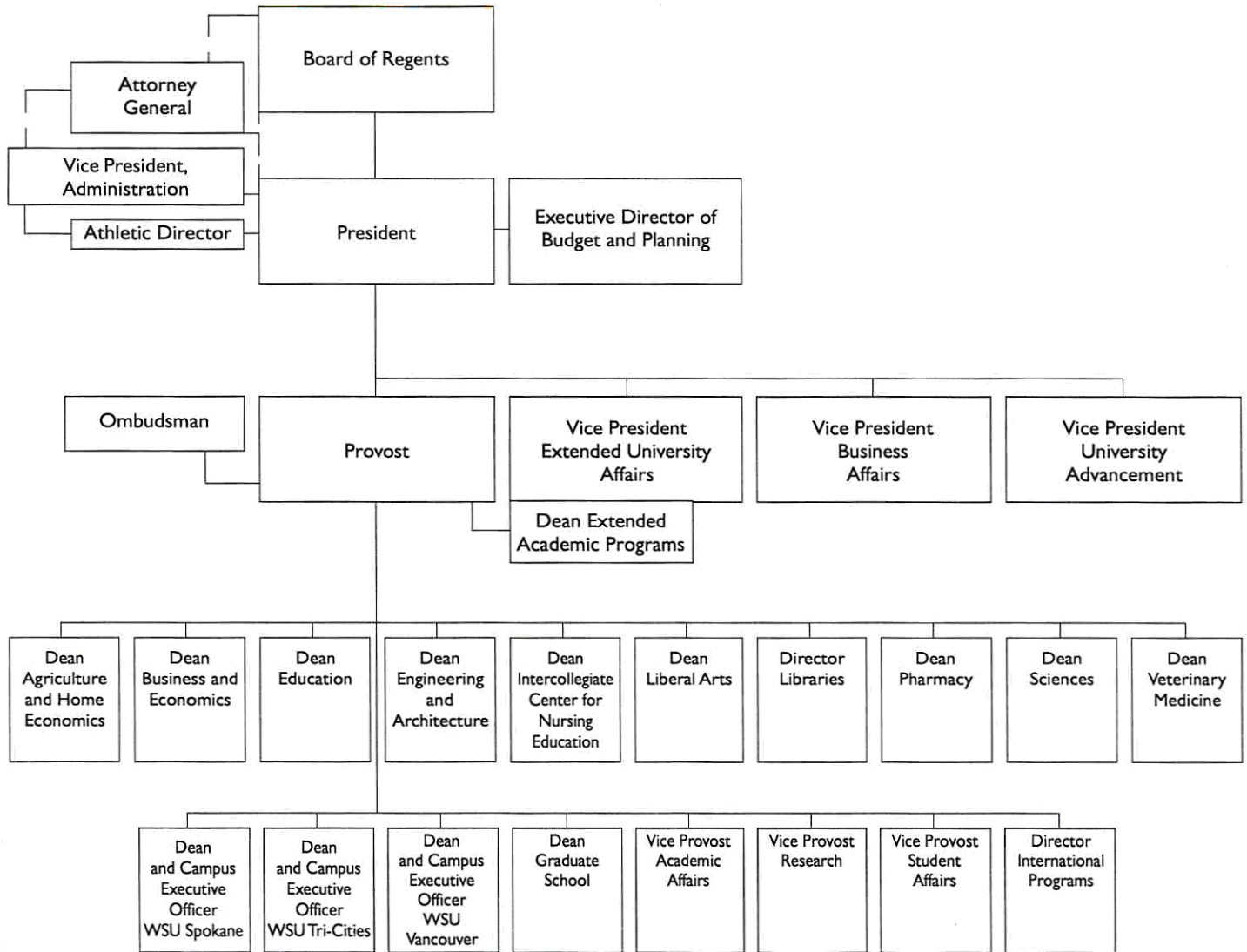
- Leadership in developing policies and organization for teaching, research, and outreach programs.

- Public representation of the university, including representation before the Legislature and other state agencies.

- Responsibility for the general welfare of students; the development, operation, and maintenance of buildings, lands, and equipment; financial matters pertaining to development, operation, and maintenance of the university; and the administration of regulations adopted by the Board of Regents.

- Responsibility delegated by the Board of Regents, for all appointments, promotions, salaries, leaves, resignations, and dismissals.

Presiding at meetings of the general faculty.

Executive Offices

The following offices report directly to the President.
- Budget and Planning
- Provost and Academic Vice President
- Vice President for Administration
- Vice President for Business Affairs
- Vice President for Extended University Affairs
- Vice President for University Advancement

Organization Chart:

- Board of Regents
  - Attorney General
  - Vice President, Administration
  - Athletic Director
  - President
    - Executive Director of Budget and Planning
    - Ombudsman
    - Provost
      - Dean Extended Academic Programs
    - Vice President Extended University Affairs
    - Vice President Business Affairs
    - Vice President University Advancement

Reporting under Provost:
- Dean Agriculture and Home Economics
- Dean Business and Economics
- Dean Education
- Dean Engineering and Architecture
- Dean Intercollegiate Center for Nursing Education
- Dean Liberal Arts
- Director Libraries
- Dean Pharmacy
- Dean Sciences
- Dean Veterinary Medicine
- Dean and Campus Executive Officer WSU Spokane
- Dean and Campus Executive Officer WSU Tri-Cities
- Dean and Campus Executive Officer WSU Vancouver
- Dean Graduate School
- Vice Provost Academic Affairs
- Vice Provost Research
- Vice Provost Student Affairs
- Director International Programs

Administrative Organization

Washington State University is an educational organization that facilitates instructional, research, and public service programs for its constituents. As an organization it provides for wide participation by members of the faculty in determining administrative and educational policies.

The primary purpose of WSU administration is to enable each individual to work productively, under congenial conditions, with the best facilities that the university is able to provide, toward the educational objectives of the institution.

Consultation among administrative officers is a regular practice. The various units of the university provide the means of coordinating related teaching, research, and service. The principal administrative officers, such as the academic deans and directors, the Executive Committee, the Faculty Senate, the Faculty Status Committee, and appropriate other committees advise and recommend on various matters.

Policies, procedures, and regulations relating solely to individual units may be adopted if not inconsistent with institutional policies established by the Board of Regents or by state law. They will not become effective if disapproved by the principal administrative officer. The decision of such officer may be appealed to the appropriate Vice President or to the President and, thereafter, to the Board of Regents.

The WSU organization is divided into these general administrative groups:

Executive Officers, Associate and Assistant Officers, Academic Deans, Branch Campus Deans, Agriculture Research Superintendents, Station Managers and District Supervisors, Academic Heads, Directors, and Supervisors.

