

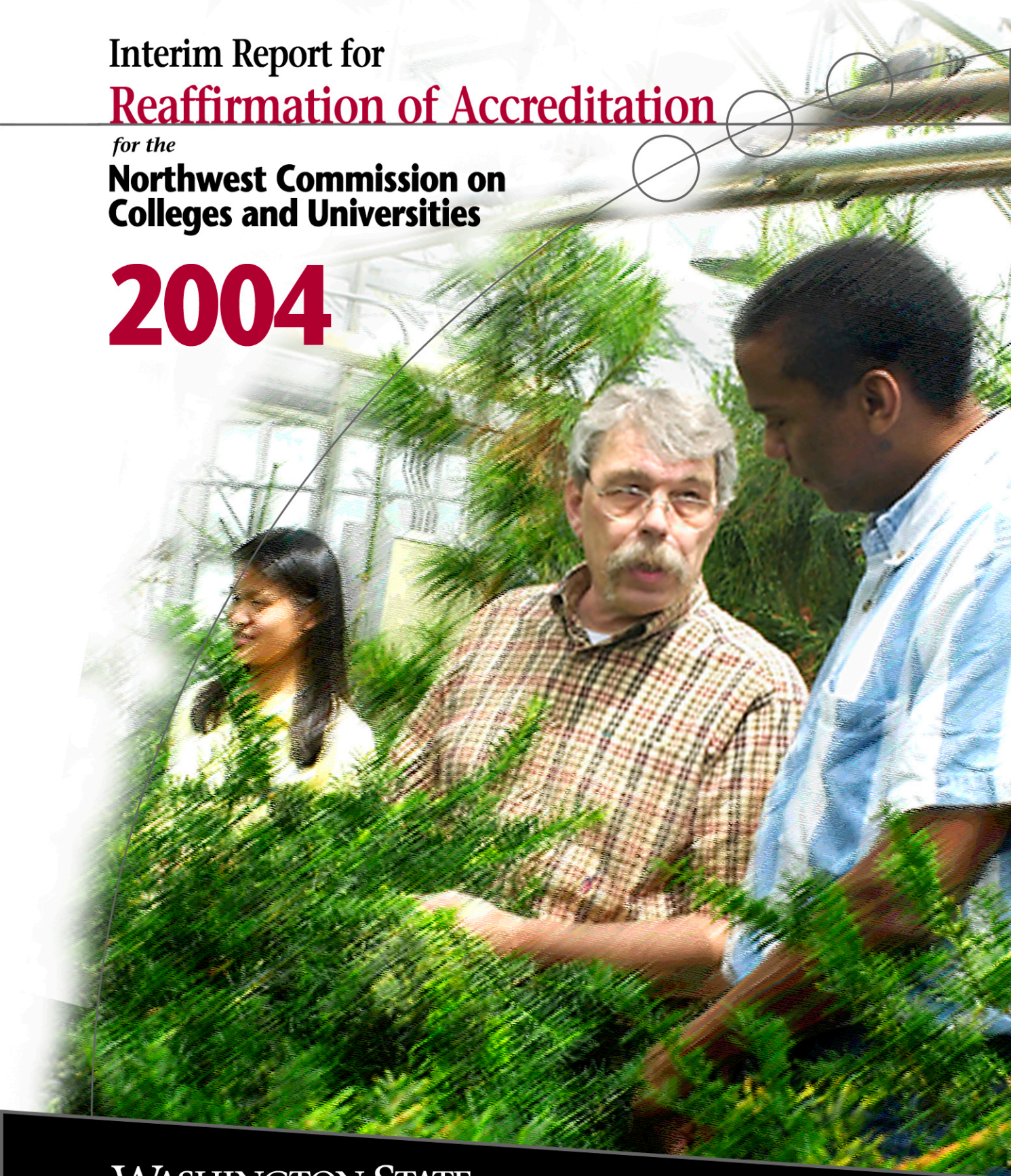
Interim Report for

Reaffirmation of Accreditation

for the

**Northwest Commission on
Colleges and Universities**

2004



WASHINGTON STATE



UNIVERSITY

World Class. Face to Face.



Interim Report for Reaffirmation of Accreditation 2004

A Report to the Northwest Commission on
Colleges and Universities



World Class. Face to Face.

Introduction	Page 1
Part A	Page 2
I. Multi-Campus System	Page 2
II a. Preparation of Incoming Students	Page 7
II b. Use of Technology	Page 9
II c. Ethnically Diverse Faculty and Student Body	Page 12
II d. Faculty Salaries	Page 14
Part B	Page 7
Standard One	
Institutional Mission and Goals, Planning and Effectiveness	Page 23
Standard Two	
Educational Program and Its Effectiveness	Page 23
University-Wide Educational Goals	Page 23
Educational Programs	Page 27
Academic Program Review	Page 28
Academic Programs	Page 29
Washington State University Spokane	Page 29
Washington State University Tri-Cities	Page 31
Washington State University Vancouver	Page 34
Summer Session	Page 36
The Honors College	Page 37
College of Agricultural, Human, and Natural	
Resource Sciences	Page 39
College of Business and Economics	Page 49
College of Education	Page 53
College of Engineering and Architecture	Page 57
College of Liberal Arts	Page 63
College of Nursing	Page 79
College of Pharmacy	Page 83
College of Sciences	Page 87
College of Veterinary Medicine	Page 93
Standard Three — Students	Page 97
Who Are Our Students?	Page 97
How Do We Know About Them?	Page 98
Student Affairs Leadership	Page 99
Reorganization Plan	Page 99
Student Affairs Research and Assessment	Page 99
University Recreation	Page 99
Campus Life	Page 100
Educational Development	Page 102
Enrollment Services	Page 104

Standard Four — Faculty	Page 109
Faculty Salaries	Page 109
Faculty Evaluation	Page 110
Annual Review	Page 110
Progress Toward Tenure Review	Page 110
Tenure and Promotion	Page 110
Standard Five — Libraries and Information Resources	Page 113
Electronic and Print Resources	Page 113
Information Literacy Instruction	Page 114
Assessment	Page 114
Standard Six — Governance and Administration	Page 115
Governance	Page 115
Administration	Page 116
University Relations	Page 117
University Extension	Page 118
Standard Seven — Finance	Page 119
Strategic Plan and Budgeting	Page 119
The Legislative Budget	Page 120
Internal Budget Allocation Process	Page 120
Strategic Budget Decisions	Page 120
Standard Eight — Physical Facilities	Page 123
New Buildings	Page 123
Additions	Page 123
Renovations	Page 123
Other	Page 124
Standard Nine — Institutional Integrity	Page 125
Trust and Respect	Page 125
Communication Plan	Page 125
New Faculty Orientation	Page 125
Celebrating Excellence	Page 126
APPENDIX ONE: Washington State University Strategic Plan	Page i
APPENDIX TWO: Accountability Measures	Page vii
Table 1 – Admissions Index Number 1998 – 2003	Page vii
Table 2 – Changes in Admissions Numbers 1996 – 2003	Page viii
Table 3 – Ethnic Enrollment by Level of Study, Since 1999	Page ix
Table 4 – Statewide Accountability Measures	Page x
Table 5 – New Transfer and Freshman Historical Profile, by Campus, Fall 1999 to Fall 2003	Page xii
Table 6 – Continuation and Graduation Rates, by Gender and Ethnicity, Cohorts 1995 to 2001	Page xv
APPENDIX THREE: Washington State University 2003 Annual Report for NWCCU (Page 1; IPEDS Financial Report)	Page xix

INTRODUCTION

What have the last five years been like for Washington State University? How are we different today, as a university, than we were in 1999?

The past five years has been a time of robust change and growth in exciting directions. It has also been a time of assessment and fiscal constraint, leading to reflection and refocusing.

To start with, every member of the Executive Leadership team is either new to WSU or in a new position since 1999, as are many of the Deans and other institutional and departmental leaders. President V. Lane Rawlins arrived in June 2000. In a significant shift for the university, the position of Vice President for Student Affairs was created, and filled for the first time, by Vice President Charlene Jaeger in June 2001. In September 2001, the position of Vice President for Information Systems was created. Vice President Mary Doyle, who had previously held the position of Director in this area, was appointed to the new position. A new Vice President for University Development, Richard Frisch, arrived 2002. The positions of Vice President for Business Affairs and Vice President for University Relations were filled by Greg Royer and Sally Savage, respectively, both internal candidates with long experience at WSU. Finally, Provost Robert C. Bates joined Washington State University in February 2002. (<http://www.wsu.edu/dialogues-forums/>)

Upon his arrival, President Rawlins immediately led the university into an intensive, two-year long, institution-wide planning process, resulting in a dynamic new Strategic Plan (Appendix I, <http://www.wsu.edu/StrategicPlanning/strategic-plan.html>). The Plan is based on a limited number of very high priority goals and sub-goals, supported by the strategies agreed upon by the university community to reach those goals (see Standard One, below).

Upon adoption of the Plan, an Implementation Council and Implementation Teams reporting to the Provost were appointed to oversee the strategies required for the university to reach its goals. (<http://www.wsu.edu/StrategicPlanning/implementation.html>) That work is on-going, and substantial progress, which will be highlighted in this report, has been made on most of the sub-goals. As we engage each of the strategies, the institution is also involved in a process of developing benchmarks against which to evaluate the success of our efforts to reach each goal.

As noted in our 2002 progress report to the Commission, and equally true in 2004, “The result of this process has been an institution renewed in its purpose, far more united in its vision, and with the procedures in place that will allow it to weather the state’s current budget predicament.”

PART A

I. Multi-Campus System

In 1999 the Commission asked Washington State University to address the following recommendation, which was included in the Accreditation Evaluation Committee Report:

The evaluation committee notes that the branch campuses and extended degree programs provide needed programs for placebound students throughout the state, especially in locations where no baccalaureate degree programs are available. However, the strategic vision for the development of programs within Washington State University needs to be thoughtfully and carefully elaborated and explained. The allocation of state-provided funds, the arrangements for student services and organizations, the involvement of faculty in the selection and implementation of these degree programs all need orderly development. The Committee recommends that all of these areas be addressed promptly and that the relationship of these programs to the Pullman campus be clarified and communicated.

In 2001, in a move to integrate the development and delivery of distance learning programs into the academic context of the Strategic Plan, all of the functions of Extended University Affairs relating to Distance Degree Programs were placed within the Provost’s Office. The result of this aspect of reorganization was to bring all areas of the institution responsible for academic offerings under the direct control of the Provost. It has meant that Distance Degree Programs are now both developed and implemented within the regular academic structure of the institution.

Then, with the institution’s overall Strategic Plan in place as context, President Rawlins appointed and charged the Washington State University Branch and System Study Group. In March 2003, the Board of Regents approved the following set of recommendations from that Study Group for the Washington State University campuses in Spokane, Tri-Cities, and Vancouver, and their relationship to the Pullman campus.

PRINCIPLES FOR WSU SYSTEM IMPLEMENTATION

I. Governance and Administration

- A. A committee of the Board of Regents will be established to consider issues and action items related to the Spokane, Tri-Cities, and Vancouver campuses.
- B. One member of this committee will be assigned to each of these campuses and work directly with the President and Campus Executive Officer (CEO) on governance matters related to the individual campuses.
- C. The CEOs of each of these campuses will have a seat at each Board of Regents meeting, with all of the associated responsibilities and privileges.
- D. The CEOs of the newer campuses shall be named “Chancellors,” and granted authority to administer these campuses under direction of the President and Board of Regents.
- E. A President’s System Council shall be established to deal with system wide administrative, legislative, and planning issues. The President will serve as chair with the Provost and Chancellors as permanent members.
- F. A Provost’s System Council, chaired by the Provost and including appropriate Vice Provosts and the Chancellors or their designees, will consider academic plans, programs and issues for the WSU system.
- G. A System Council for Administration and Operations will be formed to consider issues in all other areas. This council will include all university Vice Presidents, the appropriate counterparts on each campus, and other officers as necessary.

II. Academic Programs

The primary criteria for approving and evaluating academic programs will be quality. Secondary criteria include responsiveness to constituent needs and cost effectiveness. Accordingly, a general principle of academic administration and oversight is that the administrative structure will serve the purposes of the program. The flexibility implied in this principle includes the options that:

- A. Academic units, including programs, departments, schools and colleges may be established and centered on any of the campuses in the WSU system.
- B. Academic program administrators may reside on any campus and have responsibility for programs on other campuses. More than one lead administrator may be appointed in the same discipline. Multiple departments or colleges in the same general area may be established on different campuses.

- C. Doctoral education will remain a system wide responsibility and not a function of location. Residency requirements for degrees should refer to residence at any WSU location. The graduate faculty shall be system wide and shall be responsible for the academic criteria and standards associated with graduate degrees.
- D. Academic programs and especially lower division coursework at the WSU campuses shall be closely coordinated with other institutions, particularly with community colleges in the communities or regions where these campuses are centered.
- E. A system wide administrator will be assigned responsibility for guiding the relationship between the various sources of academic credit within the WSU system including coursework on any campus, Distance Degree Program, learning centers, and other sources.

III. Student Affairs

Specific recommendations for student affairs will be forthcoming. These will include proposals for efficiency and coordination in admissions, scholarships, recruiting, advising as well as recognition of the separate student bodies for each campus and reconstituting a system wide student council as a place where several, largely independent bodies, can work together on issues of joint concern.

IV. Faculty Affairs and Faculty Governance

Recommendations in these important areas will be forthcoming through the cooperative efforts of the Faculty Senate and the Administration in close coordination with faculty from each of the campuses. The goals are to maintain standards of excellence while providing empowerment and enfranchisement of individual faculty that are not dependent on location.

V. Unique Roles for Individual Campuses

Spokane:

WSU Spokane is becoming a second location of the Pullman campus with emphasis on professional and graduate programs, especially in health care, design, and some management areas. We are proposing to accelerate that trend in the next few years and, over time, move to a single campus with two locations. As a reflection of this integration process we propose that the Chancellor of the Spokane campus also hold the university wide position of Vice Provost for Health Science.

Vancouver:

Southwest Washington has less access to upper division and graduate education than any other portion of the state. It also lacks in local opportunities for educational and scholarly partnerships that can lead to economic and cultural stabilization and development. As a result WSU Vancouver campus has the challenge of needing to expand across the spectrum of academic programs. We are committed to making this expansion via additional and innovative partnerships with the local community colleges including special institutes. Because of the size and nature of the Vancouver community we expect greater autonomy through the creation of departments or other academic units in the mode suggested earlier.

Tri-Cities:

The WSU Tri-Cities campus faces many of the challenges noted for WSU Vancouver. In addition it offers several unique opportunities for the WSU system. One is an opportunity to partner with the community for outreach to non-traditional populations. A second is the opportunity to develop innovative programs with the agricultural industry. Finally, this campus has a major role in the university's evolving strategic partnership with the Pacific Northwest National Laboratory and the development of centers of excellence in many scientific and technical areas of research and graduate education.

Over the past year, the three Councils noted above have been meeting to work out details of the evolving relationships within the system. The Faculty Senate has been working out new relationships in its sphere of governance.

Early on, matters of building three new campuses from scratch – with all of the local, fiscal, and programmatic issues that implies – absorbed the attention of all involved. As each campus has evolved and grown, its unique characteristics and strengths have become more pronounced, and its capacity for sustaining an emphasis different from the others has matured. A notable difference from the early years of the multi-campus system is the deliberate and focused way in which system matters are now being addressed by the university, as a whole.

Each campus' individuality is also being recognized at the state level. As this document is being finalized, the Legislature seems poised to approve a bill that would remove WSU Spokane's status as a "branch" campus – essentially making it an extension of the Pullman campus, and another bill would prompt a study of the need and cost to expand WSU Vancouver into a four-year branch campus or other configuration.

Changes Common to WSU's Newer, Urban Campuses

The most visible change in the relationship among the four campuses is the change in title from Campus Dean to Chancellor. The Chancellors now report to the President, participate in regular meetings of the Board of Regents, and sit on the newly created Councils with the President, Provost, and other Vice Presidents of WSU. This reorganization provides the urban campus Chancellors with the opportunity to intersect with all levels of the University.

The System structure is also benefiting other administrative units at the urban campuses such as academic affairs, student services, finance and operations, human resources, and public relations and foundations. For example, the Associate Chancellors at each of the urban campuses have

been more clearly aligned with academic affairs and now sit on the University's Council of Deans, chaired by the Provost. Other unit heads from the urban campuses have also been identified to sit on System's Councils chaired by various Vice Presidents and/or other Pullman administrative personnel.

A System Council for Student Affairs has been convened to promote effective and consistent communication among Student Affairs administrators at each campus. The council will more systematically involve the urban campuses in policy development and in evaluation of which services should be delivered locally, with particular attention to quality, efficiency and cost effectiveness. The Council will focus on ways to ensure institutional quality and integrity, while at the same time allowing for flexibility to accommodate the distinct needs of each campus.

Beginning in January of 2003, student government leaders from each of the campuses, Distance Degree Programs, the Graduate and Professional Student Association, and advisors meet on a quarterly basis to address system issues that affect all students. An early meeting resulted in a memorandum of understanding that outlines the relationship among the student bodies. Issues for discussion and resolution include the process for selecting the student regent, equitable distribution of Services and Activities fees, and access to tickets for athletic events

The System structure, though only in its early stages, is creating new connections across all elements of the University and aligning the four campuses in new ways. For instance, when developing capital construction projects, budgets, and legislative priorities, the four campuses work together to serve multiple interests, thereby promoting a stronger case for all four campuses. While the System structure provides the opportunity to share in the pursuit of goals common to all four campuses, it also allows each campus to build upon its own unique strengths dictated by the geographic location, local population base, and community demands.

Finally, again as noted in the 2002 report, “the planning and development of new degree programs throughout the university – Pullman, branches, and distance degree programs, alike — has become more systematic and more closely related to the mission and goals of the institution. The *New Program Proposal Template* is designed to elicit more depth in a broader array of relevant considerations. The goal is for both administrators and the Faculty Senate to make more knowledgeable and strategic decisions about proposed new programs.”

(http://www.wsu.edu/Faculty_Senate/new_program_proposal_template.htm)

The use of this template has proven valuable for its expected purposes, but it has also led to a process of earlier sharing of departmental and college academic program planning and to greater interaction and collaboration around this process (http://facsen.wsu.edu/degree_proposal_review_process/index.html).

II. In 1999, the Commission also noted concern within the university community about three other issues:

II a. Faculty concern about the academic preparation of incoming students and their ability to do college-level work

The first Goal of the new Strategic Plan is to “Offer the Best Undergraduate Experience in a Research University.” The first sub-goal under this Goal directly addresses the concern about student preparation:

Sub goal 1: Attract, recruit, and retain a diverse, high quality student body.

Required actions:

- A. *Implement recruitment and admissions strategies that reach and serve high ability students from high schools and community colleges.*

Actions to Date: The Enrollment Management units of the university have been completely reorganized to better serve the prospective, current, and alumni student. At the heart of this process is

a new approach to admissions. A counseling approach to students and families about the benefits of higher education is combined with an intense message about the academic quality and expectations of undergraduate education at Washington State University.