Executive Officers

The Provost and Academic Vice President is directly responsible to the President and serves in the chief executive officer's stead as requested. Specific responsibilities include general administration of teaching departments, research units, and outreach programs, general administration of the faculty personnel program, and general administration of the operating budget. In addition to ten academic colleges and one library, twelve administrative offices report to the Office of the Provost and Academic Vice President. There are three Vice Provosts who report directly to the Provost and Academic Vice President. The Vice Provosts have administrative responsibility in research, instruction, and student affairs. This office has the greatest number of reporting units, which include:

- WSU Spokane
- WSU Tri-Cities
- WSU Vancouver
- Graduate School

Academic Units

- Research
- Student Affairs
- International Programs
- International Education
- Interinstitutional Research Centers
- Ombudsman

The academic units that report to the Provost are:

- College of Agriculture and Home Economics
- College of Business and Economics
- College of Education
- College of Engineering and Architecture
- College of Nursing/Intercollegiate Center for Nursing Education
- College of Liberal Arts
- College of Pharmacy
- College of Sciences
- College of Veterinary Medicine
- University Honors College
- Extended Academic Programs
- WSU Libraries

Vice President for Administration

Vice President for Administration is a newly created position to reflect a reorganzation in top administrative duties. The specific units for which the Vice President for Administration is responsible include:

- Athletics
- Attorney General's Office
- The Board of Regents Services

- Human Relations and Diversity
- Human Resource Services
- President's Office Staff

Vice President for Business Affairs

The Vice President for Business Affairs is responsible for all business and finance functions and services, including development and administration of the capital budget. The specific units and functions included are:

- Benefits and Payroll Services
- Central Stores
- Controller's Office
- Environmental Health and Safety
- Facilities Administrative Services
- Facilities Development
- Housing and Dining Services
- Internal Audit
- Material Resources
- Procedures and Forms
- Procurement/Purchasing
- Public Safety.
- Student Loans
- The general financial administration of all student and auxiliary enterprises

Vice President for Extended University Affairs and Dean of Extended Academic Programs

The Vice President for Extended University Affairs is responsible for developing and administering programs involving constituencies important to the university, both within the university community and off campus. The Vice President is also responsible for the direction of the statewide Washington Higher Education Telecommunication System (WHETS); distance education programs; and statewide Cooperative Extension education, which includes Learning Centers throughout the state.

- Units reporting to the Vice President for Extended University Affairs and Dean of Extended Academic Programs include:
- University Relations/News and Information Services . Beasley Performing Arts Coliseum
- Extended University Services
- Educational Telecommunications and Technology . Publications and Printing and the WSU Press
- Cooperative Extension

Vice President for University Advancement

University Advancement is the friend-raising and fund-raising division of Washington State University. Its aim is to encourage alumni, friends, students, and everyone served by WSU to advance the university's mission through involvement, advocacy, and financial contributions. Its role is also to ensure that the university provides the best possible service to Cougars worldwide: alumni, donors, and friends. The following units report to the Vice President for University Advancement:

- The WSU Foundation seeks private gifts to advance the University's teaching, research, and public service missions.
- The WSU Alumni Association serves WSU's 110,000 alumni throughout their lifetimes and seeks

their contin-ued involvement in the university.

- Advancement Services provides the data support for these and all operations within the university that connect to alumni and friends worldwide.
- CougNet Internet Services, an array of Web-based Internet services for alumni and friends, supports all of these activities.

Legal Counsel

The State Attorney General, through the appointed Assistant Attorney General, serves as legal counsel to Washington State University to provide legal advice and representation in legal matters.

Principal Administrative Officers

Principal administrative officers are the Deans of academic units, branch campus Deans, the Dean of the Graduate School, the Director of Libraries, the Registrar, the Director of Admissions, the Director of Information Technology, and others who may be appointed from time to time by the President.

Appointments to principal administrative positions are approved by the President on recommendation of the cognizant Vice President. When a vacancy in this group occurs, the President will ordinarily appoint a special committee, which includes appropriate faculty, to seek out and recommend the best available candidates. Specific instructions may be given to such committees regarding special areas or special types of candidates to consider. The committee also considers professional and academic qualifications recommended by the faculty in the administrative unit. The committee's recommendations are advisory to the Vice President and the President, and not binding.

Administrative officers, as such, have no tenure in their positions. The service of members of this group is subject to review by the President at any time and to periodic formal review as outlined below. However, Washington State University desires continuity of competent service on the part of its principal administrative officers.

Members of the faculty in administrative positions are expected to follow policies, procedures, and regulations pertinent to their administrative duties. They are expected to exercise sound judgment, to be willing to accept responsibility, to cooperate with other administrative units, to follow a broad concept of institutional interests and needs, and to provide leadership. They have general authority and responsibility for the administration of their respective areas. It is expected that goals and missions for programs will be developed in cooperation with units in the area and with appropriate university officers.

The role of branch campus Deans, as Chief Executive Officers of their campuses, and their role in the faculty tenure and promotion process is currently being negotiated. Efforts to assist academic Deans on the Pullman campus and branch campus Deans to work in concert in this area are ongoing.

Review of Academic Deans and Director of Libraries

It is the policy of the university that a periodic review of the performance of each academic Dean and of the Director of Libraries be carried out at five-year intervals of service. This performance review follows procedures that use, as a principal point of reference, the position description and the mission statements of the university and the major unit.

This review is conducted by an ad hoc committee, including faculty, department chairs, students, experienced administrators of other units or from other institutions, and, where appropriate in terms of the duties of the Dean, persons from outside the university representing constituencies to whom the officer has important responsibilities.

Specific guidelines for the review procedure are available from the Office of the President. The recommendations of the committee are transmitted as a confidential report to the President.

Faculty Role in Governance

Faculty Senate

The purpose of the Faculty Senate is to exercise its delegated legislative powers. The Faculty Senate exercises its legislative powers in all matters requiring faculty action or approval of curricular and educational policies of WSU including:

1. Standards of admission,

2. Curricula and courses to be offered and the amount of credit for each course,

3. Standards of scholarship,

4. Requirements for graduation, and

5. The academic calendar.

The purpose of the Faculty Senate is to provide a representative body of the faculty community, and to make recommendations to the President and the Board of Regents on matters affecting the general welfare of Washington State University and its educational, research, and public service activities.

The Faculty Senate consists of 82 elected members, 77 of whom are elected by and from the faculty of WSU and five of whom are elected by and from the Graduate and Professional Student Association. Except for the Faculty Affairs Committee, the Committee on Committees, and the Steering Committee, at least 25% of the members of all standing committees are students. In addition, each WSU branch campus elects, at large, one non-voting member of the Senate.

The Faculty

The Faculty Code of Professional Ethics states the expected standard of performance: Faculty members have obligations that derive from membership in the university community. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas, they show due respect for the opinions of others. They acknowledge the contributions of others and strive to be objective in professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of the university and for its institutional integrity, including observance of the university's published policies and regulations applicable to faculty.

As officers of the university, the faculty members seek above all to increase its effectiveness. Although they observe the stated regulations of the university, they maintain their right to criticize and seek revisions within appropriate means. In consultation with department chairs, they determine the amount and character of the work to be done outside the university with due regard to their paramount responsibilities within it. When considering interrupting or terminating their services, they recognize the effects of their decisions upon the programs of the university and give due notice of such intentions.

As members of the community, faculty members have the rights and obligations of all citizens. They measure' the urgency of these obligations in the light of responsibilities to students, to the profession, and to the university. When they speak or act as private persons, they make clear that they are not speaking or acting for the university. As citizens who are part of an institution that depends upon freedom for its health and integrity, the faculty members have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom.