Actions to Date: During 2002-03, the Faculty Senate debated and approved new, more stringent retention and reinstatement standards, which are now in force. Under the new policy, students who are academically deficient for a second consecutive semester must leave the institution, and reinstatement petitions are more closely scrutinized. Improving the academic preparation of applicants also improves this measure.

- B. *Establish realistic enrollment targets that make clear we are striving to recruit the best students, not the most students.*

Actions to Date: Although the number of high school graduates in the state is growing rapidly, and not expected to peak until 2008, WSU has made it clear that it expects to sustain slow, controlled, moderate growth – and it will grow at all only if the state provides the funding to educate those students. In 1996, there were 6583 applicants for first time freshman admission, of whom 2301 eventually enrolled. For fall 2003, there were 9133 applicants, of whom 3032 enrolled. While the number of new freshmen increased by 32% during that time, nearly five times as many students were denied admission based on academic qualifications in 2003 as in 1996 (APPENDIX II – Table 2).

- C. *Focus, coordinate, and integrate student recruitment and articulation efforts.*

Action to Date: The Office of Admissions now focuses on outreach and recruitment. A new Transfer Center serves transfer students’ multiple needs, some of which include, assisting with articulation agreements between community colleges and WSU degree programs, advising new transfer students and supplying them with mentors, and consulting internally on transfer policy.

D. *Develop and implement scholarship programs to attract high ability students.*

Actions to Date: New Regents Scholarships have been established to attract outstanding applicants. Regents Scholars must meet specific standards and are nominated by their high school principals. The Regents Scholarship Selection Committee evaluates all nominated students. Some 400 students receive Crimson level scholarships worth \$3,000, while 75 are offered Silver level scholarships worth \$4,000. Twenty-five Distinguished Scholars are offered full four-year scholarships valued at more than \$45,000. Washington State University welcomed 127 Regents Scholars in fall 2002. In fall 2003, 185 of these high-achieving students made the University their school of choice. During that same time period, the number of all incoming freshman with a GPA of 3.6 or higher increased 30.7 % in the fall of 2002, and another 15.1 %t in the fall of 2003.

This program has proven to be successful in attracting significantly higher numbers of very high ability students, both because of the awards themselves and because of the publicity it provides about the academic expectations of the university.

E. *Foster opportunities for study, internships, and experiential learning abroad to attract high quality students.*

In support of this Required Action, WSU has taken key steps over the last several years, among which are the following:

- ▶ Formation of a committee to provide recommendations for development of a University-wide approach to education abroad.
- ▶ Students majoring in international business now must complete nine credits of foreign study. The Honors College has set the goal of sending 50% of their students on an education abroad program prior to graduation.
- ▶ Key faculty have assisted the Education Abroad Office in eliminating a major institutional barrier to studying abroad by developing a streamlined method for transcribing education abroad credit.
- ▶ Study abroad scholarships are being developed to encourage students to study in diverse regions of the world.
- ▶ WSU's nearly equal 57/43 ratio of women/men studying abroad is excellent compared to national averages.

Success is demonstrated by growth in the number of WSU students participating in Education Abroad programs during each of the past four years: a 4% increase in 2001, a 12% increase in 2002, and a 17% increase in 2003. In 2004 we are on target for a 19% increase.

On Academic Probation More Than One Term		
	Spring	Fall
03	45302	365
02	68301	463
01	76400	452
00	71199	400
99	79598	529
98	76697	531
97	74596	534
Enforce more stringent retention standards.		

- F. *Make certain that all constituencies, including potential students, are aware of our institutional commitment to quality education.*

All of WSU's marketing and communications messages (see <http://www.wsu.edu/>) have been completely redone to focus almost exclusively on the strength of the faculty and the quality of the student's academic experience here. In the past, WSU had sometimes been perceived to appeal to students seeking a fun college. The new logo includes the tag line, "World Class. Face to face," and every message about the university – whether print, electronic, or in person, is designed to emphasize that theme. Recent surveys by our marketing consultants assure us that the message is getting through both to the general public and to our target populations.

- G. *Support outreach, recruitment, and retention programs that improve the diversity of our student body.*

In 1999, the McNair Program, a TRIO program which prepares low income, first generation college students for graduate education, was first funded at Washington State University.

In 2001, WSU became a signatory to the Washington Achievement Scholars program. Sixteen high schools in the state were selected by the Gates Foundation for targeted efforts to assist low-income students to prepare for and successfully complete a postsecondary educational career. Scholars select an institution to attend after graduation from high school and receive financial support, mentoring, and academic support services after matriculation.

Also in 2001, a Trio Student Services Support Program grant was first awarded to Washington State University to assist low-income, first generation college students to successfully complete a degree program.

In 2002, WSU received a ten million dollar GEAR-UP grant to partner with seven school districts, two community colleges, three not-for-profit organizations and a family farm in order to assist low-income students from middle and high schools

in the partner districts to become aware of, and prepare for, postsecondary educational opportunities.

In 2003, three Upward Bound programs were awarded to Washington State University to assist low income, first generation high school students from eight rural school districts to prepare for successful completion of a post-secondary education.

Finally in 2003, in order to provide better administrative support and more coordinated recruitment, the outreach and recruiting functions of the Multicultural Student Services Office were integrated into the university's Office of Admissions.

Assessment: The Admissions Index Number (AIN) of incoming freshmen has risen from 54.82 to 60.50 since 1998 (APPENDIX II – Table 1). Even while the number of freshmen has risen, the number requiring remedial work has declined. Faculty members have begun to comment that they like what they see in their classes.

The results of these actions will continue to be assessed over time and additional strategies developed as needed.

II b. The second issue noted by the Commission in 1999 related to the integration of technology into the life and work of the university:

Implications for the use of technology for both teaching and learning on the Pullman and branch campuses as well as by electronically mediated means and plans for funding both equipment and development costs.

With the final draft of the University's Strategic Plan in place and implementation underway, the process of producing the first-ever strategic plan for information technology at Washington State University began in September 2001. When President Lane Rawlins appointed IT Director Mary Doyle to the new position of Vice President for Information Systems, the appointment carried with it the directive to create an IT Strategic plan. That

planning process began with a two-day workshop session attended by key university administrators from the president's cabinet - deans/associate deans/vice presidents/faculty members/ department directors and others. The group was asked to address the question "How can information technology help Washington State University reach the goals of its strategic plan and achieve or enhance world-class status?"

The result of that process was a collection of ideas and issues directly related to IT and the university strategic plan. Based on these results, four working groups were appointed to craft strategic goals and objectives for information technology at Washington State University.

The schedule for this planning process required the working groups to obtain university input during the remainder of the spring semester (March through May 2002), synthesize and evaluate input from all sources during the summer (May through August), discuss and refine a rough draft plan during fall semester, including more university input (September through December). A final draft of the plan was presented to the President and the Board of Regents in January 2003, and is now available at (<http://www.wsu.edu/UACCT/ITStrategicPlan.html>). The draft plan identifies goals, strategies, actions, and performance measures for each focus area, and cross-references the goals of the university's Strategic Plan. The vision for information technology at WSU articulated through this planning process is the creation of a seamless, intuitive, integrated information environment.

To that end, a significant project underway at WSU is the myWSU portal initiative. myWSU allows the user to see and use the web-based data and tools that they want and need in a single Internet view. More importantly, the portal project is an umbrella for changing the way we do business – in IT, in Student Affairs, in the colleges and departments – across the university. It represents an institutional responsiveness to students who live in a 7x24 technology-intense world and who come to WSU with the expectation that they will have the

Internet at their finger tips whenever and wherever they want it. The portal project is a vehicle designed to provide integrated access to information needed by WSU constituents, whether they are students (future, new, or continuing), staff, or faculty. The end product of the effort will be a flexible, integrated, comprehensive Internet environment.

In a related area, distance delivery of degree completion programs has become one of the university's important uses of technology. In 1992, the Higher Education Coordinating Board approved WSU's request to offer a BA in Social Sciences via distance learning formats, and directed the university to focus on offering such courses to students in rural communities. At that time the only ubiquitous telecommunications technologies were a television with VCR, and a telephone. Thus, courses were developed in pre-produced video formats with course guides and textbooks, along with voice mail for student and faculty interaction.

Near the end of the decade, access to the Internet had increased to all areas of the state. A March 1999 telephone survey of current and potential Distance Degree Program (DDP) students determined that the great majority of students had a computer at home that they could use for DDP coursework, and close to three-quarters of students had Internet access through their computers. DDP now focuses its course development and re-development efforts on online environments, which provide excellent opportunities for interaction among students and faculty members, developing communities that foster learning.

WSU is educating students for the 21st century, where independent learners who can demonstrate their abilities to think critically, work in teams, and problem solve will be highly valued by employers and society. To help students develop those skills, and in response to cost effectiveness analyses, DDP designers were reorganized into the Center for Teaching, Learning, and Technology (CTLT), where methods for increasing efficiencies and effectiveness have been pursued.

The design process for DDP courses and for technology-rich campus courses, alike, promotes activities and assignments requiring students to engage with core concepts and issues and apply what they learn in meaningful ways. For instance, students in DDP courses that have been through the design process report that they are 15% more likely to ask other students for comments on coursework, 12% more likely to discuss class ideas with the instructor and, somewhat surprisingly, report that they are 16% less likely to feel isolated from other students than students in courses that have not been through the design process, *including those same courses taught on campus.*

The FIPSE-funded Critical Thinking Project (see Standard Two) remains at the heart of the systematic approach to integrating teaching and assessment. Subsequent assessment of the students' experiences in these online courses reveals that the goals are being realized and that students are recognizing and appreciating the enhanced learning opportunities provided through the increased interaction and deeper engagement.

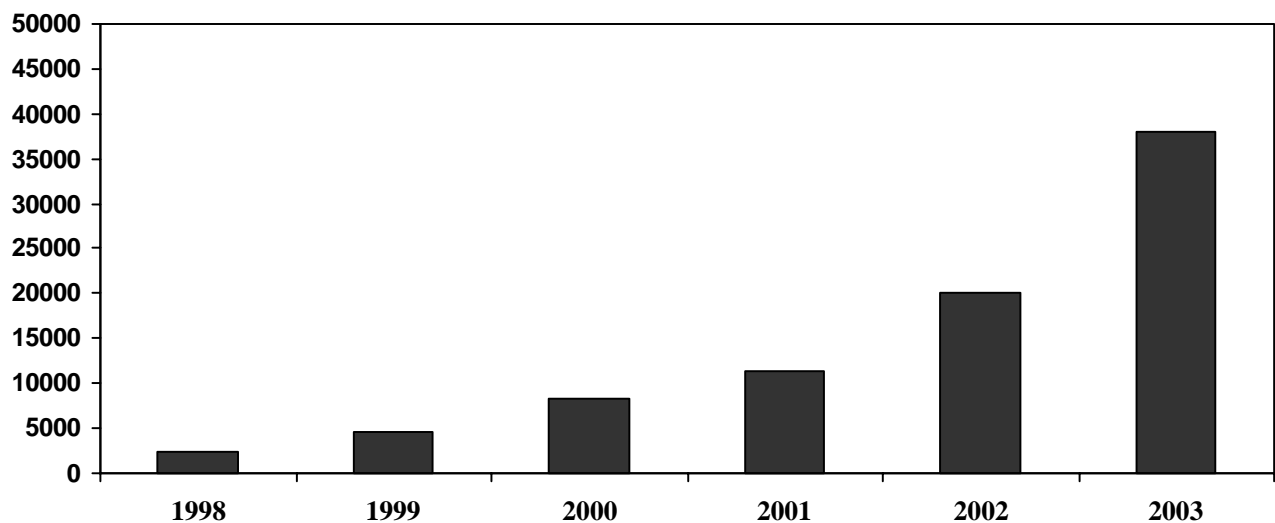
In addition to its one-to-one telephone and e-mail student services, DDP now also provides students with self-service access to information and services through "My DDP" and the DDP web site (www.distance.wsu.edu). Typical DDP students work part- or full-time and have significant family responsibilities, so they both need and appreciate flexibility in accessing necessary information about their courses and programs.

The chart below shows Washington State University's online course use in terms of annual student enrollments, including both on-campus and distance courses. We are at roughly 500 classes that use WebCT, Bridge, and now MyWSU, the new WSU Portal. (The latter two of which are in-house developed platforms that emphasize communication tools and collaborative work spaces.)

During the past five years, the Center for Teaching, Learning, and Technology has participated in assessments of both costs and learning outcomes of teaching with technology. The result of these studies has resulted in a new FIPSE funded project, BETA (Better Teaching Through Assessment), and WSU is participating in the development of online assessment tools and strategies with a small group of BETA partners. In addition, the work resulted in WSU's participation on Governor Locke's taskforce for establishing a digital learning commons. Also notable was WSU's cost work in the March/April 2002 *Change* magazine, where Sally Johnstone reports the following conclusions, based largely on the WSU studies:

- ▶ Determining the full costs of a program that uses technology goes far beyond the costs of faculty, software, and its transmission system. People costs outweigh technology costs.
- ▶ If technology is just added on and changes are not made to the way classes are designed and managed, it just adds costs to the entire

Growth in Enrollments (one student in one course) in WSU Online Learning Spaces



enterprise. In a typical academic approach to e-learning, a senior professor may develop all the online materials for a class, manage the class, and assess the students. This means the institution's highest priced academic staff member ends up providing technical, logistical, as well as academic support to the students. This is not the most effective use of that person's time, nor is it the most efficient strategy for the use of institutional resources.

- ▶ Institutions need to think seriously about how a team of differently paid individuals with specific sets of expertise can play an appropriate role in this whole enterprise. If one of the goals of the campus is efficiency, then some new organizational models are needed.
- ▶ Good course design is critical but so is good design of support systems.
- ▶ Completion rates are directly related to the level and quality of mentoring/tutoring services. Low-cost mentoring must be built into the design of the course.
- ▶ Scalability and course development costs are the two primary cost determinants. Effective scalability can keep costs down.
- ▶ Evidence exists that we can develop technology-mediated classes that maintain a reasonable cost per student. These courses also have the extra benefit of increasing students' learning.
- ▶ No matter how developed, most of the courses still need instructors and tutors who work directly with students.

It is these understandings about the realities of e-learning that have informed Washington State University's decisions and planning about online course and program development and redevelopment. NUTN award winning studies on design and on faculty motivation and their effectiveness using technology, plus new studies on the ways faculty use online tools have shaped a new program prioritization process for identifying programs for online development. The criteria for prioritization include impact analysis, resource

analysis, and commitment or readiness. This QUEUE process has been formally adopted by the DDP Advisory board to help apply lessons learned from analysis of cost, need, and demand for online programs to the planning for proposed new on-campus and traditional programs.

II c. The third area of concern noted by the Commission in 1999 was related to the area of diversity:

Developing an increased ethnically diverse faculty and student body.

In the development of the Strategic Plan, the work of a design team specifically directed toward diversity ensured that this goal was intricately woven throughout the final Strategic Plan. Diversity is explicitly listed as a university core value and diversity elements are integrated into each of the four institutional goals. The first goal, which deals with the undergraduate experience, is particularly relevant to institutional planning in terms of creating an ever increasingly diverse student body. Other goals address the need to increase diversity in graduate education.

Recruiting and Retaining Students. From 1990 to 1998, increases in multicultural enrollment at WSU Pullman averaged 7 percent annually. Nationally, multicultural enrollment at higher education institutions increased an average 4.6 percent annually during that same period. Since 1999, the record, by level of study, ethnicity, and year, has been more mixed (APPENDIX II – Table 3). The table below shows the overall *change* in multicultural enrollments, by ethnicity and campus, between 1997 and 2003.

Since 1999, Washington State University (WSU) has increased its institutional efforts in terms of recruiting and retaining a diverse student body. New grant-funded outreach programs are described in an earlier section. Multicultural Student Service recruiting responsibilities and personnel are now reporting to the Admissions Office. This move appears to be successful so far, since applications to date from students of color are up 18% from this time last year.

Since the last report, the Multicultural Student Services student centers have been relocated to the student union building. The improved and more centrally located centers are reporting that student usage has doubled and students express high satisfaction with the new facilities. The retention programs have also received a boost from new computers for the student laboratory located in the centers.

Beginning fall semester 2000, the university implemented the American Diversity Requirement within the General Education program. This requirement, initiated and brought to fruition over several years by the persistent efforts of the student government, stipulates that all entering freshmen enroll in and pass one of approximately fifty courses that meet the American Diversity designated criteria. Implementation of the requirement was supported in part by a \$100,000 Hewlett Pluralism and Unity grant.

Faculty Recruitment and Retention. Recruitment and, especially, retention of an ethnically diverse faculty has been particularly difficult at Washington State University because of its isolated location. To increase success in this area, the university needed a renewed commitment from the university leadership and an inclusive planning process, which the Strategic Plan provided.

The most visible implementation, to date, in the area of faculty recruiting and retention is the Provost's commitment of institutional funds to the cluster hiring initiative. Three cluster hire proposals were selected for funding for spring 2004, representing the Colleges of Liberal Arts, Sciences, and Engineering and Architecture.

The College of Education continues to have the most success in recruiting and retaining a diverse faculty. There are seventy-five faculty lines in the college, fifteen of which are faculty of color. The new chair of Education Leadership and Counseling Psychology is female and was hired through a national search. Two faculty members of color were hired fall 2003. One of the new hires was hired at the associate professor level with tenure. Finally, in fall 2004, the first faculty member to hold the title of *Distinguished Professor*, will officially begin work on the campus. The professor will teach, supervise graduate students, mentor junior faculty and plan campus-wide programs on multicultural education topics.

During fall semester 2000, the president appointed the University Climate Council made up of students, staff, and faculty, to address campus concerns related to racism, violence, safety, and homophobia. The report and recommendations from the council addressed a wide range of issues. Thus far, several of the recommendations have been implemented. In January 2002, the president provided funds to enhance the biennial *Racial Justice Conference* sponsored by the student YWCA group. Another significant outcome of the Climate Council is the appointment of a Special Assistant to the President, who has already been very active in moving the recommendations of this group forward.

The *Hate/Bias Report and Response* project, through the Office of Human Relations and Diversity appears to have had significant success in reducing incidents of hate and bias on the Pullman campus. The project is designed to be a comprehensive

Change in Multicultural Enrollments, by Campus 1997-2003

	Pullman		Tri-Cities		Spokane		Vancouver	
	#	> or < % Change	#	> or < % Change	#	> or < % Change	#	> or < % Change
African American	120	35%	-4	-50%	0	0%	3	38%
Asian American/PI	143	17%	-14	-52%	34	378%	15	60%
Native American	-78	-26%	-7	-70%	1	100%	-11	-65%
Chicano(a)/Latino(a)	149	30%	-21	-32%	4	200%	-14	-48%

program providing training to personnel identified as ones that most likely receive reports of hate or bias.

During Spring 2004, a leadership development project, *Facilitating Trust and Respect*, will be piloted with department chairs. The fifteen- hour short course will provide department chairs with skills to manage conflict in personal and professional situations. Chairs will also explore issues related to power, privilege, and difference. Finally, they will learn to assess departmental health.