Unions

Affiliated with the American Federation of State, County, and Municipal Employees, Local 1066 represents nearly 230 WSU employees in the skilled trades, physical plant, food services, clerical positions, and the libraries.

No formal university policy on collective bargaining exists, however, it is WSU's position that the institution follows all state and federal laws regarding collective bargaining. The responsibility to engage in collective bargaining is mandated in accord with statutory requirements. WSU follows the statute, the civil service rules, and has a collaborative approach with support staff through the union management committee process. These union-management meetings are provided and described in six negotiated agreements. There is no right to strike under state law, therefore, none of the agreements would operate to unduly disrupt or impede the educational process.

Policy on Affirmative Action and Nondiscrimination

Washington State University is an equal opportunity employer committed to providing equal opportunity and nondiscrimination to applicants and employees without regard to race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, the presence of any sensory, mental, physical disability, or use of a trained guide dog or service animal. or whether a disabled veteran or Vietnam veteran. Washington State University has made, and will continue to make, every effort to eliminate barriers to equal opportunity encountered by these protected group members and to improve employment opportunity available to underutilized groups.

One System Principle

As a multi-campus system, with campuses located in four locations in the state, the basic principles on which the system originated remain. They are:

- One university, geographically dispersed,
- One set of academic standards,
- One faculty, system-wide, and
- One student body.

For consistency and accuracy, the Faculty Manual applies system-wide. Faculty, staff, and student organizations have representation from across the system and have constitutions that apply system-wide.

Student Role in Governance

Student Government

Undergraduate students at Washington State University are represented by 18 elected senators who represent different living groups on campus and who serve on the Associated Students of Washington State University (ASWSU) Senate. ASWSU has three Greek senators. six off-campus senators, four at-large senators, and five residence hall senators. ASWSU consists of three branches: executive, legislative, and judicial. The executive branch consists of the President. Vice President, and their executive staff. The ASWSU judicial board consists of five students with one student serving as Chief Justice. The judicial board's job is to interpret the ASWSU by-laws and constitution.

ASWSU is interested in a wide range of issues relating to student life at WSU and is led by the student body President and Vice President. The legislative branch, the Senate, is directly involved in the allocation of ASWSU funds for programming and the establishment of operating procedures. Through the Senate, ASWSU

has developed student committees and programs broken down into special interests: awareness, entertainment, service, and multicultural groups.

Graduate and professional students are members of the Graduate and Professional Students Association (GPSA). Five members of the GPSA represent their constituents on the Faculty Senate.

Scholastic Societies

A number of scholastic societies have been established on each of the campuses. Not all societies are available for each campus. However, as student bodies vary, so does desire for and participation in scholastic societies. Listed below is a broad overview (not including discipline-specific groups) available to students.

Alpha Epsilon Rho is a broadcasting honorary society in the Edward R. Murrow School of Communication. Represented by the National Broadcasting Society. AERho is a nationwide organization made up of the very best students. faculty. and professional communicators in the broadcasting industry. Formed in 1943, it was the first national organization whose primary purpose was to bring communication students and professionals together. The WSU Chapter of AERho is involved in many activities, including sponsoring the end-of-the-year banquet for the School of Communication.

Golden Key National Honor Society was established in 1977 and chartered at WSU in 1987. The society is open to the top 15% of the junior and senior classes in all disciplines of study. Qualification is defined at WSU as those students with more than 60 credit hours, 30 of which must be from WSU, who have attained a 3.4 cumulative grade point average. Golden Key offers not only recognition for superior academic achievement, but opportunities for service and leadership. The WSU Golden Key Chapter annually recognizes the two outstanding academic advisors of the year at its annual induction reception.

Mortar Board is a national honor society of college seniors recognized for their scholarship, outstanding and continual leadership, and dedicated service to the college or university community. It is a member's willingness to continue to serve that differentiates Mortar Board from an honorary organization. Acceptance of membership indicates the person's agreement to fulfill the responsibility for active participation in the chapter. Members must have at least a 3.0 cumulative grade point average to be considered for membership.

Omicron Delta Kappa is the national leadership honor society for juniors, seniors, graduate students, and professional students. For eighty years, the society has recognized achievement and leadership in scholarship, athletics, campus and community service, social and religious activities, campus government, journalism, speech and the mass media, and the creative and per-forming arts. Students of any discipline who are in the top 35% academically are invited to apply for lifetime membership.

Phi Beta Kappa, the oldest national honorary fraternity in the United States, was established to promote scholarship and friendship among students and graduates of American colleges and universities. The WSU chapter of Phi Beta Kappa, established in 1928, was one of the first chapters founded at a land-grant university. To be considered for selection, students must be majoring in a liberal arts discipline, have 75% of their course work in liberal arts, and have earned at least 45 of their total credits from WSU with a minimum 3.45 grade point average. Only about 15% of the institutions of higher education in the United States have programs sufficiently strong in the sciences and liberal arts to warrant membership.

Phi Delta Kappa is an international professional fraternity for men and women in education. The member-ship is composed of recognized leaders in the profession and graduate students in education whose leadership potential has been identified. Members include classroom teachers, school administrators, college and university professors, and educational specialists of many types. In Phi Delta Kappa, they find a fellowship

based on common interests and ideas devoted to the promotion of free public education. Membership is by chapter invitation.

Phi Kappa Phi, the first national scholastic society to recognize superior scholarship in all fields of study, was established in 1897. The WSU chapter was founded in 1919. Students from all disciplines within the university are eligible for membership. Candidates are selected from the upper 10% of the senior class and the top 5% of the junior class each year. Graduate students are also eligible for membership.

Phi Sigma Iota was founded in 1922 to recognize outstanding ability and high standards of excellence in the field of foreign languages. It is an international society, and, as such, promotes international communication and understanding. Candidates are selected from undergraduates majoring or minoring in a foreign language who maintain at least a 3.0 grade point average. Graduate students are also eligible for membership.

Student Clubs, Organizations, and Honoraries

Participation in departmental clubs and honoraries, service organizations, and campus activities is an important part of student life. More than three-fourths of the student body take part in the activities program. Adequate opportunities are available for every student to pursue extracurricular interests through service, recreation, religious, and other specialized interest groups. ASWSU and the Activities and Recreational Sports Office coordinate and guide existing student organizations and assist new groups in developing sound programs. A professionally trained staff is prepared to help all students in planning well-balanced activity programs adapted to their particular needs and interests. Standard Three provides more in-depth information.

Standard Seven

Financial Planning, Mission, and Organization

The university's strategic planning guidelines are the primary guide for establishing the financial plan and priorities for the institution. The Board of Regents plays a key role in the financial management of Washington State University. They are authorized under state law to maintain full control of the university and its property. The Board has the authority and responsibility to enact regulations for the governance of the institution; to direct the disposition of all funds appropriated to or belonging to the university; to receive and expend identified federal funds; to receive and expend-according to governing terms-gifts, grants, and conveyances from private sources; to acquire lands by lease or purchase; to establish and maintain agricultural research and Cooperative Extension programs; and to further the application of principles of physical science to industrial pursuits.