Since 2002, the *Diversity Education Initiative* has provided training to more than three thousand students, faculty and staff. Through a variety of methods including classroom presentations, workshops, study circles, dialogues, and seminars, students, staff, and faculty have experienced many ways of learning. In April 2004, a new phase of the initiative will begin. This initiative when complete will provide educational experiences to all WSU employees across the state.

Finally, a steering committee has been appointed to oversee the development of a system-wide diversity assessment modeled after the *Diversity Scorecard* project pioneered by the Center for Urban Education at the University of Southern California. The initial project will last twelve to eighteen months and provide baseline data upon which to base diversity strategic planning. The university intends to use this process over time to comprehensively evaluate the success of current and future efforts toward a more welcoming campus community and greater student and faculty diversity. We anticipate using assessment data from this project to systematically focus the direction of future initiatives.

II d. One additional general recommendation in the 1999 Evaluation Committee Report had already been addressed by the time the Commission met to consider the report, and was noted as such in the June 25, 1999 letter from the Executive Director, so no response was requested:

The evaluation committee recommends that Washington State University pursue every possible avenue to increase faculty salaries.

However, this is an issue that has remained in the forefront of our efforts at WSU. It figures in our Strategic Plan, and continues to be the focus of continuous efforts both internally and externally.

In the 1999-01 biennium, the legislature authorized 3.0% increases for each year, plus a retention pool of 1.0%. Institutions were allowed to fund an additional retention increase from tuition. By exercising this option we were able to award faculty salary increases averaging 5.0% for 1999-00 and 4.2% for 2000-01.

For 2001-03, the legislature authorized a 3.7% increase for the first year of the biennium. With additional internal reallocation we awarded increases for faculty that averaged 4.1% for 2001-02.

There was no state funded salary increase in 2002-03, but a \$2 million internal retention pool funded by tuition and supplemented by all areas was made available for increases effective January 1, 2003. This resulted in an over-all average retention increase for faculty of 1.5% for 2002-03.

With no state funded general salary increase still in sight for 2003-04, we were even harder pressed to address the need to improve salaries. From the Strategic Plan we knew that improving faculty and professional staff salaries was crucial to the quality of instructional and research programs. Driven by the plan, we made the difficult choices to cut programs enough to provide funding for modest reallocations, including a general salary increase for faculty, professional staff and teaching assistants. (Increases for classified staff were not permitted by state regulation.)

Salary increases were awarded according to the Faculty Manual and A/P Handbook, based largely on merit. The average general increase was 2%, effective January 1, 2004. Approximately 20% of eligible faculty and administrative/professional staff received more substantial increases from the state-funded recruitment and retention pool, bringing the overall average to 3%.

While we hope that the state will soon be in a position again to fund appropriate salary increases to move us closer to the level of our peers, we have worked hard to find ways to provide at least minimal financial rewards to our faculty who make WSU a “World Class” university.

STANDARD ONE

Institutional Mission and Goals, Planning and Effectiveness

The Vision, Mission, and Values, collaboratively agreed upon by the Washington State University community as a whole, set the context for all other planning and evaluation. All of the goals, strategies, and actions are tested against these commitments.

VISION: Washington State University offers a premier undergraduate experience, conducts and stimulates world-class research, graduate and professional education, scholarship and arts, and provides an exemplary working and learning environment that fosters engagement.

MISSION: As a public, land-grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions, and communities that we serve by fostering learning, inquiry, and engagement.

VALUES: Washington State University is guided by a commitment to excellence embodied in a set of core values:

Inquiry and Knowledge - Intellectual growth is at the heart of Washington State University's mission. We are committed to developing an informed citizenry, to fostering a love of learning and intellectual inquiry in all its forms - empirical, theoretical, and aesthetic - and to developing the capacity for thoughtful reasoning.

Engagement and Application - We are committed to partnerships focused on applying knowledge and expertise to address complex issues, especially, but not only, as that application enhances the partners' knowledge and understanding.

Leadership - We are guided by an ethic of leadership and service that recognizes the importance of identifying, articulating, and responding to the interests and needs of Washington State University's diverse constituencies.

Diversity - We are committed to a culture of learning that challenges, inspires, liberates, and ultimately transforms the hearts, minds, and actions of individuals, eliminating prejudice. Our differences are expressed in many ways, including race, sex, age, physical and mental ability, sexual orientation, religion, class, philosophy, and culture. Respect for all persons and their contributions is essential to achieving our mission.

**STRATEGIC PLAN GOALS
AND SUB-GOALS**

GOAL: Offer the Best Undergraduate Experience in a Research University

- Sub goal 1:** Attract, recruit, and retain a diverse high quality student body.
- Sub goal 2:** Create an academic culture that promotes and rewards one-on-one faculty-to-student and student-to-student interactions.
- Sub goal 3:** Continually improve the quality of our program offerings and their delivery.
- Sub goal 4:** Provide student advising and mentoring that empowers students to complete their programs of study, improves retention, increases student satisfaction, and bolsters academic achievement.

GOAL: Nurture a World Class Environment for Research, Scholarship, Graduate Education, the Arts, and Engagement

- Sub goal 1:** Recruit, develop, and retain outstanding faculty researchers, scholars and artists.
- Sub goal 2:** Strategically develop areas of excellence in collaborative research, scholarship, and the arts.
- Sub goal 3:** Develop targeted strategies to attract extramural funding.
- Sub goal 4:** Strengthen the infrastructure that supports research, scholarship and the arts.

- Character** - Washington State University aims to create, through our work and our relationships, an environment that cultivates individual virtues and institutional integrity. To serve our diverse communities, we must first be a community that extends mutual respect and regard for all individuals and protects their right to free expression.
- Stewardship** - Careful shepherding of our financial, human, capital and intellectual resources is necessary for us to realize our values. In addition, the mission of the institution is most likely to be achieved when faculty, staff, and students at Washington State University take responsibility for upholding the full scope of these values.
- Teamwork** - A great strength of a university of distinction is the initiative and individual creativity of its members. But we also value a common commitment to achieving the institution’s goals, a collective spirit, a dedication to teamwork, that transcends private concerns.



Flowing from the Vision, Mission, and Values, the heart of Washington State University’s planning and evaluation deliberations and activities is the set of Goals and Sub-goals in the Strategic Plan. Below each of the sub-goals in the Plan is a set of Required Actions (<http://www.wsu.edu/StrategicPlanning/plan-detail.html>) generated from within the same comprehensive and intensive process that produced the Goals and Sub-goals. Most of the Required Actions are specific, detailed, and do not lend themselves well to vague reports of “progress” or “improvement.”

The next step is for the Washington State University community to agree upon a set of benchmarks by which to measure success in each of the Goal areas. This process is well underway, but is not yet complete. Benchmarks will be part of the assessment process whereby evaluation information will lead to new Required Actions.

In the meantime, semi-annual Implementation Reports from the various units to the Provost are compiled, summarized, and shared with the President, the Regents, and the community as a whole. Successes are celebrated and serve to energize the university to further action. Already there are too many examples of Required Actions that have been implemented, and which have led to documented improvement, to list them all here. The results of implementing the Undergraduate Excellence Goal, Sub-goal 1, has been summarized elsewhere in the report. Other examples under that same Goal include:

Sub goal 3: Continually improve the quality of our program offerings and their delivery.

Required actions:

- A. Establish an Office of Undergraduate Education (OUE) whose objective will be to provide coordination of university-wide aspects of*

Sub goal 5: Recruit a diverse high quality graduate student body and provide a supportive environment.

Sub goal 6: Establish a culture of engagement with problems and issues of interest to external constituencies.

GOAL: Create an environment of trust and respect in all we do.

Sub goal 1: Create and support classroom and workplace environments that actively encourage substantive dialog and communication among members of the university community.

Sub goal 2: Align reviews for all faculty, staff, and administrators with institutional goals and university values, including diversity.

Sub goal 3: Develop a balanced program of incentives, rewards, and recognition of the achievements and contributions of University employees at all levels.

Sub goal 4: Develop institutional programs that enable all members of the community to productively participate in a multicultural, pluralistic university.

Sub goal 5: Foster a high quality of life for all individuals throughout the university community.

Sub goal 6: Promote a positive workplace in which employees are valued and professional growth encouraged.

undergraduate education and to promote continuous improvement in the undergraduate experience.

In the culmination of a multi-year effort, an Office of Undergraduate Education (<http://dev.cltt.wsu.edu/oue>) has been established to focus attention on, coordinate, and add synergy to programs serving undergraduate students across the university, such as General Education, the Writing Program, the Honors College, the Student Advising and Learning Center, the Community Service Learning Center, and the Center for Teaching, Learning, and Technology. This unit also administers the new Teaching and Learning Grants and the new President's Teaching Academy, among other initiatives in support of undergraduate excellence.

Undergraduate education is a highly complex and interrelated system whose health depends on multiple factors—who is teaching which courses at which levels; the availability of resources for sections; the availability of appropriate faculty development; the political will that undergraduate education matters enough to take action; the level of administrative barriers, an so forth. In a large and decentralized system like WSU's, having a central office monitoring the data, compiling it into a holistic picture, advocating for resources, and leading initiatives for change will provide a critical impetus for improvements in the face of competing pressing claims at the department and college level.

B. Create learning communities and continuously evaluate their effectiveness in enhancing the undergraduate experience.

An additional Teniwe community has been formed to link 75 freshman pre-engineering students in the same courses and dormitory, as a "themed floor," joining 24 other themed floors already in place. Compared to similar students, Teniwe students complete more credit hours in their first semester, have higher rates of good academic standing, and better fall-to-fall retention.

C. Encourage and fund curricular innovations, including collaborative and interdisciplinary approaches that improve the quality of our offerings.

For the second year in a row, \$300,000 from a combination of sources has been devoted to funding competitive proposals from departments for up to \$25,000 each for projects that combine assessment with innovations in pedagogy and curriculum (Teaching and Learning Grants). Recipients are required to share their work, and several exemplary projects are showcased at the Leadership Retreat. Several of the current proposals cross departmental and college boundaries.

GOAL: Develop a culture of shared commitment to quality in all of our activities.

Sub goal 1: Develop strategies that foster a university culture dedicated to adopting and extending best practices that promote an ongoing commitment to continuous improvement.

Sub goal 2: Create a university culture that supports efficient and effective collaboration.

Sub goal 3: Provide technologies that enhance effective links among teaching, research and outreach and that increase quality.

D. Promote dialog on methods and outcomes of instruction.

Start-up funding has been allocated to establish the President's Teaching Academy. Nominations have been requested to serve on the Advisory Board. Membership will bestow a stipend and is intended, in time, to award significant prestige. The goals of the Academy are:

- ▶ To promote models of teaching that will foster deep and lasting understandings by students.
- ▶ To ensure both the formative and summative measurement of student learning outcomes.
- ▶ To support sustainable curriculum revision and continuous improvement.
- ▶ To encourage personal and organizational commitment to the importance of teaching in a research university.
- ▶ To raise the status of teaching by underlining its character as intellectual, scholarly work.

Assessment Measures. In addition to tracking completion of the Required Action items, some of the measures that WSU is using to evaluate success in achieving the Undergraduate Excellence Goal include the following:

- ▶ Academic qualifications of freshmen, (cited earlier),
- ▶ Numbers of students on academic probation for a second semester (cited earlier),
- ▶ Retention rates (APPENDIX II – Table 4),
- ▶ Efficiency of graduation (APPENDIX II – Table 4),
- ▶ Alumni Surveys (APPENDIX II – Table 5), and
- ▶ Number of Students participating in research, internship, international study, and other individualized experiences (APPENDIX II – Table 4).

Many of the above measures are not only tracked and used internally to assess progress and guide planning for new activities, but are also reported to the Higher Education Coordinating Board and the Legislature on an annual basis. As the Strategic Plan Implementation progresses we will also measure:

- ▶ Changes in scores over time on the National Survey of Student Engagement, and
- ▶ Proportion of degree programs documenting improvements in curriculum and pedagogy based on assessment of learning outcomes, for which the goal is 100% by 2007.

Under the Research and Scholarship Goal —
Sub goal 2: Strategically develop areas of excellence in collaborative research, scholarship, and the arts.

Required actions:

A. Establish funding to be awarded competitively to support initiation of collaborative research.

In a program initiated by the new Vice Provost for Research, the Office of Research and the Graduate School are funding internal pre-proposals to catalyze the development of up to four large-scale, collaborative research projects a year. Each pre-proposal funded will facilitate the submission of at least one large-scale proposal that will engage faculty from more than one college, provide at least \$2.5 million in new research funding at WSU, and engage a significant number of students (undergraduate, MS, and PhD) in the pursuit of research and scholarly activity.

Sub goal 3: Develop targeted strategies to attract extramural funding.

Required actions:

A. Coordinate the institutional federal priority process to focus on university strategic research and scholarship initiatives.

During the course of the year, six "Missions to DC" will be constituted. During each mission, six to eight faculty, selected to represent different aspects of focused research strengths, who have a demonstrated record as "team players," who seek to promote not only their own agenda, but also that of the department, college and university will accompany the Vice Provost for Research to DC. As a group, these faculty will visit selected program directors at federal agencies and private foundations. Such delegations will be composed of a diverse set of faculty, young and old, and from a variety of disciplinary backgrounds, and will represent at least three colleges, and at least two campuses in the WSU system.

Assessment Measure. The primary assessment measure of the Research and Scholarship Goal is to track increases in federal research dollars received. Total grant and contract expenditures for the past five years and projected for the current biennium are shown in the table.

Funding From Sponsored Projects	
1998-99	77,600,000
1999-00	86,300,000
2000-01	92,100,000
2001-02	104,500,000
2002-03	117,600,000
2003-04 Est	132,300,000
2004-05 Est	148,900,000

And, finally, under the Shared Commitment to Quality Goal — Sub goal 3: Provide technologies that enhance effective links among teaching, research and outreach and that increase quality.

Required Actions:

D. Continuously evaluate and update infrastructure to support those technologies that are required for effective research, teaching, and administration.

The recently unveiled WSU Portal is an integrated, personalized Internet environment that will enable the WSU community to see and use Web-based data and tools that they want and need in a single Internet view. The end product of this initiative will be a flexible, integrated, comprehensive Internet workspace that will feature not only a single access point for online information but also a comprehensive set of highly integrated collaborative tools.

STANDARD TWO

Educational Program and Its Effectiveness

UNIVERSITY-WIDE EDUCATIONAL OUTCOMES

The university's expectations for student learning for all undergraduates, regardless of program, are expressed by the goals of the General Education Program:

Realizing Individual Student Potential. One purpose of higher education is to foster and nurture potentials in the individual; hence, General Education aims at personal enrichment, cultural awareness, and breadth of knowledge. These goals imply a curriculum that emphasizes the aesthetic and appreciative faculties, encourages experiment and creativity, and offers opportunities for introspection and the testing of one's own values.

Preparation for Membership in the Community. General Education is also a recognition of the role of higher education within the larger community; it prepares people for their common activities as citizens in a free society. Thus, it should provide opportunities for leadership and service while attending to "education for the common life." Shared values growing out of common educational experience help to bind society together and to make communication possible. Consequently, the General Education curriculum attempts to define and explore the ever-changing body of knowledge which is valuable for all to know. The needs of citizens also include formal literacy; writing proficiency is accordingly a priority at WSU, and all students must satisfy writing proficiency standards for graduation. The curriculum is designed to emphasize study of the relevant past, with the objective of developing an informed, mature, and critical mind. All these goals are designed to contribute to the development of higher level intellectual skills, such as critical thinking.

Providing a Foundation for the Major. "Education for the common life," however, must also include the skills and knowledge useful as a base for careers as well as for citizenship. Communication and reasoning skills have multiple functions; they serve as a base for the major, and they enhance the student's overall abilities and intellectual maturity. To function well in the workplace, one must be able to see beyond its confines. Consequently, exposure to different values, perspectives, and cultural traditions is a valuable preparation for the kinds of work that college graduates do, and the General Education curriculum can enrich the student's sense of the context and meaning of his or her career activities.

Methodological Competence and Integration of Knowledge. The organization of the General Education curriculum is an expression of our historical experience of how new knowledge has been acquired in the past and how it is likely to be acquired in the future. Consequently, the curriculum stresses the acquisition of a working knowledge of a broad range of scholarly disciplines. One of the goals of General Education is, therefore, “understanding of the major fields of knowledge and the interrelationships between them.” However, since students cannot possibly learn everything they need in the four or five years of their undergraduate experience, the curriculum prepares students for continued, life-long learning. Library skills and a general competence with computers are increasingly important in “learning to learn.”

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

A. Reason critically

- ▶ Define and solve problems;
- ▶ Integrate and synthesize knowledge;
- ▶ Assess the accuracy and validity of findings and conclusions;
- ▶ Understand how one thinks, reasons, and makes value judgments;
- ▶ Understand diverse viewpoints, ambiguity and uncertainty;
- ▶ Understand differing philosophies and cultures.

B. Conduct self-directed or independent learning projects

- ▶ Demonstrate research and information retrieval skills in the library and on the internet;
- ▶ Evaluate data and apply quantitative principles and methods;
- ▶ Show evidence of continued self-directed learning;
- ▶ Demonstrate creativity in framing and solving problems;
- ▶ Understand how one thinks, reasons, and makes value judgments.

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

- ▶ Understand distinctions between value assertions and statements of fact; recognize and evaluate evidence;
- ▶ Derive the premises upon which systems of value are grounded;
- ▶ Understand historical and contemporary systems of political, religious, and aesthetic values;
- ▶ Understand diverse viewpoints and respect the rights of others to hold them; understand the contingent nature of truth; tolerate ambiguity and uncertainty;
- ▶ Develop aesthetic sensibilities in regard to art, literature, nature.

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

- ▶ Critically analyze written information;
- ▶ Define, evaluate, and solve problems;
- ▶ Organize for clarity and coherence in writing and speaking tasks;
- ▶ Show awareness of contexts—audiences, styles, and conventions;
- ▶ Be able to use correct standard English;
- ▶ Work cooperatively.

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

- ▶ Understand and apply scientific principles and methods;
- ▶ Understand and apply quantitative principles and methods;
- ▶ Understand and apply the principles and methods of the arts and humanities;
- ▶ Understand and apply the principles and methods of the social sciences ;

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

- ▶ Demonstrate awareness of a broad overview of human past
- ▶ Understand perspectives linked to race, gender, ethnicity both in American society and in international contexts
- ▶ Understand differing philosophies and cultures
- ▶ Understand the interaction of society and the environment
- ▶ Recognize one's responsibilities, rights, and privileges as a citizen

These outcomes are incorporated into the course requirements of the General Education program required of all students (<http://facsen.wsu.edu/eppm/documents/eppm02.DOC>, Chapter V). Transfer students who arrive with the Associate of Arts degree are presumed to have acquired the competencies developed through lower-division course work, but are not exempt from Writing Assessment, upper-division requirements (e.g., the Tier III integrative course), or individual college requirements. The General Education outcomes are most regularly assessed through the bi-annual Alumni Survey, which asks alumni about their level of satisfaction with the contribution their education at WSU made to their academic or personal growth in various areas. One example of the use to which this information has been put is the increase in satisfaction on "Writing effectively" since the inception of the Writing Program, and the attention that is now being paid to quantitative reasoning, given the much lower rating that item has received to date. A consistently lower rating on "Understanding differing philosophies and cultures and their interactions" was also used to support the importance of enacting the new Diversity requirement. In addition, some of the outcomes are assessed more directly.

Communicate in Writing. To date, the most well-developed assessment process evaluating the outcomes of the General Education program is the Washington State University Writing Program (<http://www.wsu.edu/writingprograms/>), about which much has been written in earlier reports, as well as in national journals and books (Haswell, R., 2001). Briefly, students take a timed writing exam upon entry and are placed in the freshman composition courses based on their skills at that point. All General Education courses include writing in some form, and all majors require two "writing intensive" courses in the major.

Around the end of the sophomore year of study, all students take another timed writing exam, as well as submitting a portfolio of three papers written for their courses. Students who receive a "needs work" at that point must either enroll in a tutorial attached to one of their writing-in-the-major courses or pass an additional composition course in order to graduate. For the most recent year, 87.8% of students received either an Outstanding or Acceptable on their overall portfolio (exam plus course papers), with 12.2% required to do additional work.

Over two hundred faculty members have been trained as paid exam/portfolio graders, and hundreds of faculty members, representing every department, have assessed their students' papers on the criteria required for inclusion in portfolios.

A recent (November 2003) review of the Writing Assessment Program documented the continuing value and success of this approach in supporting undergraduate writing outcomes.

An earlier review had identified two significant challenges: the tendency of students to delay completion of the mid-level exam and portfolio until much later in their program; and the greater difficulties reaching competency in writing experienced by non-native English speakers. The first challenge was addressed by "warning" students when they reached 60 semester hours and placing a "hard hold" on registration at 75 hours. The number of students who delay beyond 75 hours has since dropped by 11%. For the second, specialized Writing Program staff is now

devoted to working with non-native speakers/writers, and small tutorial sections especially for these students focus on the challenges they face to become articulate and confident writers of English. The latest review indicates that, while there is some improvement, more work is still needed in this area.

Reason Critically. In 1996, the Center for Teaching, Learning, and Technology (CTLT), the General Education Program, and the Writing Programs collaborated to develop a seven-dimension critical thinking rubric derived from scholarly work and local practice and expertise to provide a process for improving and a means for measuring students' higher order thinking skills during the course of their college careers.

The 1999 Progress Report on the WSU Writing Portfolio had shown that a large majority of student writers received passing ratings or higher on junior-level Writing Portfolios. But a pilot Critical Thinking evaluation session conducted that summer on papers from three senior-level courses revealed surprisingly low critical thinking abilities (a mean of 2.3 on a 6 point scale).

In December 1999, we received a \$65,000 grant from the Higher Education Coordinating Board to explore the usefulness of the critical thinking rubric, followed, in 2001, by a three-year, \$380,000 FIPSE grant intended "to integrate assessment with instruction in order to increase coherence and promote higher order thinking in a four-year General Education curriculum at a large, Research-I, public university, and to work with our two- and four-year counterparts in the State of Washington."

In the HECB-funded pilot study, students' critical thinking scores increased three and a half times as much in a course that overtly integrated the rubric into instructional expectations, compared with performances in a course that did not.

As we expanded our pool of faculty participants, we found that some instructors' habitual teaching approaches did not elicit critical thinking from their students, and it was not easy for them to change to a mode that would. Therefore, we needed to make a shift in our academic culture, so

that we focus consciously and collectively upon our agreed upon goals and use effective means to move our students to the desired levels of achievement. The rubric has proven useful as a diagnostic tool for faculty in evaluating their own practices and testing the outcomes of different approaches objectively.

So far, nearly 300 WSU faculty from across the institution have utilized the rubric in both teaching and assessment, with students in those courses consistently showing larger gains in critical thinking than students in other courses. More than 80 faculty members have been trained as evaluators. Finally, faculty who used the rubric were surveyed on their experiences. Unanimously, all the surveyed participants felt that the rubric helped clarify their expectations of students, and that by using the rubric in their instructional and evaluative methods, their students' critical thinking abilities improved. Sixty-seven percent also believed that their teaching abilities improved using the rubric, and eighty-eight percent will use the rubric again. Ninety percent of the faculty members who were surveyed said that their students met their expectations for critical thinking. As the current stage of this project nears its end, plans are being developed to regularly assess our students' achievement in critical thinking just as we do in writing.

Understand Historical Development of Knowledge and Cultures. All freshmen, plus transfer students who come to WSU without an Associate of Arts transfer degree, are required to take two semesters of World Civilization (GenEd 110 and 111) in order to provide common experience and understanding of the development of knowledge and cultures as well as an introduction to library/information research and writing at a research university. A continuing search for ways to benchmark and assess the degree to which these courses are meeting their goals has led to several recent actions.

- A new student evaluation form addresses more directly the specific learning goals of the courses;

- ▶ The evaluation form has also added a subset of questions from the National Survey of Student Engagement (NSSE) measures;
- ▶ For a more robust benchmark, students who took the courses within the past three years (most of whom are still at WSU) are also being surveyed on the NSSE questions related to those courses.
- ▶ Data from student papers from the sections taught by the six instructors of these courses who are currently making use of the Critical Thinking Rubric will be compared with the gains in sections that do not use the rubric.

Demonstrate research and information retrieval skills in the library and on the internet. The Libraries staff has headed up efforts to ensure that these skills are acquired early in a student's time at WSU (see Standard Five). Current students are being surveyed to establish benchmarks for information literacy.

Understand Perspectives of Race, gender, and ethnicity in American society and international contexts. A student survey was developed to benchmark the extent to which the stated Diversity and Intercultural goals are being fulfilled in the courses that meet those requirements. The survey will be administered again during Spring 2004 to check on student satisfaction with the courses and institutional drift from the original intent of the courses.

Understand and Apply Quantitative Principles and Methods. All students are required to complete mathematics through Intermediate Algebra before enrolling at WSU, *and* to be competent at that level when they enroll (or to become competent through an initial, partly pre-college level math course). Beyond that entry level, all students take at least one additional, college mathematics course, depending on their chosen major. During 2002-03, a sub-group of the General Education Committee further defined the learning goals associated with the most basic, college-level courses (Math 210, mostly for humanities students; Math 251 & 252, for education majors). At the same time, a newly

appointed All University Mathematics Committee (AUMC) took up the charge of developing an approach to infusing quantitative reasoning experiences, skills, and assessment throughout the curriculum. During 2003-04, the AUMC has continued the process of defining, revising, and searching for resources to pilot and then implement a university-wide quantitative reasoning initiative.

Statewide Student Learning Accountability Measures. As a response to a challenge from state policy makers to create valid, reliable measures in agreed upon areas of student learning at the graduating senior level, Washington State University has been participating with the other five public, baccalaureate institutions for several years in developing assessment initiatives in learning areas that largely mirror those that each institution had already been pursuing as intermediate-level outcomes:

- ▶ Writing within the Discipline
- ▶ Critical Thinking
- ▶ Quantitative Reasoning
- ▶ Information and Technology Literacy

WSU has been the lead institution in the area of Critical Thinking, and has shared its work and experience in this area widely, both throughout the state and nationally.

EDUCATIONAL PROGRAMS

Washington State University offers some 250 fields of study, including majors, minors, options, and certificates, at the baccalaureate, masters, and doctoral levels. Nearly all of its programs are offered in Pullman; 11 degree completion programs are offered by distance education; upper-division and graduate programs that meet the needs of the region are offered at each of the three urban campuses; and a very few programs are offered at off-campus sites.

Specific program goals, student learning outcomes, assessment methodologies, and, in many cases, improvements based on assessment are described in some detail for each educational program in

supplementary materials available on campus and in the web version of this report (<http://provost.wsu.edu/aaa/index.html>). College and departmental assessment plans apply to that unit's programs at all campuses and to any distance degrees it may offer. Virtually all programs have identified goals and learning outcomes. Nearly all programs have identified multiple means of evaluating their success in achieving their goals and outcomes. A majority of programs are systematically employing the assessment methods they have identified. Some programs can point to improvements that have been made based on their assessment of goals and learning outcomes.

During the 2003-04 year, a systematic process has been initiated to take WSU's efforts in the area of educational program assessment to the next level. Working with all of the deans, associate deans, and chairs, in a variety of settings, the newly organized Office of Undergraduate Education has led the way in providing information and support, and making available the resources of the Center for Teaching, Learning, and Technology to colleges and departments. Challenges that have been identified in the course of this work include the following:

- ▶ Not all sets of learning outcomes are comprehensive enough to articulate the full intent of the educational program they are intended to assess.
- ▶ Not all sets of assessments are both inclusive enough and simple enough to simultaneously provide the needed information and be effectively sustained over time.
- ▶ Not all programs can identify substantive improvements that have been made based on the assessment of educational outcomes.

In other words, while all colleges and departments are meeting or attempting to meet the standards and policy related to assessment, the thoroughness and utility of these efforts does not appear to be uniform across the university. The Office of Undergraduate Education has set the following goals:

- ▶ By 2005, 100% of degree programs will have defined program goals and learning outcomes that are comprehensive enough to articulate the full intent of the educational program they are intended to assess.
- ▶ By 2006, 100% of degree programs will utilize sets of assessments that are, at the same time, inclusive enough and simple enough to both provide the needed information and be sustained over time.
- ▶ By 2007, 100% of degree programs will be able to document substantive improvements that they have made based on their assessment of educational outcomes.

ACADEMIC PROGRAM REVIEW

Since the 1999 report, a systematic Academic Program Review process covering all colleges and all levels of educational programs has been implemented by the Faculty Senate and the Office of the Provost, working together. Prior to its development, only graduate programs were subject to regular, rigorous scrutiny involving both internal and external reviewers. A sample of actions taken, to date, on the basis of the first round of the new review process includes:

Department of Accounting

- ▶ The School of Accounting, Information Systems, and Business Law has been divided into a Department of Accounting and a Department of Management Information Systems.
- ▶ The B.A. in Business Law is being phased out.
- ▶ The GPA required for graduation with a business degree is being raised to 2.5 for all major courses, matching the GPA required to enter the major.

Department of Horticulture and Landscape Architecture

- ▶ The High Demand funding for the new viticulture and enology program in Tri-cities and Pullman is making possible the hiring of the tissue culture and plant propagation

faculty member so badly needed by this department, as viticulture cannot be taught without that area of expertise.

- ▶ The College has developed a plan to reconfigure some of its degrees and departments in order to share more courses, obtain greater efficiency, and offer options with greater appeal to tomorrow's students.

Department of Mathematics

- ▶ Plans are underway to turn over all courses containing any remedial content to the Institute for Extended Learning (IEL) of the Spokane Community Colleges.
- ▶ The funds currently being expended to offer these sections will be retained by the Math Department specifically to enhance the teaching and learning in all of the college level, lower division courses.

Program in Statistics

- ▶ The Program has been elevated to the status of a department, the Department of Statistics.
- ▶ So far, one TA position has been reassigned to the Department of Statistics.
- ▶ The Faculty Senate Committee on Graduate Studies is working on a new policy to make the M.S. Statistics more widely and uniformly available as an option for students en route to related Ph.D. degrees.

WWAMI Program (WA, WY, AK, MT, ID Medical Education Program)

- ▶ An immediate addition to the WWAMI operating budget at WSU will be followed by further increases as budgets allow.
- ▶ An additional amount was allocated to WWAMI through the Omnibus Equipment process for gurneys, surgical lights, and other high priority items.
- ▶ The reporting line of the WWAMI director has been moved from the College of Sciences to the Provost's Office.

Degree Programs under Review (2003-2004).

Based on an evaluation of the review process that showed inconsistencies in the scope and quality of the reviews, the program was suspended in mid-year of 2002-03 for revision by the Faculty Senate. With new policies and procedures and an expanded committee structure in place, the program was resumed at the beginning of 2003-04. A ten year schedule of reviews has been established, and the following programs are currently under review.

- ▶ Physics
- ▶ Crop and Soils Sciences
- ▶ Biological Systems Engineering
- ▶ Veterinary Clinical Sciences
- ▶ American Studies
- ▶ Comparative Ethnic Studies
- ▶ Health Policy Administration
- ▶ Psychology
- ▶ Food Science and Human Nutrition
- ▶ Human Development

ACADEMIC PROGRAMS

As the newest campuses, WSUV, WSUTC, and WSUS have experienced more changes over the past five years, proportional to their size, than has Pullman. The major changes at each urban campus are summarized below, followed by brief summaries of changes in summer session and in each of the colleges and departments.

Washington State University Spokane: Major Changes 1999-2003

The focus of the Washington State University Spokane (WSUS) campus has been, and will continue to be, primarily in the areas of professional and graduate education in health sciences and the design disciplines. However, as the campus has grown, so has the demand for more and diverse undergraduate program offerings at WSUS. In keeping with this demand, efforts

have been accelerated to develop new, co-located undergraduate programs and to strengthen joint research opportunities among WSU Spokane, WSU Pullman, and, in particular, the Spokane healthcare community.

New Leadership and Vision for Academic Planning. Washington State University Spokane welcomed new leadership in January 2003 with the appointment of Dr. Rom Markin as Interim Chancellor. With his arrival, attention was focused on the development of an academic plan that would maximize growth, meet demand, promote efficiency, and further the goals of the WSU Strategic Plan. The following strategies were utilized: 1) relocation and co-location of upper-division and graduate-level curricula in specific health sciences and design disciplines; 2) the proposed addition of new, potentially high-demand undergraduate offerings; and 3) the elimination of low enrollment programs.

Existing programs identified as appropriate for the relocation of upper-division curricula from WSU Pullman to WSU Spokane were the third year of the Pharm.D. program, which has been completed, and the third year of the B.A. Interior Design, which will be completed by fall 2005.

Growth in enrollments is also anticipated through the addition of new undergraduate programs. Students in these programs would complete lower-division requirements at WSU Pullman or a local community college and upper-division major courses at WSUS. Currently under review by the Faculty Senate are upper-division degree proposals for 1) B.A. Professional Development, 2) B.S. Exercise and Nutrition Sciences, and 3) B.S. Informatics.

Other new programs added since 1999 include:

- ▶ B.A. Hospitality Business Management,
- ▶ B.A. Business Administration Real Estate Option,
- ▶ M.A. Articulation in Interior Design (4+1), and
- ▶ Post-Masters Certificate in School Psychology.

A proposal for a Doctor of Design degree that takes advantage of both the urban setting and the superb, new design facilities at WSUS is currently under consideration by the Higher Education Coordinating Board. In addition to the new energy and excitement generated from expanded program offerings, positive accreditation reports were received for WSU Spokane's programs in Architecture, Interior Design, Construction Management, Landscape Architecture, and the graduate degree in Health Policy and Administration.

Research Growth. Research funding is currently close to \$5 million a year, mostly from federal grants and contracts. Research expenditures have doubled since 1999. It is conservatively projected that research funding will again double in the next three years.

The first reason for this rapid growth is the completion of the Health Sciences Building in the Fall of 2001, which provides classroom and office space to a number of Health Sciences faculty and programs, as well as four research and education centers and institutes. It also has over 10,000 square feet of wet laboratory space available to health sciences researchers. Second, WSU Spokane is a leading participant in the development of the Spokane Alliance for Medical Research (SAMR). SAMR is developing a consortial medical research program, encompassing a wide range of projects in collaboration with the medical community in Spokane. Third, three new facilities are being planned and/or remodeled which will more than triple laboratory space. Finally, the applied science laboratory, which is an extension of the Institute for Shock Physics at WSU Pullman, is being located in Spokane in January 2004.

Library. The accreditation team's 1999 report singled out the WSU Spokane Cooperative Academic Library Services (CALS) system as one of the major strengths of the Spokane campus. CALS is a joint-use library of Washington State University Spokane and Eastern Washington University. From the beginning, CALS embraced electronic technology to minimize the impact of not having extensive collections, separately

organized departments and a large staff on site. Over the years, CALS has been able to satisfy our patrons' information needs via document delivery and interlibrary loan services, including acquiring journal publications that are not online within 24 hours.

CALS currently subscribes to a core list of journals that support all the new programs that have emerged since the 1999 report, as well as journals in related fields of study. Plans for a new, expanded library have been incorporated into the \$38 million Academic Center Building designed for WSU Spokane. The Academic Center building has received funding through the design phase and it is anticipated that the building will be completed and ready for occupancy in three years. Since the new library will also serve the College of Nursing when it moves to the WSU Spokane campus, as well as other new programs being added to the WSUS campus, funding to support library collections, equipment, services, and serials is being given a high priority.

Improved Facilities and Physical Plant Infrastructure. Concurrently with the development of new programs and research productivity, WSUS has experienced considerable growth in facilities and the physical plant infrastructure, including the new Health Science Building, increased information technology capacity, improvement in campus grounds, additional parking capacity, and—on the horizon—the new 106,000-square-foot Academic Center.

Diversity. Efforts to increase diversity at WSU Spokane continue to be a priority for the campus. In keeping with this objective WSU Spokane is a partner in a training consortium in Spokane that includes businesses and universities. WSU faculty and staff are invited to participate in these training opportunities, many of which concentrate on the development and awareness of diversity issues.

A concentrated effort is made to identify and solicit applications from minority students of academic merit and/or financial need. Student Services faculty and staff hold leadership positions on the Spokane Task Force on Race Relations and

the Spokane Chamber of Commerce Workforce Diversity Committee which sponsors annual events such as the Community Congress on Race Relations and Unity in Community that celebrate diversity in Spokane. WSU Spokane is a key sponsor of these events and, as such, is highly visible, building upon these networking opportunities to recruit and retain students of color. In addition, WSU Spokane's outreach programs of MESA (Math, Engineering, Science Achievement) and CityLab further support diversity recruitment efforts by working with young women and people of color on-site at local middle schools.

Washington State University Tri-cities: Major Changes 1999-2003

Washington State University Tri-Cities began in Richland in 1946 as the GE School of Nuclear Engineering. Its primary mission was to provide an academic connection to personnel affiliated with what is now called the U.S. Department of Energy's Hanford Site. Through the 1970s and '80s, it was a university center, offering engineering courses and programs through the University of Washington, Oregon State University, and Washington State University, and other degrees through Central Washington University and Eastern Washington University.

Washington State University Tri-Cities opened on July 1, 1989 as the provider of upper-division and graduate education for the region, with six full-time faculty, 100 part-time faculty, 800 part-time students, 25 staff, an 84-acre campus, and one 40,000-square foot building.

The curriculum at WSU Tri-Cities has evolved from primarily graduate-level engineering and science programs for Hanford Site employees, to an array of bachelor and graduate programs that serve the entire community. Two-thirds of today's student body is enrolled in bachelor degree programs with over 50% in education and business. Science and engineering account for approximately 30% of the enrollment. The remaining enrollment is in nursing, liberal arts, and agriculture.

Enrollment. Enrollment at WSU Tri-Cities has grown steadily during the last five years. For the 1998-99 academic year, there were 594 FTEs. For 2002-03, these figures increased to 616 FTEs. Current year totals, based on fall 2003 numbers, will be approximately 662 FTEs and 1150 headcount. Students are carrying heavier loads and many attend classes full-time. More daytime classes are added each year. Slightly less than 60% of the students are women and approximately 10% are ethnic minorities.