Washington State University's chief executive officer, the President, is directly responsible to the Board of Regents for the administrative direction and supervision of all operations of the institution. The President is delegated the authority and responsibility for all financial matters pertaining to the development, operation, and maintenance of the university. Financial functions and business functions of WSU are centralized and under a single qualified financial officer, the Vice President for Business Affairs, who is responsible to the President. The complexity of the business affairs organization and its accounting system is indicative of WSU's size and the significance of its transactions.

The Washington State Auditor's Office audits the university annually. The reports from this office are furnished to the Board of Regents on an annual basis as one method of ensuring the integrity of WSU's finances. This also provides a basis for sound financial decision making.

WSU's Internal Audit Office has one FTE Director who plans, directs, and manages the operational, financial, and personnel activities of the office and works closely with the Washington State Auditor's Office. This position audits and evaluates the efficiency and economy of university and departmental accounting systems, and conducts investigative audits.

The office also has two FTE Internal Auditors who audit and evaluate the efficiency and economy of university and departmental accounting systems, and conduct investigative audits. Under university operating procedures, the Internal Audit office receives a copy of all Management Letters from the Washington State Auditor's Office. The Internal Audit office then reviews the findings and works with the appropriate management personnel to prepare a formal response. If necessary, Internal Audit also works with appropriate personnel to make certain that corrective action is taken, where appropriate. The WSU Controller's Office does not maintain copies of federal and state audit reports. However, internal audit reports are available in the Internal Auditor's Office, as are documents for external audits for FY97.

The Budget Process
Washington State University completed a major institutional-level strategic planning effort in 1996. The process took two years and involved Regents, faculty, staff, students, and

administrators. The budget requests to the state and internal allocations were guided by this Strategic Plan for Washington State University. With few exceptions, capital outlay is funded with land-grant trust income, mandatory student building fees, and bonded debt secured by the State of Washington. WSU has clearly defined and implemented policies regarding cash management and investments, which have been approved by the Board of Regents and the Legislature.

Washington State University makes operating and capital budget requests through the Board of Regents to the Governor and the Legislature. The Legislature appropriates a budget to WSU on a biennial basis. Consistent with state statute, WSU has full autonomy in financial management and budgeting.

In 1997, each college and other major areas of the institution completed an area strategic plan, concordant with the university plan. These plans help guide allocation of resources at the college and department levels. After allocations are made each year, the university compiles a report entitled "Fiscal Year Permanent Budget Level Data Book." This report shows budget allocation by college, department, and expenditure category. The report is available in the WSU Libraries and in deans' offices.

Adequacy of Financial Resources

Sources of Funds

The current relative size of the several funding sources is shown in the pie chart FY 1997-1998 Sources of Funds, and a description of trends for each major source follows. The mission and goals of WSU, the Strategic Plan, as well as its programs, services, and students, are considered in relation to the adequacy of financial resources. Diversifying the funding base is one of the institution's strategic goals.

Student fees. Washington State University tuition rates are established by the legislature. Rates have increased rapidly during the past decade. Resident undergraduate rates have increased by 89% between 1988-89 and 1998-99. At times, however, the increases in tuition revenue have been directly offset by reductions in state support. WSU supports legislative efforts that limit future tuition rate increases to those rates that are tied to general economic indicators (e.g., consumer prices or personal income). Tuition revenue will continue to increase at a faster rate because of increasing enrollment. However, consistent increases by the legislature for out-of-state tuition have had a noticeable impact on out of-state enrollments. This has significantly impacted WSU's budget and is one factor that led to the current round of budget cuts and reallocation of funds in a number of areas.
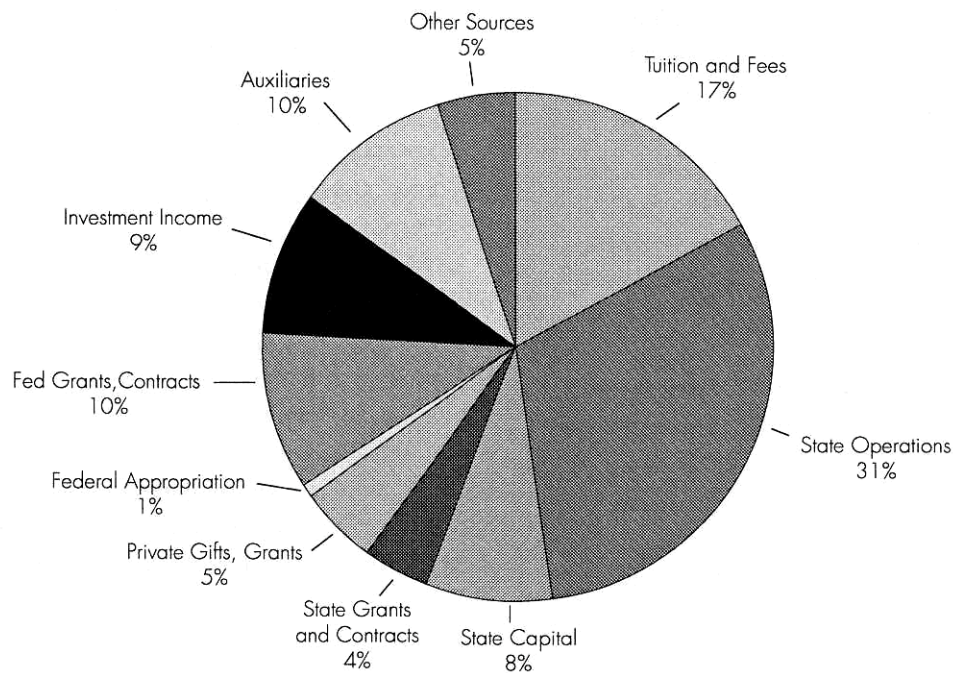
State operating budget. State support, as a percentage of the overall university budget, has been declining over time. The percentage of the state budget devoted to higher education has also declined in the past decade. In spite of these reductions, state support remains the largest source of university funding, particularly for the instructional programs.

Private support. WSU completed in 1997 a successful campaign raising more than $275

million in donations for university programs. More than 27% of alumni and 32% of faculty and staff contributed funds last year. These donations and other fund-raising activities are governed by the Agreement Between WSU and WSU Foundation, which clearly defines the relationship, and are conducted in an ethical and professional manner.

   Endowment income. The WSU endowment consists of two parts. The private development arm of the university is governed by a Board of Trustees that includes the university president, faculty, and student representatives, as well as professional business, and philanthropic leaders who are dedicated to the well-being of WSU. The WSU Regents/Foundation Endowment Fund is a pool of university and WSU Foundation endowment funds invested with the objectives of long-term appreciation of capital and a reasonable income. The income is used to fund scholarships, distinguished professorships, graduate, fellowships, and other long-term teaching and research programs of the university.

Washington State University
1997-98 Sources of Funds

Other Sources 5%
Tuition and Fees 17%
Auxiliaries 10%
Investment Income 9%
Fed Grants,Contracts 10%
Federal Appropriation 1%
Private Gifts, Grants 5%
State Grants and Contracts 4%
State Capital 8%
State Operations 31%

   The second part of the Endowment Fund is the Land Grant Endowment. WSU is a land-grant institution with 151,148 acres of legislatively endowed lands managed by the Washington State Department of Natural Resources. The income from this land is added to the Agricultural College Permanent Fund and the Scientific School Permanent Fund. These trusts are managed by the state investment board. All investment income from the land grant trusts is used for capital projects.

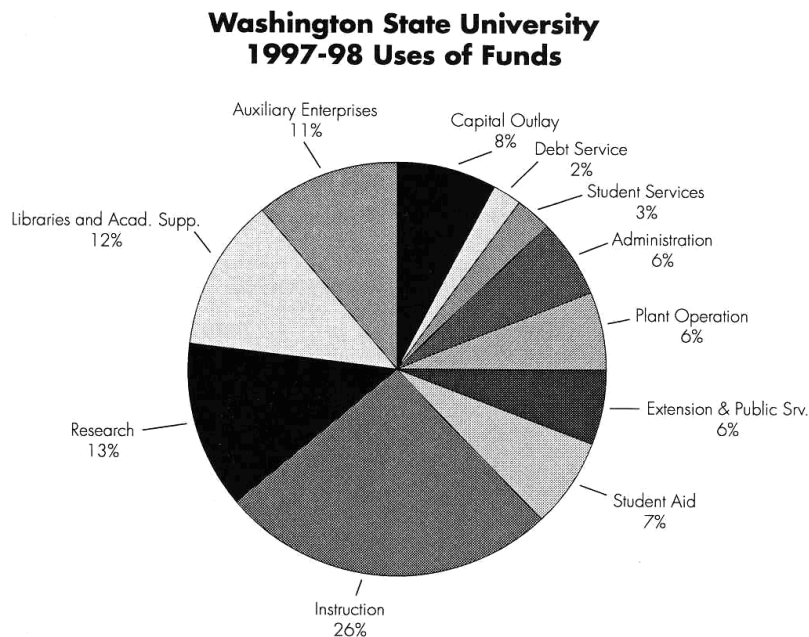   **Grants and contracts.** As a research institution, WSU depends on, and competes successfully

for, outside funding for many of its programs. Sponsored project expenditures increased from $39.4 million in FY 87 to $87.5 million in FY 97.

State capital budget. The State of Washington appropriates dedicated funding to WSU for construction and renovation of facilities. WSU's employment of its resources reflects its land-grant mission and its commitment to teaching, research, and public. Expenditures by major category are shown in the pie chart FY 1997-98 Uses of Funds.

Investments. At the close of the fiscal year 1997, WSU had investments with a book value of $371.7 million. Since WSU is the land-grant institution for the State of Washington, $203.4 million of these investments are held by the state treasurer as the land-grant endowment for the university. The overall increase in investments for the year was $30.8 million. The land-grant endowment investments increased $12.4 million. Investments of other funds increased by $18.4 million. The investments are reflected in Current Funds, $56.4 million; Endowment Funds, $313 million; Plant Funds, $0.5 million; and Agency Funds, $1.8 million.

Major sources of operating revenue. Between 1993 and 1997, Operating Revenue has increased from $380,476,481 to $445,431,296. During this same time, average annual FTE enrollment has increased from 15,801 to 16,821. The operating revenue per student has gone from $24,079 to $26,481. In the last five years, WSU's Fund Balance Total has increased from $586,755,752 to $816,731,799. By law, WSU can not operate at a deficit.

While the Controller's Office discourages manipulation of accounts by expenditure transfer, account administrators and principal investigators may correct errors by transferring identifiable direct charges between funding sources. Such expenditure transfers are considered exceptions to standard policy. Account administrators must ensure that expenditures are initially assigned to the correct account, because the Controller's Office will not transfer a given expenditure more than once. The policies for expenditure transfers between funding sources are well documented and published in the Business Policies and Procedures Manual (see section 30.25.1)

Washington State University
1997-98 Uses of Funds

- Auxiliary Enterprises 11%
- Capital Outlay 8%
- Debt Service 2%
- Student Services 3%
- Administration 6%
- Plant Operation 6%
- Extension & Public Srv. 6%
- Student Aid 7%
- Instruction 26%
- Research 13%
- Libraries and Acad. Supp. 12%

Interfund Loan Program

The institution has a well-documented policy governing requests for the Washington State University Interfund Loan Program. This program is available to university units to provide a source of funds to finance, for a specific period of time, the acquisition of equipment, capital construction/renovation or other needs as approved by the Executive Committee. Financing rates for any particular loan are set by the historic yield of the source of funds (one fund may not benefit from another). Borrowers are required to provide the Executive Committee justification for the loan and demonstrate the ability to make repayment of principal and interest from sources other than state or University appropriations or allocations.

Interfund Loan Request Process
1. The borrower makes application to the Vice President administering the unit.
2. The application is reviewed for completeness.
3. The Vice President for Business Affairs presents the application to the Executive Committee.
4. The Executive Committee makes decision to support application.
5. The Vice President for Business Affairs forwards the application to the Associate Controller-Cash Management/Accounting to verify application information, develop tentative repayment schedule(s), and identify possible sources of funds.
6. The Associate Controller-Cash Management/Accounting prepares recommendation for the Vice President for Business Affairs.
7. The Vice President for Business Affairs submits recommendations to the Executive Committee for final approval.
8. The Vice President for Business Affairs directs the Associate Controller-Cash Management/Accounting to proceed with the loan agreement and fund the loan.

Reports

The Associate Controller-Cash Management/Accounting provides at least quarterly reports to the Vice President for Business Affairs that include the following information:
- Listing of outstanding loans showing the original loan amount, the outstanding principal value, the final scheduled repayment date, percentage rate of loan and source of funds.
- Listing of Executive Committee approved loans not yet made that include the same information.
- Listing of loans for which applications have been received and not yet approved and potential loans that have been discussed or considered for planning purposes.

Financial Aid Resources

All funds for financial aid and other specific programs are audited annually by an independent Certified Public Accountant and include a Management Letter. Sources of student university-supported financial aid for currently enrolled students are included in the university financial plan. Further, current documents support plans for future financial aid relative to projected enrollments. Washington State University consistently monitors and controls the relationship between unfunded student financial aid and tuition revenues.