New Degree Programs. New degrees since the 1998-99 academic year include:

- ▶ B.A. in Computer Science,
- ▶ B.A. in Digital Technology and Culture,
- ▶ Master of Technology Management,
- ▶ B.A. in English,
- ▶ B.A. in History,
- ▶ B.S. in Horticulture with emphasis in Viticulture and Enology,
- ▶ Master of Nursing, and
- ▶ B.A. and B.S. in Psychology.

B.S. degrees in Biology and Chemistry are in the planning stages. The addition of all these degrees, which reflects the changing interests in the students of the Mid-Columbia region, track with Tri-Cities' Strategic Plan.

Suspended/Terminated Degree Programs. The following degree programs have been terminated and/or suspended since 1999: 1) B.S. Chemical Engineering, 2) B.S. Electrical Engineering, 3) M.S. Civil Engineering, 4) M.S. Materials Science and Engineering, 5) B.S. Integrated Cropping Systems.

Facilities. The 195-acre campus now has three main buildings with a combined area of approximately 200,000 square feet. In addition, there are two office trailer complexes and two maintenance buildings, one of which was new in 2001. With the completion of the latest building, a maintenance shop in the East Building was remodeled into three laboratories totaling approximately 1400 square feet. These labs will be used to support research-funded projects.

The campus library was moved to the Consolidated Information Center when it was completed in 1997. In 2001, the 11,000-square-foot space vacated by the library move was converted into three badly needed classrooms, a conference room, 15 offices, and a student union area. Minor Capital Improvement funds were used for most of the remodeling. The student area, which includes a lounge, game room, three offices, conference room, and supply room, was built using student-activity funds. This reflects the changing demographics and interests of the Tri-Cities students, more of whom now attend full time.

Faculty. In 1999, there were 33 teaching, 8 research, 1 library, and 8 admissions faculty members. Presently, there are 36 teaching, 12 research, 1 library, and 6 admissions faculty members. This does not include 350 adjunct faculty members who serve as valuable part-time teachers and/or graduate committee members. The adjuncts, primarily from Pacific Northwest National Laboratory and other Hanford Site contractors, provide a unique source of world-renowned scientists and engineers to teach courses and supervise graduate research projects. They bring real-world experiences into the classrooms.

Library Services. With the completion of the Consolidated Information Center, WSU Tri-Cities' library was combined with the Hanford Technical Library, which is managed by Pacific Northwest National Laboratory. This synergistic combination has proven to be very beneficial to WSU Tri-Cities, as well as to Hanford Site personnel and to the local community. Since 1999, the collection of humanities, social sciences, and education related books has grown. Ordering materials for patrons is a much-improved process because the University now belongs to a statewide consortium of libraries. Materials may now be ordered via a Web interface and are normally delivered by a statewide courier service within 24 hours.

Research and External Funding. Research and external funding has increased since 1999, with research faculty increasing from 8 to 12. Five additional staff members have been hired through an \$8-million U.S. Department of Education GEAR UP grant, supporting Hispanic Outreach Programs in school districts in the Mid-Columbia Basin.

Diversity. The Mid-Columbia area has a large and growing Hispanic population. Some counties are more than 50% Hispanic. However, WSU Tri-Cities' enrollment is only about 7% Hispanic. A major goal of the campus' Strategic Plan is to increase the number of students, faculty, and staff from under-represented groups. The GEAR UP grant mentioned above is intended to help accelerate achieving this outcome. The grant is designed to work with school-age children, their parents, and other appropriate groups to increase the students' awareness of the benefits of and ways to continue their education through college.

Community Cooperation. During the development of the Strategic Plan for WSU Tri-Cities, the importance of the campus to the region and its continuing role in the economic viability of the Mid-Columbia region and beyond became clear. The presence of WSU Tri-Cities brings the entire University system into the community. Since 1999, WSU Tri-Cities' outcomes in the community have included:

- ▶ Establishing a "Cougar Connection" at Columbia Basin College (CBC) in Pasco with a full-time WSU recruiter advising students on transferring to WSU.
- ▶ Starting in 2002-03, CBC has offered approximately 20 lower-division course on the WSU Tri-Cities campus.
- ▶ Starting fall 2003, CBC's nursing program is located on the Tri-Cities campus as their facility in being remodeled. Approximately 100 students attend classes and 10 faculty and staff members are housed on the campus.
- ▶ Working closely with CBC to eliminate the barriers that many students encounter when transferring to a four-year school.
- ▶ Implementing a strategic plan for increasing Hispanic enrollment and outreach.
- ▶ Obtaining State funding for a world-class undergraduate program in viticulture and enology, which is critical to the rapidly expanding wine production industry in the region.
- ▶ Expanding the Nursing Programs in Tri-Cities and Walla Walla to address a critical need for more nurses in south central Washington.

- ▶ Implementing a plan for upper-division and graduate-level degree programs at the new, 75,000-square-foot Deccio Higher Education Center on the campus of Yakima Valley Community College.
- ▶ Developing a strategic partnership with Pacific Northwest National Laboratory (PNNL) to secure funding for the 70,000-square-foot Bioproducts, Science, and Engineering Laboratory, to be built on the WSU Tri-Cities campus. It will house cooperative research projects for faculty, research scientists, staff, and students from all WSU campuses, PNNL, the University of Idaho, Idaho National Engineering and Environmental Laboratory, and other institutions. Research will be conducted and technologies developed for converting low-value agricultural commodities and waste material (e.g., culls, hulls, peelings, straw, and manure) into value-added products (e.g., plastics, solvents, fibers, pharmaceuticals, nutraceuticals, and bio-based fuels).

Community College Connection. WSU Tri-Cities has worked closely with Columbia Basin College (CBC) to develop a coordinated bachelor's degree program. It enables students to begin a WSU bachelor's program upon initiating their post-secondary education at CBC, and to earn an Associate of Arts and Science or Associate in Science Transfer degree from CBC as they pursue a B.A. or B.S. degree. Application, admission, and transcript evaluation are completed in a manner that is invisible to the student (i.e., these processes are completed by CBC and WSU Tri-Cities personnel with little, if any, student involvement). The primary features of the Program include:

- ▶ WSU will complete its admission process for the student with application and transcript information from CBC and a student's Declaration of Intent Form.
- ▶ Detailed, up-to-date plans of study for every bachelors degree available at WSU Tri-Cities have been developed to help the advisors at CBC and WSU Tri-Cities counsel students throughout their baccalaureate sojourn.

- ▶ Student services (e.g., financial aid, registration, career services, student organizations, disability services) will be coordinated.
- ▶ The option of completing WSU courses at any campus, including the Distance Degree Program, will be available.

The program has been very well received by the local community, and it will be evaluated and improved, if needed, as students progress through and complete it.

Washington State University Vancouver: Major Changes 1999-2003

The WSUV campus is critical to the economy and culture of its region, as well as to the students seeking a baccalaureate or graduate-level education. In order to meet the needs in this community – especially of its younger, more traditional students — WSU Vancouver continues to initiate viable new programs. Washington State University Vancouver's newest initiative is the Institute for Engineering and Science. The development of additional institutes, a more flexible transfer relationship, and other approaches to addressing this challenge have been proposed. The current Legislature seems likely to request a study of the potential for transitioning WSUV into a four-year branch campus or – less likely, but possible – a separate comprehensive institution.

Enrollment. Enrollments have grown steadily during the last five years. At present, enrollment is 8.3% above state-funded contract. For the 1998-99 academic year, the FTE count was 948 with a total headcount of 1520. For 2002-03, these figures increased to an FTE number of 1226 and a headcount of 1795. Current year totals, if annualized from the first semester, would be 1275 FTE and almost 1900 headcount.

New Degrees. Since 1999, the following new degrees have been approved:

- ▶ B.A. Digital Technology and Culture;
- ▶ B.A. Computer Science;

- ▶ B.A. Elementary Education;
- ▶ M.S. Environmental Sciences; and
- ▶ M.A. History.

Degrees approved but not yet offered include:

- ▶ B.A. Anthropology and
- ▶ B.A. Hotel and Restaurant Administration.

As part of the new WSU Vancouver Engineering and Science Institute, the following degrees are anticipated:

- ▶ B.S. in Mechanical Engineering
- ▶ B.S. in Computer Science.
- ▶ The M.S. in Mechanical Engineering will also be available.

Facilities. The 351-acre campus has 3 miles of paved roads and 4 miles of paved trails. New since 1999 are the Physical Plant Maintenance Shops, Physical Plant Storage, and two new instructional facilities. In 2000, a state-of-the-art Engineering and Life Sciences Building was opened, adding 36,000 square feet of classroom and laboratory space, as well as faculty offices and conference spaces. In 2002, the Multi-Media Classroom Building came on line. It incorporates instructional technology in every classroom, has a variety of flexible instructional settings, and houses the fine arts classes including a dark room, plus office and conference space, a community project room, and student computer lab.

Faculty. Faculty numbers have increased to parallel the growth in enrollment. There were 62.5 full-time tenure line slots in 1999. That number has grown to 80 in the current year. In addition, there are full-time clinical and other recurring faculty positions, not including adjunct faculty.

Library Services. The library system joins the WSU-wide holdings and a series of other consortia. The library book holdings at WSU Vancouver grew from 11,000 titles in 1999 to 20,000 today. Journals grew from 650 subscriptions, to the current situation that gives access to over 9,000 titles in either print or electronic format.

Databases were at 64 in 1999 and are now at 75, a number that steadily increases. Ordering materials for patrons is a much-improved process because WSU Vancouver now belongs to more consortia including Summit (26 libraries in Washington and Oregon) and the Greater Western Library Alliance (Large Academic Institutions). The ordering system is more automated, creating greater ease by ordering materials from a Web interface.

WSU Vancouver Engineering and Science

Institute. Last year WSU Vancouver was allocated \$675,000.00 by the Legislature for the infrastructure of an Institute for Engineering and Computer Science, plus additional funding from the Higher Education Coordinating Board for 50 new students. An important part of the Institute ties the lower-division community colleges in direct partnership with WSU Vancouver to create a seamless four-year curriculum. Together, the two local community colleges, in turn, were awarded \$675,000.00. The Institute is intended to join the university to local industries through joint research activities and student internships. It addresses the pipeline issues of students choosing science and technology degrees by working with the K-12 system to enrich the curriculum and better prepare teachers. It joins with the regional 4-H program to further increase student interest and skills in math and science. The Institute will result in an addition of 5.5 new, regular faculty positions in Engineering and Computer Science.

Research and External Funding. WSUV's faculty has developed an impressive research agenda. The grants acquired have grown steadily and significantly since 1999, when Vancouver was awarded \$360,524 in grants. By 2003, that figure had grown to \$2,664,865. This reflects nearly a ten-fold increase in expended grant funding during this time frame.

Honors Program. WSU Vancouver maintains an active Honors program that had its first entering 'class' in fall 2000. In keeping with an important campus commitment, courses in Honors cross a number of academic disciplines. Strong leadership and broad campus involvement have launched this program on a solid footing, in spite of its upper-division only status.

Diversity. Diversity is an area that is receiving increased attention at WSU Vancouver since 1999, but the campus community is not satisfied with the diversity of either its student population or its faculty. Since 1999, the campus has rededicated its Diversity Task Force, supporting it with several budget increases. As a result, faculty and students can access funds that enhance programming, student activities, cultural events, etc. through a reviewed submission process. In addition, a Diversity Advisory Board was created two years ago consisting of representatives of Vancouver/Portland metro area communities. This diverse group of individuals serves as an advisory panel, campus ambassadors, and a sounding board for campus initiatives. As a result, an annual student recruitment fair (Mosaic Fair) is in place, members of the Board serve on campus search committees, and recruiting efforts are increasing. A position dedicated to diversity (Campus Diversity Coordinator) has been expanded in its roles and responsibilities to include more student services functions including recruiting. In addition, owing to the focus on the multi-campus system outlook, there are new dialogues among campuses on how best to achieve diversity goals for the system as a whole.

The Strategic Plan identified diversity-related issues and listed diversity recruitment as a priority. All Academic and Support Directors are evaluated on their performance related to diversity. Diversity training is provided for all employees involved in the recruiting or selection process. Each search committee meets individually with the Director of Human Resources at the beginning of each search process. In addition to a Faculty Fellow position, a Multicultural Internship has been created and a student-mentoring program piloted.

Foundation and Scholarships. The community, alumni, and campus members support WSU Vancouver's mission and achievements through regular, and growing gifts to scholarship funds and the foundation. In 1998-99, annual and endowed scholarship support totaled \$233,100. By 2002-03 this figure had grown to \$1,638,600—an almost eight-fold increase. The Faculty/Staff campaign amounted to \$3,765 in 1998 and grew to \$21,893 in 2002.

An Engaged Campus. During the spring of 2003, the campus embarked on a process to identify what it sees as its ‘distinctiveness,’ what it wants to be characterized by in the minds of external observers. At the end of a lengthy, and broadly inclusive process, campus and the Southwest Washington community concluded that WSU Vancouver’s distinct feature as a campus is its commitment to engagement. It strives to be engaged by bringing its expertise from the campus to the community while giving the region opportunities to help shape our direction and activities.

Students benefit from this spirit of engagement through increased opportunities to connect theory through practice. WSUV is currently increasing its focus on service learning as the next step in this process.

Washington State University Vancouver is an upper-division and graduate-level campus, which means that most students come via a community college, the majority from Clark College in Vancouver, with a smaller number from Lower Columbia College in Longview, as well as from other, more distant, community colleges. A co-admission agreement was recently forged with these two colleges that admits qualified students to both the community college and WSU Vancouver simultaneously. Moreover, students who are co-admitted will be assured admission into their major of choice, assuming all requirements are met.

SUMMER SESSION

As an integral part of the academic mission of the university in every way except that it is self-supporting, Summer Session has grown considerably over the past five years. As enrollments have increased at the University, colleges and departments have utilized Summer Session to a greater degree to meet the needs of students. More courses that are in high demand during fall and spring are now also being offered during the summer, making both general education and degree requirements more readily available, thus facilitating more efficient time to degree. Standardized date and time blocks have been implemented to help students build a schedule and avoid course conflicts. Additionally, more courses are being offered in the late afternoon and evening hours to accommodate students who need to work during the day.

Standard Two

Educational Program and Its Effectiveness

HONORS COLLEGE

Major changes since 1999. When the Honors Program became a college in 1998, following a national trend, the Provost agreed that when the director's position was vacated, it would be replaced by a dean's position. After an internal search, the first Dean of the Honors College was hired in January, 2000.

In fall 2001, the Honors College moved from Bryan Hall, where it had been located since the 1970s, to a renovated (\$15 million) living-learning complex, the former White Hall. Three residential floors are administered by University Housing, while the ground floor houses the offices, classrooms, reading room, and the formal lounge of the Honors College.

The Honors curriculum, a four-year general education track, has remained essentially unchanged in overall structure since its creation in 1960. In the 1990s, changes were made to the seminar and thesis requirements. In 2001-03, additional changes were made to those requirements; independent study was dropped as a requirement; a minimum grade of C in Honors courses became mandatory; and a Certificate of Global Competencies was created by merging and strengthening several existing options.

Particular emphasis has been given to the assessment of the Honors thesis, since ideally it embodies major student learning outcomes in the program (critical thinking, independent learning, information literacy, and writing and communication skills). Most notably, it was revised in 2003 to reflect the WSU Critical Thinking Rubric.

In fall 2003, a multi-year process to revise and update the Honors curriculum began with an inventory of the student outcomes for each Honors course as perceived by the faculty teaching the courses. The first set of materials submitted by the faculty contains a rich set of teaching goals. It will require additional faculty development before these are translated into student learning outcomes.

Significant changes have affected the Honors student body. In the late 1990s, the university radically expanded the incoming Honors class, in the hopes of attracting more, well-qualified students to the institution. No permanent budget for instruction accompanied the doubling of the student body, nor was there any increase in staff. The

uncertainties of temporary money allocations made planning the instructional program and recruiting top-notch faculty almost impossible. There was significant staff turnover and burnout. The demographics of Honors teaching shifted from predominantly tenure-line faculty to instructors and adjuncts. Freshman academic deficiency rates rose as qualifications to enter the program dropped. It was therefore decided to restrict enrollment, raise admission standards, and change the admissions process from invitation to application. Between 2000 and 2003, the entering class shrank from 350 to 120, the overall student numbers dropped from 1300 to 800, the yield rate rose from approximately 33% to 75%, and the instructional budget shortfall dropped from \$250,000 to \$50,000. Freshman academic deficiency (below 3.2 gpa) after the first semester dropped from about 20% to 8%.

Unfortunately, the rate of multicultural enrollments dropped from approximately 12% of Honors students in 1999 to less than 1% in fall 2003. This is due in part to ceasing an admissions practice that allowed lower minimum SAT scores for multicultural students; in part to shifting from an invitation process to an application process that requires students to be aware of Honors up front; and possibly, in part, to the effects of I-200 on the interest of high achieving students of color to attend college in this state, with perhaps some uncertainty of their welcome here. This new challenge will be a subject for analysis, action and subsequent evaluation.

Standard Two

Educational Program and Its Effectiveness

COLLEGE OF AGRICULTURAL, HUMAN, AND NATURAL RESOURCE SCIENCES

Overview

The College of Agricultural, Human, and Natural Resource Sciences (CAHNRS) has the historical and privileged role within the land-grant mission of Washington State University of providing the science needed to assure (a) the economic growth and competitive ability of the food, agricultural, and related industries of this state, including the apparel, textiles, and design industries; (b) sustainable management of soil, water, and other natural resources underpinning the food and agricultural industries; and (c) the well-being of the families and communities that depend for their livelihood on the food and agricultural industries.

Coordinated with the research and extension programs that fulfill this role of the CAHNRS, graduates with majors in plant, animal, food, human, and natural resource sciences are expected to have a foundation in the liberal arts and natural sciences together with the skills and training needed by the workforce of the industries and communities served by CAHNRS.

The College is moving forward with a process of major changes in the offering and delivery of undergraduate programs, due in part to reductions in the teaching budget and also in part to a conviction that more collaborative and interdisciplinary approaches will improve the efficiency and quality of our offerings. These changes are consistent with the Strategic Directions for the CAHNRS Academic Programs, namely, “improve coordination of courses across departments and colleges,” and in direct support of the WSU Goal: Offer the Best Undergraduate Experience in a Research University, especially Sub Goal 3, *Continually improve the quality of our program offerings and their delivery.*

- ▶ Four departments have been asked to prepare a plan for an undergraduate Plant Sciences curriculum. This interdepartmental major will replace existing majors in crop science and horticulture, with emphasis on preparing students for graduate education. This new curriculum will be developed with the School of Biosciences (SBS) and the School of Molecular Biosciences (SMB) where students in the Plant Sciences Major will take many of their introductory courses and some of their upper division courses.

- ▶ Ten departments have been asked to prepare a plan for an undergraduate Agricultural Systems curriculum to replace majors such as General Agriculture, Agricultural Technology and Management, and change Agricultural Education to an option within the Agricultural Systems major. The degree would also encompass the existing production systems/industry tracks within Animal Sciences, Crop Science, and Horticulture. Studies in Organic Farming/Biointensive Agriculture and the popular Turf Grass Management could also fit within the Agricultural Systems majors.
- ▶ CAHNRS is planning a new undergraduate curriculum in Viticulture and Enology for Pullman and Tri-Cities. In addition to the appropriation for this program from the legislature, High Demand funds were approved by the Higher Education Coordinating Board, thereby assuring permanent funding for faculty positions and support personnel.
- ▶ At least one other interdepartmental/intercollege curriculum is under consideration as a replacement for existing majors with small enrollments while simultaneously “reinventing” the curriculum to attract more students.
- ▶ Some existing majors with low enrollments are being proposed for termination. If these undergraduate majors are discontinued, these academic areas will focus on graduate education and research.
- ▶ Plans are well along to move the third year Interior Design academic program to the WSU Spokane campus, while retaining a strong presence in Pullman for the first two years.

The changes identified thus far could potentially reduce the number of different undergraduate majors in the college by ten or more with no anticipated reduction and possibly an increase in undergraduate enrollment within the college.

CAHNRS faculty and administration are partnering with CTLT to design and implement a more comprehensive approach to student course and academic program assessment and evaluation. This involves the development of a new student evaluation instrument based on current research in Teaching and Learning and input from faculty; peer observation/evaluation process, faculty development seminars; program (critical thinking) rubric; and faculty and student portfolios. The ultimate goals of these efforts are to improve student learning and the quality of our programs by closing the assessment loop, and to raise the level of recognition given to teaching and the scholarship associated with it. These efforts address all of the strategic goals of the university and college, and will provide more solid documentation of student learning outcomes and feedback to major changes in programs.

B.S. Agriculture, General Agriculture Major

(On-Campus and Distance Degree Program)

A major in B.S. Agriculture is offered for students who may be undecided about a particular agriculture field in which they are most interested and for students who may have a special interest in a combination of subjects that are not included under other majors offered by the College of Agricultural, Human, and Natural Resource Sciences. The major is designed to provide a broad education in agriculture combined with basic sciences, communication skills, and humanities and social sciences.

The B.S. Agriculture program has recently undergone program review and program updating, including a complete review of all courses required in the degree and expected outcomes obtained by students. A continuous review process is on-going with full review planned each four years by department faculty.

M.S. Agriculture:

The M.S. in Agriculture degree program is offered for students, either in Pullman or worldwide via distance delivery, who may want to advance in the varied fields of agriculture. The degree is designed to provide graduate education in agriculture combined with science, communication, and writing skills.

A student concentrates in at least one field to develop specializations. Graduate agriculture advisors work individually with students to develop personally planned courses of study that are designed to meet individual interests and professional goals.

The M.S. in Agriculture program has undergone program review and program updating during the past two years. This included a complete review of preferred courses in the degree and expected outcomes obtained by students. A continuous review process is on-going with full review planned each four years by department faculty.

Degree: M.S. in Agriculture, On-Campus and Distance Degree Program, Thesis and Non-Thesis

B.S. Agriculture, Agricultural Communications Major

A degree in agricultural communications opens career doors in newspaper and magazine writing and editing, agriculture-related publications, photography, advertising and sales, video and television production, broadcast journalism, radio production, public relations, environmental reporting, and advanced degrees in law, business, education, or communications.

Since the last report, major changes include six options within the degree area that were designed jointly by School of Communications and College of Agricultural, Human, and Natural Resource Sciences faculty: Public Relations, Journalism, Advertising, Communication Studies, Broadcast News, and Broadcast Production. These options were approved by both faculties and have been approved by Faculty Senate committees.

B.S. Agriculture, Agricultural Education Major

The curriculum has been revised to align with the requirements of the Washington Administrative Code, the Office of the Superintendent of Public Instruction and the State Board of Education, as required by the Washington State Education reform act of 1993 and the subsequent changes in law during the 2000 – 2001 legislative year. The State Board of Education gave final approval to our program in March of 2003.

The Agricultural Education program is based on a combined degree in Agriculture and a secondary teaching certification in Agricultural Education. The College of Agricultural, Human, and Natural Resource Sciences and the College of Education provide major professional coursework for this degree.

The accrediting entities completed review of the program as follows:

National Council for the Accreditation of Teacher Education Standards (NCATE) completed a site visit in April 2002 and granted official approval of the program in Fall 2002.

Office of the Superintendent of Public Instruction, State of Washington completed a site visit in April 2002 and approved the program in September 2002.

State Board of Education, State of Washington completed a review and approved the program relative to new WAC 180-82A, competency based standards in March 2003 - standards effective September 1, 2003.

Department of Agricultural and Resource Economics**Major Changes in Department Since 1999 include:**

- ▶ Ph.D. degree in Agricultural Economics coordinated with Ph.D. degrees in Economics and Business Administration (with concentration in Finance) to gain greater efficiencies and effectiveness.

- ▶ Unique new B.S. in Environmental and Resource Economics and Management initiated to meet Northwest demand and a national niche for undergraduate programs in environmental and resource economics.
- ▶ Department name changed from “Agricultural Economics” to “Agricultural and Resource Economics” to better reflect breadth of its mission.
- ▶ Agricultural Economics B.S. degree name changed to Agricultural Economics and Management to emphasize its decision-making emphasis, and options dropped.
- ▶ Major curricular revisions made in all degrees.
- ▶ Three new tenure-track faculty; One new faculty not on tenure track.
- ▶ New area of research excellence: economics of biotechnology.
- ▶ Greater external recognition: Faculty received five lifetime achievement awards (including two Fellows), three teaching awards, five research awards, and two extension awards from professional associations as well as a WSU teaching award and a college research award. Four were elected to national or regional professional association offices (including two presidents). Four served as journal editors. Graduate students received five professional association awards for outstanding quality of theses and dissertations, and one was elected president of the national graduate student association for the discipline. Two undergraduate students were selected as outstanding seniors in the college, and three were elected to national professional association offices (including two presidents).
- ▶ The department’s strategic plan was rewritten to be consistent with the priorities of the WSU strategic plan.
- ▶ A research and service program was credited by external sources as having overwhelming impact on public policy formulation.

The Department offers the following degrees:

- ▶ B.S. in Agricultural Economics and Management
- ▶ B.S. in Agribusiness
- ▶ B.S. in Environmental and Resource Economics and Management
- ▶ M.A. in Agricultural Economics
- ▶ M.A. in Agribusiness
- ▶ Ph.D. in Agricultural Economics

Apparel, Merchandising, Design and Textiles

Major Changes Since 1999:

- ▶ **FACILITIES:** Move from White into “temporary” quarters.
- ▶ **DEPARTMENTAL ORGANIZATION:** In preparing for Apparel Merchandising and Interior Design to split into two departments, two new administrators were hired in 2002. In July 2003, the Faculty Senate approved the split into Interior Design and Apparel, Merchandising, Design and Textiles (AMDT).
- ▶ **ALIGNMENT WITH WSU STRATEGIC PLAN:** AMDT has routinely paid attention to the WSU and CAHNRS strategic plans, but the alignment is more explicitly stated as of 2003; each objective from the AMDT strategic plan is developed in direct alignment with the CAHNRS and WSU goals.
- ▶ **FACULTY:** In 1999 AMDT had three tenure/tenure-track positions; in 2003 we now have five, with two long-time instructor positions. Hires have focused on Ph.D.s with strong research and teaching capabilities.
- ▶ **NEW AREAS OF RESEARCH:** Data Mining, International Trade in Apparel/Textiles; Cultural factors related to consumption patterns.
- ▶ **CURRICULUM:** Textile Design option began 1999; courses cross-listed with UI; major curriculum revision began Fall 2003 to align with the International Textiles and Apparel Association (ITAA) competencies expected for

our students; in 2002 began International Education abroad experiences (AMT 428/528); Capstone course for Design option had been in place for years; with the addition of new merchandising faculty, a capstone course was developed for the Merchandising Program option.

- ▶ **INCREASING DEMAND FOR THE MAJOR:** Significant increase in undergraduate and graduate enrollment 1999-2003; largest AMDT program in the Pacific Northwest; also increasing demand from our stakeholders from industry to youth/adults in state for outreach activities.
- ▶ **GREATER EXTERNAL RECOGNITION:** Apparel Industry in Seattle is our primary stakeholder; we have received grants and numerous internships from them in the past two years. A design faculty member has won several national awards for her work 2001-2003. In 2003: at the annual ITAA meetings, AMDT chair was invited to present a special topics session on rapid program growth across the nation; also, 2003 AMDT Fashion show became the permanent featured event for Beasley Auditorium for Mom's Weekend; AMDT Chair's recent books won state-level awards for excellence; also invited by ITAA to be Associate Editor for the top journal in our field, the *Clothing and Textiles Research Journal*.

Department of Animal Sciences

Major Changes in Animal Sciences. Three Assistant Professors were hired in the areas of functional and structural genomics. The Department of Animal Sciences is creating a critical mass of scientists in the areas of genomics and biotechnology to address emerging issues in Animal Sciences, which is in concert with WSU's priority research area.

Three faculty members have won national research awards in the areas of nutrition and reproduction.

The fall of 2002 and 2003 freshman class has increased 10% each of these years. The greatest number of students are in the Pre-Veterinary Science Option.

Department of Biological Systems Engineering

The major change to the Biological Systems Engineering Department is the termination of its undergraduate program in June 2003 by the College due to low student enrollment.

The BSysE undergraduate program is accredited by the Accreditation Board for Engineering and Technology. The program was last accredited in 2001, and the next accreditation would have been in 2007. No deficiencies were noted in the Biological Systems Engineering Program at WSU. The faculty was found to have excellent credentials, the curriculum appeared to satisfy ABET and applicable program criteria. The students appeared to be of excellent quality. The administrative system was adequate, and funding was modest but sufficient. Facilities were generally adequate, with a good laboratory plan to provide high quality facilities for all courses.

The Department of Biological Systems Engineering is refocusing its efforts on graduate education at the M.S. and Ph.D. levels.

Department of Crop and Soil Sciences

Major changes in the Department of Crop and Soil Sciences since 1999 include new programmatic and research areas; termination of several focus areas upon retirement of incumbents, mainly due to budget cuts; and major curricular revisions in several areas. In addition, changes have been instituted to align the department's activities with the WSU Strategic Plan.

New programs and areas of research include:

- ▶ Vogel Endowed Chair in Wheat Molecular Genetics: marker assisted wheat development and genetic analysis; transformational genetics;
- ▶ Wheat quality: end use evaluations of new cultivars by environment to optimize wheat marketing opportunities;

- ▶ Soil fertility/quality: soil fertility management for improved nutrient cycling, fertilizer use efficiency and soil quality in conservation oriented cropping system of eastern Washington;
- ▶ Soil fertility/quality: soil fertility management for improved nutrient cycling, fertilizer use efficiency and soil quality in conservation oriented cropping system of eastern Washington;
- ▶ Weed ecology/management: Alternative weed management strategies, safe pesticide use in irrigated cropping systems;
- ▶ Small acreage farming and ranching certificate program; joint program with UI.

Existing programs that were terminated include:

- ▶ Newly created program in weed ecology/management was released to 2003 budget cuts: Alternative weed management strategies, safe pesticide use in irrigated cropping systems.
- ▶ Alternative crops: east Asian alternative crops for the Pacific Rim markets: position closed due to budget cuts
- ▶ Crop physiology: physiological responses to the environment at field, whole plant, molecular levels position closed due to budget cuts,
- ▶ Seed physiology and seed technology: physiology and management of seed development, support for WA seed industry
- ▶ Soil-plant relationships: plant root dynamics of field grown crops; rhizosphere reactions related to nutrient cycling and crop development;
- ▶ Research portion of new chair's position released to budget cuts.
- ▶ Royal Slope field experimental research station terminated.

Laboratories, buildings, and agricultural facilities were built or remodeled, including the following:

- ▶ New Computer teaching laboratory supporting GIS, remote sensing and other CSS computer applications;

- ▶ Remodeled research laboratories for Wheat Molecular Genetics, Soil Fertility/Quality, and Turf Management.
- ▶ New Plant Biosciences I, Johnson Hall Addition was initiated in summer 2003.
- ▶ New direct seed cropping systems research farm, a.k.a. Cunningham Farm provides a farm scale field research facility.
- ▶ New Soil Management storage building, Palouse Conservation Farm
- ▶ New Sheath Building for indoor workspace, field day meetings, Spillman Farm

Various staff and faculty members have received college, university and nation wide awards for excellence in teaching, extension, advising, research and service. Numerous scholarships and endowment funds have been established in recognition of contributions of Crop and Soil Sciences to individual and agricultural success in the region.

Major curricular revisions included closing the environmental crop science option in B.S. Crop Science program; developing a proposal for an organic agriculture major for interdisciplinary, college-wide program; adding two distance delivered courses from Puyallup on golf course and sports field management; and developing graduate courses to support molecular plant genetics/breeding. Progress is underway in developing integrated curricula in Plant Sciences, Agricultural Systems, and Environmental Soil and Water Sciences. Finally, the department has completed an articulation agreement with Walla Walla Community College for transfers in turf management programs between WWCC and WSU.

Activities undertaken to align the department with WSU's strategic plan include:

- ▶ Formalizing increased number of undergraduate research experiences.
- ▶ Increasing hands-on laboratory and field trip experiences
- ▶ Increasing student contacts with CSS professionals

- ▶ Developing communications and accountability
- ▶ Infusing internationalism in the curriculum (Crops/Soils 360)
- ▶ Diversifying student and faculty backgrounds (>50% of graduate students are women; recently hired faculty, post-docs and students of middle eastern descent; sponsored internships for two African American soil science students from Southern University, one of which will be returning to pursue an M.S. in Soil Science at WSU.
- ▶ Increasing external grants and contracts base to increase the number of graduate student assistantships in CSS.
- ▶ Developing a recruiting plan to attract graduate students to Westside R&E Centers in plant sciences.

Department of Food Science and Human Nutrition

During the past five years, new faculty have been hired in the areas of Cereal Chemistry – Assistant Professor; Dietetics – Instructor; Nutrition/Dietetics – Assistant Professor; Microbiology/Food Safety – Assistant Professor.

New areas of research include Food Safety/Microbiology and Community Nutrition.

Greater external recognition includes, one faculty member elected as an Institute Food Technologist (IFT), Communicators group; two certified for American Dietetics Association site review; one recognized as an IFT Fellow; a recipient of a Dannon Research Award; a USDA Secretary Group Honor Award for Excellence – 1999; the Washington Governors Award for Service and Quality Improvement; and a recipient of the Ehrlich-Koldovsky Award, given by the International Society for Research in Human Milk and Lactation – 2002.

Major Curriculum revisions include restructure of the Coordinated Program in Dietetics.

The department offers degree programs in Food Science and in Nutrition/Dietetics. The demand

for the Food Science major is decreasing, while the demand for the Nutrition/Dietetics major has increased each year since 1999.

Department of Horticulture and Landscape Architecture

The Department of Horticulture and Landscape Architecture provides teaching, research, and service programs to a large and diverse clientele. On the Pullman campus the department offers a B.S. in horticulture, a Bachelor of Landscape Architecture (B.L.A.), a M.S. in horticulture, a M.S. Landscape Architecture and a Ph.D. in horticulture. The B.S. in horticulture offers options in fruits and vegetables, environmental horticulture, and an articulated Tree Fruit Management program in collaboration with Wenatchee Valley College. A new option in Viticulture and Enology will be offered on the Pullman campus, or as an upper-division program at WSU Vancouver. The B.L.A. is a five-year program accredited by the American Society of Landscape Architects. The M.S. in Horticulture is focused on providing students with the skills needed to solve commodity-oriented problems, while the Ph.D. program focuses on independent development of original research. The M.S.L.A. provides advanced studies for students with a professional degree, and first professional instruction for those pursuing a new career.

Horticulture. There have been many changes in the past five years in course content, structure, and delivery methods, in curricular structure, and in physical location of program offerings. The Tree Fruit Management Option, established through an articulation agreement with Wenatchee Valley College in 1992, had required transfer to Pullman for the last two years. With approval of distance delivery to Wenatchee, students can now complete the entire program without physically relocating to Pullman. Courses have been modified to facilitate delivery via interactive video and by asynchronous methods. The Viticulture and Enology option was established to support a need in Washington for wine industry employees trained to respond to local growing conditions. There are now sixteen courses offered by the department that are

delivered via distance methods to serve these two new programs.

Landscape Architecture. The five-year B.L.A. degree is now almost ten years old. The Landscape Architecture Program along with the School of Architecture and the Department of Interior Design comprise the Spokane Interdisciplinary Design Institute, housed in a newly constructed facility on the Riverpoint Campus. The other significant change in the Landscape Architecture Program has been the implementation of the Master of Science in Landscape Architecture degree that was approved in 1998. In the short time since its approval, enrollment has grown to 20 students. Ten of these are located on the Spokane campus, and ten are located in Pullman.

Department of Human Development

Although the department has a long history at WSU—starting with the formation of the Department of Domestic Economy in 1903, it assumed its present form in 1993 with the merger of the departments of Child, Consumer, and Family Studies and Adult and Youth Education.

From 1993 to 1999, great strides were made in the development of the Pullman, Vancouver, and distance degree undergraduate programs. In 2000, the department began to place greater emphasis on the graduate program and faculty research—hiring two full professors with strong research credentials—one as chair and one as graduate director. In 2000, the graduate program was substantially revised, and during the next three academic years, four assistant professors with strong teaching and research credentials were hired on the Pullman campus. Moreover, major efforts were made to integrate the research and extension missions of the department.

Research and outreach. Since 2000 we have focused on community collaborations in our research and prevention programs, and we have recently integrated more policy issues into our undergraduate and graduate curricula. In addition, HD faculty members are engaged in funded, public policy research.

Since 2000, several steps have been taken to increase the number of extramural grants in the department, which have already led to increased research and grant activity. Collaborative, multiple-investigator grants involving both the teaching and extension faculty are on the rise.

Graduate program. In the fall semester of 2000, two full professors were brought to the department to help build the M.A. program and to help increase the level of faculty research. Based upon an analysis of department strengths, two specialty areas were identified: early childhood and parent-child relationships.

The department gained three new TA positions since the program revision. In the fall semester of 2001, the first class of students entered the revised program. Over the next three semesters, the graduate committee and special ad hoc committees met to review and coordinate the content of all of the graduate courses.

Undergraduate program. First, in anticipation of the baby boom generation moving into retirement, we developed the Gerontology certificate and we administer the WSU Program in Aging. Second, we are expanding our early childhood course offerings—both at the graduate and undergraduate level—as well as courses available by distance. We also have been working on articulation agreements with community colleges across the state to make for a seamless transfer from an A.A.S degree in early childhood into our undergraduate B.A. program in Human Development. Third, we have incorporated into our classes performance activities that relate to human development theories and course concepts, and have increased the service learning opportunities available to our undergraduates.

Finally, we have restructured the program to create four optional specialty areas within a single human development degree: adolescence, aging, early childhood, and family studies, which can also be taken as a certificate.

Current challenges. Despite our accomplishments in the last five years, growth in the Vancouver and distance degree undergraduate programs has led to significant challenges for our instructional programs. Decreasing state support for higher

education has limited our ability to hire permanent faculty and, at times, to retain good faculty members.