Major Sources of Operating Revenue					
	1997	**1996**	**1995**	**1994**	**1993**
Tuition and Fees	$90,044,368	$83,727,462	$77,131,216	$66,315,595	$53,902,990
Federal Appropriations	8,657,445	9,535,906	8,387,280	9,288,409	8,956,075
State Appropriations	160,848,357	151,097,924	144,206,313	148,700,726	155,620,533
Federal Grants and Contracts	60,474,405	62,252,534	60,906,583	57,595,052	54,951,817
State Grants and Contracts	23,478,148	19,909,044	17,803,946	17,458,052	17,655,632
Private Gifts, Grants, and Contracts	26,759,570	24,986,032	27,242,311	27,800,154	26,333,281
Sales and Services of Educational Activities	9,031,788	8,440,571	7,179,831	6,744,567	6,211,162
Sales and Services of Auxiliary Enterprises	50,745,899	48,691,303	54,109,579	49,588,201	47,491,340
Other Sources	15,391,316	13,077,286	12,860,281	10,616,611	9,353,651
Total Operating Revenue	445,431,296	421,718,062	409,827,340	394,107,367	380,476,481
Total Annual Average FTE	16,821	16,853	16,555	16,223	15,801
Total Operating Revenue Per AA FTE	$26,481	$25,023	$24,756	$24,293	$24,079

Financial Reserves

The State of Washington appropriates funds to the university in annual increments. As in many states, state appropriations that are not expended by the end of fiscal year revert to the state. However, the university sought and received legislative authority to carry forward from one year to the next any student operating fee balances. This authority builds in some flexibility for the university to budget for unexpected revenue or expense fluctuations.

The university may also budget current year local fund revenues conservatively to guard against unexpected shortfalls in revenue or increases to expenditures. Self-sustaining operations (like the Veterinary Teaching Hospital) and Auxiliary Enterprises (like Housing and Dining Services) have carry-forward authority and budget for unexpected changes in cash flows. As the financial reports indicate, student operating fees are partially dedicated to retirement of indebtedness on capital assets. The auxiliary enterprises also budget for retirement of indebtedness as a line item.

Each college or other major area of the university is encouraged to budget a reserve to use in addressing unforeseen opportunities and problems that arise during the fiscal year. In addition, the university annually budgets a small central contingency reserve. Funds from the reserve are allocated by the President to address unexpected problems and opportunities that cannot be covered adequately and appropriately from area reserves. Examples of appropriate uses of central reserves include utility costs in an unusually cold winter and unanticipated liability judgments against the university.

Auxiliary Enterprise Income

State and university policies require self-sustaining and auxiliary units to pay for costs of services. WSU employs an administrative service fee as an overhead charge to all revenue generating units associated with the university. The fee is a recovery of indirect costs associated with providing central services such as purchasing, personnel. cashiering, payroll, bill paying, billing, collection of receivables, accounting, legal services, physical plant, printing, and other university support services. All units are charged the same rate, currently 6%.

Standard Eight
Instructional and Support Facilities

WSU has continued to expand its facilities statewide. In the 1990s, 25 buildings with more than 830,000 gross square feet of space have been added to the Pullman campus. Significant new additions include an addition to Holland Library (284,428 gross square feet), a Veterinary Teaching Hospital (129,836 gross square feet), a renovation of Todd Hall (153.682 gross square feet), a new Engineering Teaching and Research facility (97,215 gross square feet), Bohler Gymnasium addition (45,800 gross square feet), Animal Sciences Laboratory (24,463 gross square feet), and the Plant Growth Center (32.300 gross square feet).

During this same time the new WSU Vancouver campus began to develop. The first four buildings opened in Fall 1996 (approximately 145,050 square feet). Funding has been received from the state for construction of the Early Childhood Education Building and the design of the next two academic buildings. The Consolidated Information Center (73.622 gross square feet) opened in Summer 1997 at the WSU Tri-Cities campus. WSU has also occupied over 40,000 net square feet of space on the Riverpoint campus in Spokane.

In the 1989-91 biennium, WSU received $65,350,000 in funding for capital projects (from all sources of funds). In the 1991-93 biennium, the figure grew to $105,379,286 and in the 1993-95 biennium the total was $130,874,146. For the 1995-97 biennium (without the supplemental budget), WSU received $104,621,876 for capital projects. Generally, appropriations from the State Building Account amount to $40 million to $70 million, the WSU Building Account has added another $16 million to $20 million, and the balance has come from federal and local sources.

Although various units on campus experience acute shortages of space and maintaining aging space is a constant challenge, the remarkable success of WSU's statewide capital program has provided better than adequate space for the effective operations of programs. Maintaining this rate of success will be an ongoing challenge, but the State of Washington appears committed to continued funding of capital programs in higher education.

Design Standards

WSU has design standards for each type of space on campus. The design standards for classrooms, offices, and laboratories are given here. Other standards are available on the CD, WSU Uniform Design Standards.

Classroom, Seminar Room, and Conference Room Standards

1. Preferred classroom seating is continuous table top and swivel chairs. Moveable tablet arms are not a preferred method of seating due to the high cost of maintenance and the small amount of usable surface area.
2. Classrooms with pedestal mounted tablet arm chairs-15 sq. ft./station.
3. Classrooms with movable tablet arm chairs-15 sq. ft./station.
4. Classrooms with tiered theater-type seating-12 sq. ft./station.

5. Classrooms with pedestal mounted continuous table tops and swivel chairs-18 sq. ft./station.

6. Conference and/or Seminar Rooms-20 sq. ft./station.

7. Classrooms with more than approximately 60 occupants or approximately six rows of seating are to be provided with stepped fixed seating with fixed or folding tablet-arms, either theater or pedestal mounted. Seating choices for mobility impaired persons shall be distributed throughout the seating area to the extent possible.

8. Classrooms generally should have the entrance door near the rear of the room so that late-arriving students do not disturb the class. Additional entrance(s) must be provided for all classrooms seating 50 or more students, per code.

9. Wheelchair spaces shall be provided in accordance with ADA. They shall not be less than 33 inches wide and 48 inches deep where forward or rear approach is provided. Where only side approach is provided, wheelchair spaces shall be not less than 60 inches in depth. They shall be accessible and shall be located in places with unobstructed sight lines. Wheelchair spaces shall be reasonably distributed throughout the seating plan and located on an accessible route of travel.

10. One percent, but not less than one, of all fixed seats shall be aisle seats with no armrests, or shall have removable or folding armrests on the aisle side. Each such seat shall be identified by a sign complying with Section 3106 of the ADA code.

11. All aisles shall not be less than 36 inches in width.

12. Unless specifically approved and provided for in the program, all classroom flooring shall be vinyl tile.

13. Lighting shall comply with the Washington State Nonresidential Energy Code.

The design standards for classrooms also include audio-visual provisions for teaching classrooms, seminar rooms, and lecture rooms. A project officer or designated Facilities Development representative verifies those audio-visual capabilities to be designed into the building. Particularly, a review of the building program for specific requirements is necessary. In addition, planning for telecommunication, closed-circuit television installations, and/or computer hook-up; for classrooms, seminar rooms, lecture halls, auditoriums, and laboratories; and for other facilities is coordinated with the Department of Information Technology (IT) and as directed by Facilities Development project officer or designated Facilities Development representative. Developments in this field change dynamically over short periods of time, and planning for specific applications and use may differ greatly for the various installations. For this reason, early involvement of IT personnel in the planning and design of facility system requirements is important.

Office Standards

1. Planning considerations: Offices assigned to faculty members are to have an outside window. Offices that might eventually be assigned to faculty members, but may be temporarily occupied by graduate assistants, should also have an outside window, if possible. Offices that will be assigned permanently to graduate students on appointment need not have an outside window.