Degree programs with professional or specialized accreditation:

- ▶ Family Consumer Sciences and Preschool Through Third Grade teacher certification options.
- ▶ National Council for Accreditation of Teacher Education (NCATE) and Washington's Office of the Superintendent of Public Instruction (OSPI).

Last accreditation—Spring, 2002; Next expected review—2007

Department of Interior Design

Changes since 1999. In 2002 WSU Spokane allocated a new faculty/administrative line to the Interior Design program, and a new Director was hired for the program at the rank of professor. This administrative position was created in anticipation of the program seeking autonomy as a department. Department status for the Interior Design program was granted in June 2003. The department has eight tenured or tenure track faculty: two full professors, two associate professors and four assistant professors. In addition, there are three to four part time instructors active each semester. In 2003, one member of the department was granted tenure and promotion to associate professor.

The Interior Design program sought reaccreditation and was visited by a team from FIDER (Foundation for Interior Design Education and Research) in March 2003. The department was notified in October 2003 that it was awarded full accreditation for a six-year term. The next visit will take place in the fall of 2009.

Department of Natural Resource Sciences

The major changes that have occurred in this department in the past five years since the last full regional accreditation report in 1999 include:

- ▶ A new department chair was appointed in January 20, 2001.

- ▶ Budget cuts during 2000, 2001, 2002 and 2003 have reduced staffing, operating budgets, and 2.0 faculty FTEs in the department.
- ▶ The Department of Natural Resource Sciences had five undergraduate majors in 1999. These included: Forestry, Range Management, Wildlife Ecology, Wildland Recreation, and Natural Resource Sciences, offered under one degree title: BS in Natural Resource Sciences. After lengthy debate within the department and further discussions with outside constituent groups, the department voted to eliminate its majors in Range Management and Wildland Recreation.
- ▶ The department has also eliminated one of the options under the Natural Resource Sciences major – “environmental horticultural,” which was only available on the Vancouver Campus.

Department of Plant Pathology

The Department coordinates a state and federal partnership of pathologists in the study of plant diseases and their control, statewide in five locations including Pullman, Mount Vernon, Prosser, Puyallup, and Wenatchee. The Department contributes courses to the study of agriculture, and offers the MS and PhD degrees in Plant Pathology.

Major changes since 1999. A new chair assumed leadership of the department in November 2000. Two faculty members retired and one left for a position elsewhere. Four new faculty members were hired with responsibilities mainly in research funded by the Safe Food Initiative.

Two new research programs were established through the Safe Food Initiative: a highly visible program in vegetable seed pathology that supports a significant agricultural industry in northwestern Washington, and an equally visible program in postharvest fruit pathology that supports the apple and pear industry. Examples of other new research programs include economically important fungi, such as hop powdery mildew, and diseases of dahlia.

The 500-level mycology curriculum was reorganized from three courses into a single semester course with a much different format: from primarily lecture to extensive discussion; from pre-planned labs to individual, student-conceived research projects; from a single instructor to a team. A new popularized mycology course, *Molds, Mildews, and Mushrooms: The Fifth Kingdom* (PIP 150), which meets the general education science requirement, was developed and will be offered for the first time in Spring 2004. Development of this course grew from increased interest in fungi and the success of similar courses at other institutions. Several courses have been reorganized to be more responsive to current knowledge or to be offered more frequently.

Graduate Program in Plant Physiology

The faculty provide graduate students with opportunities to become first-rate researchers in biochemical, molecular and cellular plant biology. For this reason, our academic programs provide strong training in the full spectrum of subdisciplines that constitute modern plant physiology.

Washington State University has a well-earned reputation for excellence in plant biology and a commitment to training the next generation of scientists in the fields of plant biochemistry and plant biotechnology. Graduate level courses are taught through several different programs in the College of Agriculture and the CAHNRS. Learning outcomes and instructor evaluations for each course are used to improve and refine the material presented and to enhance other aspects of the student experience.

Department of Statistics

New Areas of Research. In addition to existing areas, the Department is beginning to develop expertise in the areas of biostatistics and statistical applications to biotechnology. The emphasis in these areas is of an applied nature and will enhance the Department's ability to provide statistical consulting on problems in these areas.

Major Curricular Changes. Curricular changes have primarily occurred in connection with the Department's M.S. in Statistics, as well as to enhance the Department's service teaching responsibilities. As computing capability has increased, statistical methodology and theory has become more and more computationally intensive. To reflect the needs in this area expressed by our alumni and employer surveys, the Department has made a number of changes in its core M.S. degree courses: labs have been introduced in Stat 512 and Stat 530, and a required statistical computing course has been introduced (Stat 536).

At the undergraduate level, curriculum changes vary from modifying the course content of existing courses to the introduction of new courses requested by other departments on the WSU campus.

Enrollments in courses offered by the Department have increased moderately over the past five years.

The M.S. Degree Program in Statistics is thriving. Since its inception in 1992, almost 70 students have completed the Master's of Science degree in Statistics. At any one time, there are usually 20 or more students actively pursuing an M.S. in Statistics. Most of these students are simultaneously pursuing an M.S. or Ph.D. in some other discipline such as Business, Economics, Agricultural Economics, Mathematics, or Engineering.

The initiatives and changes above fit well with the WSU strategic plan as well as the strategic plans of the College of Sciences and CAHNRS. The items mentioned fit with WSU's goals of emphasizing collaborative research and research in biotechnology, and are in line with WSU's stated goals of "offering the best undergraduate experience in a research university" and "nurturing a world class environment for research and graduate education."

Standard Two

Educational Program

COLLEGE OF BUSINESS AND ECONOMICS

The improvements/changes described below have occurred within the College of Business and Economics according to the standards set by the Association for the Advancement of Colleges and Schools of Business (AACSB) reaccreditation process.

Faculty and Student Diversity

- ▶ A task force of faculty and staff led by a senior faculty member has been convened to develop objectives related to increasing faculty and student diversity in the CBE. We have made clear to all members of our leadership team that increasing diversity in the College must happen. We successfully hired two new female faculty persons in MIS, one in Marketing, and one in HBM. We currently have an offer pending to a woman in Marketing. All key College committees were evaluated and changes were made to insure representation from diverse constituencies with regard to ethnicity and gender.
- ▶ Awareness of opportunities with the CBE for under-represented groups is a priority. The Director of Placement and Recruitment has prioritized presentations to ethnically-oriented organizations on campus, sororities, and high schools in traditionally under-represented areas.
- ▶ The CBE MBA program in Tri-Cities and Vancouver both have a larger number of women than men in them; these programs combined are larger than the number of resident MBA's in Pullman.

Mission Development and Implementation

- ▶ The CBE mission statement is in the process of being simplified and brought in line with the new WSU mission statement; we will also assess our mission formally on an annual basis—this strategic planning process was initiated early June 2003 at our first Leadership retreat with over 25 faculty and staff persons. We now have a strategic planning task force led by Dean Jessup to develop the College's strategic mission.
- ▶ New positions have been added/changed within CBE to help with mission implementation: we created and filled the position of Associate Dean for Faculty Affairs and Research; we

created and filled the position of Director of External Programs; we have replaced the CBE Finance Officer and now have stronger and more centralized budget oversight within the CBE. We also converted our Director of Recruitment and Retention position to Director of Placement and Recruitment to better focus on placing our graduates in good positions with our constituent firms.

- ▶ The CBE did not have a central, college-wide, mission-driven Promotion and Tenure document. The College P & T Committee drafted such a document with input from all interested faculty and it was passed by a faculty vote of over a 2 to 1 margin in the 2002-03 academic year.
- ▶ Similarly, the Annual Faculty Performance Appraisal Process was neither mission-driven nor merit-based. We have crafted a revised version of this process clearly tying faculty performance to the CBE mission; this new process was used to evaluate 2002 performance and will be revised as necessary and used henceforth.
- ▶ All resource allocation decisions (i.e., new faculty lines) and any subsequent budget cuts will be mission-driven and will follow the new policy on resource allocation and be managed centrally from the offices of the Dean.
- ▶ All existing graduate and undergraduate programs were subjected to a Program Evaluation Process (PEP) beginning fall semester 2002 and completed spring 2003. This process resulted in our cutting over 50 percent of what the CBE formerly offered with regard to majors and minors. We maintained or cut existing programs depending on whether they are central to our mission, have strong demand, help appropriate constituents, are cost effective, are competitive, and so on. All proposed programs in the future will be subjected to this same analysis.
- ▶ The new Annual Performance Appraisal document helps to clarify what is defined as

high quality scholarship, what CBE expectations are with regard to this activity, and how scholarship will be rewarded.

- ▶ We have met with each Chair, Program Director, and Campus Coordinator to review faculty and instructor qualifications for each unit and we have terminated our use of unqualified adjuncts. There are no longer any unqualified adjuncts teaching in the CBE.

Assessment Processes

- ▶ The Dean's office now has central control of all assessment processes with consistent requirements across units.
- ▶ The new college-wide Promotion and Tenure document, newly revised Annual Performance Appraisal document, newly revised and enforced Faculty Data Sheet, new resource allocation policy, and other new initiatives described above all insure that there is a tight link between the mission and ongoing faculty assessment and also between the mission and faculty hiring, development, and retention.
- ▶ We have removed all faculty who are not academically qualified at the doctoral level from teaching doctoral seminars and/or serving on doctoral committees.
- ▶ All existing and proposed doctoral programs have gone through the Program Evaluation Process described above with the goal of excising those that do not meet our criteria—we have dropped one and are in the process of folding two into one.
- ▶ Any program areas lacking a core of three faculty who are academically qualified AND have current Graduate Faculty status will not be allowed to admit any new PhD students until a sufficient number of faculty are qualified; if problems persist, some doctoral programs will not be allowed to continue. If a unit were minimally qualified with only three faculty, the doctoral program within that unit would necessarily have very few doctoral students; larger programs would require proportionately more qualified faculty.

Graduate Programs

- ▶ As described above, all CBE Ph.D. and masters programs (including M.B.A., Masters of Accounting, Masters in Technology Management, and Masters in Economics) and any overseas graduate initiatives are now under the Graduate Program Policy Committee charged with monitoring their viability and quality.
- ▶ Day to day managerial tasks for Ph.D. and masters programs are conducted by the administrative office of the Director of Graduate Programs at the direction of the policy committee chair.
- ▶ All units have been tasked with an audit of graduate student placements for the last five years. Where did they go? Where are they now?

Faculty Planning Process

- ▶ The creation of the position of Associate Dean for Faculty Affairs and Research has helped tremendously.
- ▶ Serving in leadership positions in the college is now contingent upon academic qualification. Anyone not qualified has either been asked to step down or went into a one-year probation period. Those on probation successfully met their goals in their work toward qualification during the 2002-2003 academic year.
- ▶ The Dean's office met with all Chairs, Directors, and campus coordinators to assess faculty needs within each area based on FTE demand, mission centrality, and other criteria. This was done formally and a Capacity Plan has been created upon which hiring decisions are now based.
- ▶ The CBE Dean is now actively overseeing and controlling the management of the business program at the other campuses (i.e., determining faculty and instructor qualifications, and deciding on proposals for

new programs and/or certificates). A good example of this is the removal of unqualified adjuncts teaching at the other campuses. Further, the CBE Dean has communicated to the executive officers at each of the other campuses that they either hire appropriately qualified tenure track business faculty or else suspend/reduce their business offerings.

- ▶ We raised our goal of covering FTE's in the CBE to 90 percent AACSB academically qualified faculty in every class we offer. In the current semester we are close to hitting that goal across most departments.

Curriculum Planning and Revision Process

- ▶ The revamped and recharged Program Policy Committees have carefully evaluated and are revising both undergraduate and graduate curricula to insure optimal use of resources and the extent to which they help achieve the mission.
- ▶ We have crafted a new policy to oversee and incent faculty and units to use DDP and WHETS technology to deliver courses to more than one campus simultaneously in order to increase the number of qualified faculty available for course delivery on the urban campuses and in the distance degree programs.

Human and Fiscal Resource Policies and Priorities

- ▶ The Dean has exerted centralized control of all budgets; the replacement of the college's Finance Officer has helped achieved this.
- ▶ The Associate Dean for Faculty Affairs and Research has directed development of new personnel policies comprising a merit-based reward system. Faculty performance and mission achievement is now factored into all resource allocations and these policies are adhered to uniformly across all units in the College.

- ▶ The Program Evaluation Process makes allocation decisions easier and more justifiable.

Centralized Responsibility for Creation and Delivery of Instruction

- ▶ Decisions regarding curriculum at the unit level must now be approved by re-formulated College-wide policy committees made up of faculty.
- ▶ All Masters level programs (including the M.B.A., Masters in Accounting, Masters in Economics, and Masters in Technology Management) were evaluated by a newly formed Graduate Programs Policy Committee.
- ▶ Pilot testing of new Teaching Evaluation Instrument took place Fall 2002 resulting in a new, reliable and valid measure now being used in fall 2003.
- ▶ We now have a college-wide Supervising Teacher policy regarding the use of supervising or “master” teachers to insure more consistent use of this vehicle for training teachers.

Clarified expectations with faculty, particularly with quality of publications, follow through with rewards.

- ▶ A well thought out, merit-based reward structure now motivates our faculty as professionals to engage in the activities that will enable us to achieve our goals.
- ▶ We now carefully consider the quality of research, not just the quantity.
- ▶ The Dean has successfully generated private money to incent and reward research activities. Money was awarded in Spring 2003 for excellence across all dimensions to a group of newly created “Dean’s Fellows.” Money was also awarded to 12 faculty in the form of Teaching Innovation Awards to promote updating courses while incorporating innovation.

- ▶ Substantial rewards accrue to those who successfully publish in Tier I outlets. These include raises, summer research support, priority in course scheduling, travel funding, equipment, flexibility in course scheduling (e.g., 3-1 loads), time and course preferences for summer teaching, etc.

Standard Two

Educational Program and Its Effectiveness

COLLEGE OF EDUCATION

Major changes have occurred in the college in the five years since the last full, regional accreditation report.

Program in Recreation and Leisure Studies. This program involved four faculty and about 50 students at the undergraduate level and 6-8 at the master's level. The program was discontinued when we no longer had a critical mass of faculty. We hired temporary and part-time faculty and worked with the University of Idaho so that all students were able to complete their programs.

Department of Kinesiology and Leisure Studies. In January 2001, the WSU Department of Kinesiology and Leisure Studies was discontinued as a separate administrative unit within the College of Education. The undergraduate program in Exercise Science was discontinued, and the graduate program (along with two tenured faculty members in that field) was transferred to Washington State University Spokane.

College of Education Partnership Center. We refocused the efforts of the College of Education Partnership Center to concentrate on providing outreach and service primarily to schools, teachers and administrators, on a self-sustaining basis. Additionally, the Partnership Center includes the National Board for Professional Teaching Standards preparation program (grant funded).

College of Education Strategic Plan. The College developed a strategic plan, modeled after the University Plan. The College plan in its present form was developed through a process involving 18 large and small group meetings over a three year period.

Increased Focus on Research and Scholarly Activity. We increased the attention on research and scholarly activities within the college through the approval of a four-course yearly teaching load as the norm for faculty engaged in research and scholarly activities, through making available funds for a faculty mini grant program, and through increasing the regular annual travel allocation per faculty member.

Modification of Student Advising Program. We hired a professional advisor and graduate student assistants to advise all undergraduates in teacher education (faculty continue professional advising and mentoring of students).

Establishment of College of Education Office of Graduate Studies. This office works closely with the department chairs, faculty, and the Graduate School in communicating with prospective and enrolled students and providing the personal service needed to attract and retain a rich and diverse graduate student body.

Increased Technology in the College of Education. The remodeling of Cleveland Hall and the upgrading of technology equipment over the past five years has resulted in three College of Education technology labs designed for instructional activities. The University also established a WHETS (interactive television) classroom in our building since the last accreditation review.

Selection as a Carnegie Initiative Program. The WSU College of Education was selected by the Carnegie Foundation as a member program in the Carnegie Initiative on the Doctorate. We are one of nine higher education institutions in the field of Education that will participate in dialogue and activities designed to reconsider the nature of Ph.D. preparation in the field of Education.

Degree programs with professional or specialized accreditation include:

Program	Outside Agency	Year of Last Review	Expected Date of Next Review
Teacher Education	National Council for the Accreditation of Teacher Education (NCATE)	2002	2006
School Administration	NCATE	2002	2006
School Counseling	NCATE	2002	2006
Counseling Psychology	American Psychological Association (APA)	2002	2007
Athletic Training	The Commission on Accreditation of Athletic Training Education Programs (CAAHEP)	2002	2004

The WSU programs in teacher education, school administration (superintendent, principal and program administrator), and school counselor certification programs were reviewed and approved by the Washington State Board of Education and the Office of the Superintendent of Public Instruction in 2002. The professional preparation programs are scheduled to be reviewed next in 2006.

Department of Teaching & Learning

New programs. New undergraduate elementary teacher education programs began at the following locations: Northwest Indian College (completed 2002) and four community colleges. Initially, all programs were overseen by the WSUP faculty. WSUV established an undergraduate program in ESL/elementary teacher education with support of federal funds. WSUV now has an undergraduate program in elementary teacher education, in addition to the ESL/elementary education program. WSUP/S began an MIT program for elementary teacher certification, which was already available at the WSUTC and WSUV campuses. WSUP began an EdM with Certification program for students wanting a post-baccalaureate degree and teacher certification in a secondary (middle/high school) content area (already available at WSUV). A new health and fitness endorsement was initiated. A Professional Certification for teachers was designed and implemented in response to new Washington state certification policy requiring all teachers who received their degrees in Education after 1999 to complete a profession certification program within five years of their graduation date.

New faculty. Of the 26 faculty members in 1999, 14 are still with the department. Twenty-two new tenure-track or tenured faculty members have been hired, as well as three full-time, long-term temporary faculty members and three full-time annual faculty members.

New areas of research and service activity or excellence: elementary science teaching methods, educational issues from cultural perspectives, a pedagogy of place, computer assisted language learning, educational issues and practices in Indian education, literacy, math/science education, arts-based pedagogy, homelessness, performance assessment in K-12 and higher education. The CO-Teach grant enabled greater collaboration in teacher education with the faculties of other WSU colleges, at community colleges, and at schools. Partnership schools were established in Spokane, Tacoma, and Yakima, as well as with several schools that enroll high numbers of Native American students. The PT3 grant enabled the faculty to increase its use of technology.

Major curricular revisions. The undergraduate secondary teacher education program was significantly revised, effective fall 2000. The undergraduate elementary teacher education program was significantly revised, effective fall 2001. The majority of courses for the English as a Second Language teaching endorsement were revised and are now offered online. The reading endorsement was significantly revised at both the undergraduate and graduate levels.

Department of Educational Leadership and Counseling Psychology

The major changes that have occurred in the department in the five years since the last full, regional accreditation report include the following:

Kinesiology and Leisure Studies/Athletic Training/Movement Studies. As noted previously in the College section, the program in Kinesiology and Leisure Studies has been eliminated. The athletic training and movement studies majors were retained and moved to the Department of Educational Leadership and Counseling Psychology. The kinesiology teaching major was revamped into the health and fitness teaching endorsement and moved to the Department of Teaching and Learning.