2. Staff members whose position description and job responsibilities generate the need for a private office as outlined in the statewide Facilities Evaluation Planning Guide are to be provided an outside window as well as the primary clerical offices for each academic or administrative unit. The building program statement prepared for each major remodeling and new construction project will outline which offices are to be provided an outside window. Such information will be summarized under the General Considerations section of the program statement.

3. Average office area allowances:

Deans	200-225 sq. ft.
Chairs and directors	150-175 sq. ft.
Faculty offices	120-140 sq. ft.
Clerical space (one person)	100 sq. ft.
Graduate student cubicles	60 sq. ft.

Suggested office ceiling height 8 foot-6 inches

4. Office furniture plans: In order to coordinate locations for telephone outlets, convenience outlets, and wall shelving within a given office, it is necessary to obtain approval for suggested room arrangements from the project officer or designated Facilities Development representative, prior to finalizing locations of fixed items noted above. Final design drawings and interior elevations show all telecommunication, electrical, thermostats, fire alarms and horns and other wall mounted fixtures and how they relate to and coordinate with interior furnishings.

Laboratory Standards

1. Consideration must be given to building position and how it affects other adjacent structures. Avoid setting a building with laboratories where it will create a dead air space that holds exhaust products, or where exhaust can be re-circulated into fresh air supplies. It is suggested to incorporate wind tunnel modeling and similar analytical techniques to assess airflow patterns, and prevailing winds.

2. Lab design considerations: A detailed list is requested to ensure the researcher that as many of his specific and special requirements are provided for as are possible in the new building design and construction. Even if the budget does not allow the inclusion of a special item or space, it can still be planned for, and the lab design can be made flexible to be able to include future work.

3. Open concept labs: Careful consideration shall go into airflow and the elimination of dead air spaces. With the open concept lab there is an increased potential for exposing individuals to hazards or contamination or for different experiments to interface. Considerations and accounting shall be made for proper design practice encompassing but not limited to ventilation, exhaust, degree of hazard protection required, proper chemical use procedures (both use and disposal), chemical storage, and hazard protection.

4. Lab design criteria: Obtain as much specific information as possible from each researcher on what they will be doing in their lab space-an overall narrative describing the general research and how the lab will function.

5. Laboratory utilities and requirements: Each lab will be equipped with steam and condensate return, chilled water supply and return, domestic water, lab water, sanitary sewer, storm sewer, compressed air, vacuum, natural gas, de-ionized water, electrical service, and temperature controls. (This is a central WSU system that provides for the lab environment. It has the flexibility to be basic or quite complicated.)

6. Laboratory design considerations and required information: The designer shall ascertain information with input from the research department or building program committee, including the type, model number, manufacturer, and size (dimension) of all new and existing equipment. In addition, any other special services or requirements must be listed in detail, e.g., power

conditioning, dedicated power source, electronic or radio frequency shielding, dedicated air conditioning, special access needs, acoustic and vibration measures required, any special air or water filtration requirements, and dedicated exhaust for chemical or heat removal.

Institutional Facilities

Goal Five of the WSU Strategic Plan states the necessity to assure the availability of the material resources needed to deliver programs of high quality, and addresses the need for adequate financial support for facilities. Of particular concern are the maintenance, management, and operation of institutional facilities. The 1997 WSU Financial Report shows that spending on Operation and Maintenance of Plant has increased approximately 16% in the last five years (from $22,895,620 to $26,508,892). The increase between 1996 and 1997 was approximately 6.5%. The State of Washington has a formal budgeting process to provide ongoing funding for maintenance and operations of new buildings and other capital projects. This includes funding for fire protection, safety, hazardous waste management, and security.

As a part of the Strategic Plan, planning and design standards are important. WSU has a long-standing commitment to providing safe and accessible facilities. A prioritization of design elements is used in evaluating the completeness and appropriateness of design. Designs that do not meet these criteria are not acceptable. Life safety considerations include fire alarm and sprinkler systems, lighting, snow removal, well-lit, slip-resistant stairways, removal of loading dock hazards, hand and guardrail designs, and protection of the drinking water.

Second only to safety is the consideration of the accessibility of the facilities. All new designs conform to the Americans with Disabilities Act (ADA), Public Accommodations and Commercial Facilities, and Washington State Regulations for Barrier Free design (WAC 51-30). The model building codes, including the Washington State Administrative Code (WAC), take precedence over all issues other than life safety and accessibility. Where the requirements of the WSU Uniform Design Standards are more stringent than minimum model code requirements, WSU Uniform Design Standards take precedence.

It is the responsibility of the designer to ensure that the building envelope meets or exceeds stringent energy saving requirements of the university. All facilities within the State of Washington are governed by the Washington State Non-Residential Energy Code. This code is a minimum standard for design of energy-utilizing and energy saving elements in the facility.

The Building Program governs the utilization guidelines of the building design. The Building Program cannot be usurped for the sake of architectural enhancements and extraneous design elements. The Building Program has been established by the building users. WSU Uniform Design Standards are included as part of the Building Program. It is the desire of the University to maintain and enhance the rich design heritage of the various WSU campuses. All facilities design attempts to conform to the requirements listed within these Uniform Design Standards.

As the nature of public construction goes, funds are very limited. WSU facilities are first and foremost constructed to enhance the teaching and learning environment. It is, therefore, paramount that designers are responsible with the appropriation of public funds. The building design first targets the teaching and learning environment within the above design priorities and,

second, architectural elements. This is not to say that new structures are spartan or unattractive. In fact, the college experience is enhanced by beautiful and historical facilities.

Evaluation of Leased Spaces

When WSU needs to buy or lease program space, a set of criteria based on particular program needs is developed, and potential spaces are evaluated against these criteria. Generally, this evaluation is conducted by the program administrators, although, depending on the complexity of the arrangement, legal and financial advice might be provided by the Office of Business Affairs, and technical advice might be provided by the appropriate campus unit (e.g., Facilities Development, Information Technology, or WHETS). Generally, the same physical standards for accessibility and safety are applied to leased space as apply to space owned by WSU. Space for classrooms is evaluated on the same basis as potential classroom space on campus. The technical staff in the WHETS unit evaluates space for WHETS classrooms. Most of the space that is leased/borrowed by WSU is owned by some other public entity.

Equipment and Materials

Grants and state and local operating funds all contribute to the purchase of needed equipment for teaching, research, and public service. During 1995-97, the university spent more than $12 million per year on equipment from these sources. Additionally, the Washington legislature provided the university with an omnibus equipment appropriation in the capital budget of $5 million for major equipment purchases in FY 97-99. 1.70 million dollars of the appropriation is to fund replacement of farm, field, and other equipment for the College of Agriculture and Home Economics. Most of the balance is earmarked for instructional technology. Equipment is maintained in proper condition by the college, is inventoried and controlled, and is replaced or upgraded as needed.

The university has an extensive hazardous materials program. The Department of Environmental Health and Safety within the Office of Business Affairs provides training, consulting and hazardous waste disposal services to instructional, research, and operational units on campus and statewide. The university has spent $3.3M over the past three biennia to construct dedicated hazardous waste handling facilities on the Pullman campus. The university's current capital budget request includes a request for an additional $8M to complete development of these facilities at WSU sites throughout the state.

Physical Resources Planning

The WSU Comprehensive Physical Plan integrates the academic, physical and capital programming process for the University. The Comprehensive Physical Plan is shaped by the mission and academic goals set forth in the *Strategic Plan for Washington State University*. The physical plan is developed based on plans prepared by the colleges and other units of the WSU system which take into consideration academic requirements, student enrollment projections, building conditions and changing technology. Elements of those plans are reviewed and approved by the leadership of the institution, and are then used to develop and update WSU's Ten-Year Capital Plan. On a biennial basis, the University's capital and operating budget request is submitted to the Office of Financial Management and the Washington State Legislature for funding.

WSU has an aggressive capital program for the addition and renovation of facilities. The ten-year program for the Pullman campus alone totals more than one billion dollars. The ten-year plan for branch campus development exceeds $349 million.

Constituent Involvement in Planning

The Board of Regents of Washington State University and affected constituent groups are involved in all aspects of planning physical facilities. Numerous university departments, committees, faculty, staff, student groups, and the City of Pullman, where appropriate, are involved in project review in order to allow all those impacted an opportunity to comment and assist with appropriate refinement of the project.

The Regents' initial involvement is the review and approval of the university's comprehensive planning document. All university stakeholders participate in the development and review of the plan prior to Regents' approval. The Regents then review and approve all biennial and supplemental capital requests before submission to the state.

The Vice President for Business Affairs appoints a project planning committee composed of Facilities Development staff, building users, and other stakeholders for each major capital project. The Board of Regents delegates authority to the Vice President via the President to approve selection of the architectural firm and to proceed with pre-design and schematic design. Once the schematic design, construction estimate, and construction schedule are complete, they are submitted to the Regents for review and approval. The schematic design addresses project scope, site selection, and architectural elements. At the start of construction, the Regents are informed of the contractor selected. Periodically throughout the project, a subcommittee of the Board is briefed on project status. At project completion, the Vice President closes out the contract. Project completions are reported to the Regents at their next meeting. Currently, the 1994 Comprehensive Planning Process is undergoing revision. Approval is anticipated in the 1999-00 fiscal year.

Standard Nine

Institutional Integrity

Institutional integrity means a variety of things that, in the end, define the university's character. Does an institution adhere to the role of higher education in intellectual freedom and academic inquiry? Do its employees act in both a legal and ethical manner, and, ultimately, do its actions reflect its words in print and in policy? Each of these components affects the university's constituencies. This includes not only students, faculty, and staff, but also the beneficiaries of the university's research and public service activities; participants in noncredit programs; the state legislature; county and local governments, and the citizens whom they represent; employers of the university's graduates; individuals and organizations who provide non-state funding for the university; alumni; and other friends of the university. An institution's high ethical standards and integrity affect all those with whom the university has contact.

Academic Integrity

WSU's commitment to intellectual freedom and academic inquiry is apparent in many forms. Previous sections of this self study demonstrate a commitment to the free pursuit and dissemination of knowledge consistent with its mission and goals. Further evidence is offered in the narrative section of Standards Two and Four. WSU has established and published written codes of conduct and ethics dealing with issues including faculty responsibilities and obligations, maintaining academic integrity in the classroom, student behavior in university housing, and misconduct in scholarship and research. These codes include procedures for reporting violations and complaints and for protecting the rights to due process, review, and appeal of those accused of violations under them. WSU's most recent mission statement and its 1996 Strategic Plan, reflect the commitment to fully support the principles of academic freedom and integrity. Each of these policies is systematically formulated and regularly updated.

Fair treatment policies involve the establishment and publication of clear written policies and procedures (including those that guarantee rights of review, appeal, and due process) for individuals involved in almost all facets of the university's mission-from grading/admission standards and degree requirements, and conduct rules for students, to hiring, position expectations, promotion standards, and disciplinary regulations for faculty and staff. These policies also explicitly set forth WSU's procedures for dealing with violations under them.

The Faculty Manual notes that the institution subscribes to the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors. The commitment is reinforced by the Freedom of Expression principle in the Faculty Code of Ethics included in the same manual. To a large extent the quality of the university depends on the quality of its faculty, so while each faculty member is recruited with great care, the quality of his or her work is also judged against strict criteria related to institutional integrity.

Personnel

Institutional integrity is necessarily reflected in the actions of its faculty, staff, and administrators. The effective functioning of the university depends on the skilled and conscientious efforts of faculty and support staff. The 1995 Office of the Attorney General's handbook sets forth ethical standards for all officers and employees of the university. Relevant to this is the general policy concerning discrimination, sexual harassment, and gender equity. WSU is clear in its ethical standards for

student and faculty/staff recruitment, student enrollment, faculty/staff employment, and retention practices for both students and faculty/staff.

WSU policies governing conflict of interest conform to standards established by Washington State legislative statutes. The Faculty Manual emphasizes caution in such matters as hiring, tenure and promotion decisions, honoraria and consultation work, copyright, and patent matters. The documentation also includes WSU's guidelines for managing conflict of interest in sponsored research.

Publications

Whether an institution does what its policies and printed material say it does is sometimes a matter of interpretation. However, WSU has endeavored to make its publications correct and timely and to accurately represent itself through its catalogs, publications, and official statements to its constituencies: the public and prospective students. WSU devotes significant resources to such forms of self-representation. Publications that WSU regularly produces include the Undergraduate Catalog, the Graduate Study Bulletin, the Summer Session Catalog, the Extended Degree Programs Catalog, and the admissions recruitment viewbook. A listing of Web sites related to WSU's policies, role and mission statement, and printed materials follows the List of Tables and Charts.

Summary

Perhaps the most important of the ethical standards that inform WSU's operations and planning are those articulated in the following statements of values from the 1990 Planning for the Second Century - Common Understandings: A Context for Planning at Washington State University:

WSU is committed to the pursuit of excellence - to striving for the highest feasible standards in each of its endeavors. Academic freedom and academic integrity are the basis for excellence in a university. Under academic freedom, faculty members have the right, protected by tenure and other safeguards, to express themselves freely as teachers, scholars, artists, and researchers. Academic integrity requires the unbiased pursuit of truth wherever it is sought, and the scrupulous application of disciplined intelligence in teaching, research, and service, without fear or favor.

The University is committed to serving the public interest and being responsive to public needs. Its service to the public must include criticism and counsel based on discerning exercise of its fundamental scholarly resources. The university accepts the principle of shared governance wherein those members of the community most likely to be responsible for or affected by new policies have significant voices in the formation of those policies.

The University respects and significantly benefits from diversity expressed through racial, ethnic, gender, cultural, disability, sexual orientation, and socioeconomic differences among the faculty, staff, and students. WSU takes seriously its responsibility to offer educational and professional, opportunities equitably to all qualified persons.

Washington State University is proud of its accomplishments and aware of its challenges. As WSU moves forward into the next millennium, meeting and solving those challenges will define the university in many ways. However, with an eye on the future, securely rooted in the past, and holding fast to high ethical standards, WSU will surely remain a university of integrity; a university that seeks to uphold the goals of its land-grant origins: teaching, research, and public service.