Sport Management. The year of the last regional accreditation report was the second year of operation for the newly reinstated Sport Management major. The Sport Management minor was retained as well. There were two faculty members in Sport Management at the time of the last report. Since that time, two new faculty members have been added in the areas of sport law and sport marketing. Tremendous increases have taken place in the numbers of students selecting both the major and the minor as an area of study. There has also been an increase in out-of-state freshmen and transfers, and high interest in students from the Pacific Rim. The increase in student interest has been accommodated by the addition of sections in all classes. Teaching Assistants have been added to the program and

currently teach 15 sections of lower-division classes. Despite the increase in offerings, only about 60-75% of the student requests are met each semester.

In line with the WSU Strategic Plan recommendation for more stringent retention standards, the criterion for declaring a major in Sport Management was raised from a 2.0 GPA to a 2.5 GPA in January, 2003. The full impact of this change has not yet been determined.

Each semester, the advisors meet to conduct Major Review. Students who are below the 2.5 GPA criterion receive a letter of warning. The second time the student's grades are below the criterion, they are de-certified and asked to find another major. Letters of congratulations are also sent to all students who earn a 3.0 GPA or better and to those who are named to the President's Honor Roll.

The Sport Management Endowed Scholarship Fund has been established to reward and recognize students for their scholarship, leadership, and contributions to the program. This Fund has helped students while completing course work or enrolled in internships. Recent internship sites were located in California, Arizona, Colorado, Florida, Louisiana, North Carolina, New York, Montana, Utah, and Kansas, as well as in Canada and Japan. WSU stresses diversity in its Strategic Plan. Fourteen percent of the majors in Sport Management are ethnic minorities. Sport is usually thought of as a male "domain", yet 32% of the majors are female.

School Psychology Certificate (Spokane). In spring 2001, the Office of the Superintendent of Public Instruction for Washington (OSPI) granted initial approval for a joint (WSU-EWU) Post-Master's degree Certificate Program in School Psychology, based on recognition of the extreme shortage of school psychologists in the state of Washington. Additionally it was acknowledged that the state was interested in programs that combined the resources of more than one state university. It was also acknowledged that such a program would assist rural and under-served districts to locate and secure the services of School Psychologists.

Field-based principal's certification program (Spokane). In Spokane we have added faculty to accommodate an expansion of the field-based principal's certification program. There are now two cohorts in this program – one in the Spokane area and one in Wenatchee.

Counseling. We hired a new assistant professor for the Pullman campus. Another new assistant professor was hired on the Pullman campus to teach in the Counseling Psychology program.

Higher Education. The master's and doctoral degree programs in Higher Education were broadened to include a specialty in Higher Education/Student Affairs. The College offers the only doctoral program in this field in the Pacific Northwest.

Other new hires. An assistant professor in Educational Leadership; a tenured associate professor in Educational Leadership; a tenured professor and department chair; an assistant professor in higher education and student personnel; an assistant professor in higher education.

Counseling Psychology. The editorial office of the *International Journal of Clinical and Experimental Hypnosis* is housed in the Counseling Psychology area. This is a very prestigious journal, in the top 10-13 most cited journals in psychology and psychiatry.

Organization of Graduate programs. The department has graduate programs in Counseling Psychology/Educational Psychology, Educational Leadership and Higher Education.

Standard Two

Educational Program and Its Effectiveness

COLLEGE OF ENGINEERING AND ARCHITECTURE

The major changes that have occurred in the college in the five years since the last full, regional accreditation report include:

Four new programs were started:

- ▶ B.A. in Computer Science. This program is similar to the B.S. in Computer Science except that it requires fewer physical sciences pre-requisites and requires a minor in another subject. It is available on the Vancouver and Tri-Cities campuses as well as Pullman.
- ▶ B.S. in Computer Engineering. This program used to exist as 'computer engineering track' under Electrical Engineering and was elevated to a separate degree in keeping with the national trend.
- ▶ B.S. in Bioengineering. This program is housed in this college but is also sponsored by the College of Veterinary Medicine and the College of Human and Natural Resource Sciences. It is one of the new collaborative areas of emphasis supported by the Strategic Plan.
- ▶ Master of Architecture. This is the new professional degree in Architecture, replacing the previous Bachelor of Architecture.

Four programs were phased out due to low enrollment or changes in the field:

- ▶ B.S. in Electrical Engineering at Tri-Cities campus.
- ▶ B.S. in Computer Engineering at Spokane (this program was a joint venture with Gonzaga University and the University of Idaho).
- ▶ Bachelor of Architecture.
- ▶ B.S. in Biological Systems Engineering (with the College of Agricultural, Human and Natural Resource Sciences).

Major changes were made in the B.S. in Construction Management curriculum, reducing the length of study from five years to four years.

A new program, which will split M.S. in Computer Engineering off from the M.S. Electrical Engineering has been proposed and is nearing final approval.

A new School of Chemical and Bioengineering has been proposed that will combine the existing Department of Chemical Engineering with the new program in Bioengineering.

A new School of Engineering and Computer Science has been proposed on the Vancouver campus to consolidate all the engineering and computer science programs on that campus under one organization that will be separate from the programs in Pullman. The faculty in this School will be its own tenure unit and the programs will be separately accredited.

The Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering & Technology (ABET) accredited all of our engineering programs in 2002 for a six year term. These engineering programs are:

- ▶ B.S. in Biological Systems Engineering
- ▶ B.S. in Chemical Engineering
- ▶ B.S. in Civil Engineering
- ▶ B.S. in Computer Engineering
- ▶ B.S. in Electrical Engineering
- ▶ B.S. in Manufacturing Engineering
- ▶ B.S. in Materials Science and Engineering
- ▶ B.S. in Mechanical Engineering

The Computer Science Accreditation Commission (CSAC) of the Accreditation Board for Engineering & Technology (ABET) accredited both the B.A. and B.S. degrees in Computer Science in 2002 for a six year term.

The National Architectural Accrediting Board accredited our Architecture program in 2002 for a six year period.

The American Council on Construction Education accredited our B.S. in Construction Management in 2003 for a six year period.

Each of the individual departments and programs are described in the following sections.

School of Architecture and Construction Management

Over the past several years there have been significant changes to our two programs both in terms of curriculum and degree offerings as well as accreditation and development.

Construction Management: The CM program has realized exceptional success over the past three years. We initiated a curriculum review three years ago that involved the faculty, advisory board and external constituents from the profession. The result of this process was changing the five year curriculum to a four year program. We have restructured the admission process to certify CM students at the second year and we have initiated CM courses in the first two years so that students begin to get an understanding of the profession early in their education. We have also restructured the course sequence so that the content of courses flows consistently between years.

One of the most significant accomplishments of the program is in development and industry support. Last year we engaged in a campaign to solicit contributions from firms and individuals for three year pledges paid annually to support a non-tenure track faculty position. In less than six months we raised over \$250,000 in pledges to support the position.

Architecture: The architecture program has also seen transformative progress over the last several years. The most significant issue has been the replacement of the Bachelor of Architecture with the Master of Architecture as the professional degree. This change was discussed in many forums with our advisory board and professionals from the northwest in order to get input and ideas regarding the curriculum of the new degree.

The M. Arch. program has a revised curriculum, and students are required to complete 40 credit hours of graduate course work including a required summer internship program.

Over the past several years we have had faculty receive national awards, publish books, serve as editors of professional publications and present

their work at both national and international venues.

One of the most unique aspects of our School is the fact that architecture and construction management are housed within the same unit. The two professions are migrating towards each other in terms of clients and the construction of projects. Architects and construction firms are working together and clients are demanding this integrated delivery system. The same is true with design build where architects team with construction firms to offer clients a total package of services and cost controls.

Our School is poised to take advantage of this trend with our design build program in Spokane, as well as the development of minors in Arch and CM that will be developed this year. At another level we are expanding our presence to the profession by offering short courses and seminars to the profession.

Architecture is a generalists profession where you need to know about many things. At the same time our School can be said to have the following areas of focus for architecture.

- ▶ Architecture and Theory: The relationship of architecture to culture, philosophy, behavior and how architecture is a reflector of ideologies, beliefs and values.
- ▶ Architecture and Context: The relationship of architecture and its physical context.
- ▶ Architecture and Construction: The methods of construction and technology of architecture to materials and construction and their artistic representation.

We have hired six new faculty over the last several years.

Department of Chemical and Bioengineering

Changes Since 1999. B.S. Bioengineering is a new program since 1999.

We also have a new unit operations laboratory for Chemical Engineering (ChE) and the first teaching laboratory for Biological Engineering (BE). The Bioengineering curriculum and program was approved in May, 2003; and a new Chemical Engineering curriculum, with increased emphasis on biologically related topics, was implemented October, 2003.

The establishment of the BE program initiates a program directly aligned with the WSU strategic Plan. Curricular changes in ChE also align it with the WSU Strategic Plan, as well as with trends at the national level.

Department of Civil and Environmental Engineering

Changes since 1999. The Department of Civil and Environmental Engineering has hired five new faculty members since 1999. New areas of research and service activity or excellence include: Center for Multiphase Environmental Research (CMER) and the IGERT program for environmental engineering; Washington Center for Asphalt Technology (WCAT), SuperPave workshops for practicing transportation engineers.

Enrollment. Program enrollments are relatively stable. Our program awards approximately 75 baccalaureate degrees each year.

Mission. The mission of the undergraduate program of the Department of Civil and Environmental Engineering (CEE) at Washington State University is to provide a comprehensive education that prepares our students to be successful in engineering practice and advanced studies.

School of Electrical Engineering and Computer Science

Changes since 1999. A Bachelor of Arts in Computer Science has been added at both Pullman and Vancouver; no programs have been terminated. Fifteen new faculty members have been hired at the Pullman campus, three at Vancouver, and one in Spokane. Faculty members achieved a number of awards and recognition, including, National Academy of Engineering, 2003; IEEE Centennial Medal, 2000; Fellow of the Acoustical Society of America, 2001; Best Paper Award, IEEE Computer Society, 2001.

WSU Strategic Plan. Electrical engineering, computer science, and computer engineering all align well with the University's strategic plan and commitment to technology. Within both electrical engineering and computer science, several faculty members have or are developing research activities in bioinformatics and the computational biosciences.

Professional Accreditation. All of the undergraduate degree programs are accredited by the Accreditation Board for Engineering and Technology (ABET), most recently in 2002, for a five year period:

- ▶ B.S. Electrical Engineering
- ▶ B.S. Computer Engineering
- ▶ B.S. Computer Science
- ▶ B.A. Computer Science

In addition, the School offers the following degree programs:

- ▶ M.S. Computer Science
- ▶ M.S. Electrical Engineering
- ▶ Ph.D. Electrical Engineering

Department of Mechanical and Manufacturing Engineering

Changes since 1999. Six new faculty members have been hired since 1999.

New areas of research and service activity or excellence include, Center for Integrated BioTechnology; MEM.S. research; Virtual Reality Laboratory; Official ASA testing laboratory; X-ray Computed Tomography Laboratory for solids.

New or remodeled facilities

- ▶ Clean Room for MEM.S. research - remodeling underway in ETRL 002.
- ▶ Virtual Reality “Office of the Future” in ETRL 249.
- ▶ Bat Lab - Official ASA testing laboratory in ETRL 110.
- ▶ WAX-CT lab in ETRL 016.
- ▶ Engineering and life sciences building at WSU Vancouver (opened in Jan. 2001) with many new laboratories including a clean room
- ▶ New Bioengineering Center

Professional Accreditation. All of our undergraduate degree programs have professional accreditation through ABET: Mechanical Engineering (M.E.), Material Science (M.S.E.), and Manufacturing Engineering (M.fg.E.)

Standard Two

Educational Program and Its Effectiveness

COLLEGE OF LIBERAL ARTS

The College of Liberal Arts continues to be the largest college in the university, with the largest number of majors and largest participation in General Education. The College currently has 14 departments (an increase of one, Women's Studies Program having become a department), five special curricula or interdisciplinary programs (American Studies, Asia Program, Criminal Justice, General Studies, and Theater), and three research units (Anthropology Museum, Thomas S. Foley Institute for Public Administration and Public Service, and the Division of Governmental Studies and Services). The College teaches more students and has more majors than at the time of the 1999 Accreditation review, with fewer faculty and staff.

Curriculum: The College of Liberal Arts continuously revises degree curricula based on ongoing assessment of student performance, field development, and alumni feedback. The College works with departments to assure that new program proposals include a needs assessment, identify learning outcomes for the program, and propose appropriate assessment methodology. During 1999-2003 CLA has proposed or implemented three new doctoral programs (two Ph.D. and one Aud.D.), five M.A. degree programs or program options, two new B.A. programs (Digital Technology and Culture, Psychology), two new B.A. Distance Degree programs (Criminal Justice and General Humanities), 19 new options and concentrations within existing B.A. degrees, six new Minors, and three undergraduate certificates. In addition, revision and reconfiguration of CLA curricular programs include:

- ▶ Distance Degree Program implementation revision plan;
- ▶ General Studies program reconfiguration, brochure and website development;
- ▶ Teacher preparation programs – massive revision effort in response to the state reconfiguration of teaching endorsement menu and new requirements in student learning outcomes; required development of learning outcomes matrixes for each secondary school teaching endorsement and ongoing course revision to accommodate new state requirements; at the same time CLA lost faculty in three endorsement areas.
- ▶ Participation in several grant-funded Teaching and Learning initiatives (CO-TEACH, PT3, Critical Thinking, Visible Knowledge);

- ▶ Degree program requirements revision (Asian Studies, Comparative Ethnic Studies, Communication, English, History, Music);
- ▶ Pre-law program options expansion and revision, brochure development;
- ▶ On-line course development (American Studies, Communication, English, History, Foreign Languages and Cultures).
- ▶ Foreign Languages – instruction in Asian languages expanded, new European languages added.

The College of Liberal Arts and individual departments have been revising their advising procedures to respond to assessment data collected for various majors. They have taken a number of new steps in addition to established assessment procedures. These activities support the WSU Strategic Plan Goal “To provide the best undergraduate experience at a research university”:

- ▶ Academic Coordinator position created in 1999;
- ▶ Advising Center planning included in the College Strategic Plan;
- ▶ Advising and Advisor Training – held several CLA advisor training workshops, encouraged participation of College advisors in Alive advising and training, subscription to the advisor list-serve;
- ▶ General Studies advising – new staff hired in 2002;
- ▶ American Diversity “D” General Education requirement - developed a significant number of these GER courses, including Distance versions;
- ▶ Tier III General Education requirement – developed new courses, including Distance versions;
- ▶ Internationalization – all CLA departments have study-abroad course numbers, for lower and upper division. Degree programs in Foreign Languages and Asian Studies encourage or require study abroad;
- ▶ Internships – opportunities expanded in Anthropology, Communication, Criminal Justice, Political Science, Psychology, Public History, Sociology;
- ▶ Collaboration with other colleges – active collaboration with the College of Education on the part of the five degree programs involved in secondary teaching endorsement preparation; Women’s Studies collaboration with Colleges of Sciences and Engineering; Asia Program and Foreign Languages collaborating with International Business.
- ▶ Teniwe residential academic program, assessed by Student Services – expanded participation;
- ▶ Developed and implemented criteria and procedure guidelines for promotion of long-term adjunct faculty to the rank of Senior Instructor and for promotion of clinical faculty to Associate and Full ranks;
- ▶ Sought and obtained external funding for College scholarships, to benefit (1) academic high achievers, (2) underrepresented groups, and (3) teacher preparation majors.

Graduate Education and Research: The College of Liberal Arts has proposed or implemented the following new steps that support of the WSU Strategic Plan Goal “Nurture a world-class environment for research, scholarship, graduate education, the arts, and engagement”:

- ▶ Introduced a grant-writing support program;
- ▶ Obtained federal funding for the planning of the Plateau Studies Center;
- ▶ Discussed institutional collaboration on a Northwest Regional Native American Project with universities in four northwestern states;
- ▶ Sought and obtained internal and external funding for graduate scholarships, to benefit academic high achievers and underrepresented groups;
- ▶ Collaborated with neighboring states’ institutions in developing graduate programs (M.A. in History at Vancouver with Portland State University, M.A. in Philosophy at Pullman with University of Idaho);
- ▶ Expanded undergraduate research opportunities (Anthropology, Psychology);
- ▶ Increased number of graduate courses taught entirely on-line (American Studies, Communication, English, Foreign Languages and Cultures).

Emerging trends:

- ▶ Interdepartmental collaboration and coordination (resulting in interdisciplinary majors such as Digital Technology and Culture and minors such as Film Studies, Global Studies, etc.);
- ▶ Portfolio use for Learning Outcomes assessment (Philosophy, Foreign Languages, English, Communication);
- ▶ Assessment instrument development;
- ▶ Departmental advising restructuring (History, Political Science, Sociology).
- ▶ Increase in the number of majors (especially in Communication, Women's Studies, Philosophy);
- ▶ Interdisciplinary Tier III course development for General Education;
- ▶ Theater - emergence of Theater Improvisation groups;
- ▶ Collaboration with College of Business and Economics to accommodate Foreign Language requirement in International Business major;
- ▶ Collaboration with College of Business and Economics to accommodate changing program requirements for Business majors and non-majors.

Assessment: The College has made ongoing assessment an integral part of its teaching, research, and administration. The College has a Strategic Plan that is coordinated with the University Strategic Plan and is reviewed, updated, and revised on an ongoing basis. Assessment takes place at the class, major, department, and college levels. Distance Degree course development, revision and rotation is determined on the basis of assessment data. The methods and instruments employed include the following:

- ▶ Assessment data are collected through learning outcomes assessment (by departments), student teaching evaluations (administered each semester for each course), faculty performance review (by senior colleagues, chair, and dean), and alumni surveys.

- ▶ The College has a permanent representative (Associate Dean) on the University Assessment Advisory Board.
- ▶ CLA orientation for new faculty (held in early Fall beginning AY 2002), new chairs orientation, and Tenure and Promotion faculty workshops include assessment information.
- ▶ Information regarding assessment needs and methodology is shared with department chairs and program directors at the bi-weekly meetings of chairs of college departments, meetings of the CLA Leadership Team which take place twice a semester, and electronically through the weekly CLA Announcements and the college list-serves.
- ▶ College-level surveys. In 1999, the College of Liberal Arts took part in a sample alumni survey administered by the University. In Spring 2004, the College will participate in the student engagement survey (NSSE) across all departments and all majors.

External assessment of the following CLA programs is conducted periodically by professional accreditation bodies:

- ▶ Teacher Preparation programs (secondary school endorsements) – National Council for Accreditation of Teacher Education (NCATE 2002 review);
- ▶ Music - National Association of Schools of Music (NASM, 2002 review);
- ▶ Speech and Hearing Sciences M.A. program (American Speech and Hearing Association).

New College of Liberal Arts Programs Since 1999

Women's Studies Program became *Department of Women's Studies*.

Foreign Languages and Literatures renamed *Foreign Languages and Cultures*.

Comparative American Cultures renamed *Comparative Ethnic Studies*.

New **Undergraduate degrees** (in alphabetical order)

Communication:

- ▶ Media and the Law – new B.A. degree option.
- ▶ Applied Intercultural Communication – new B.A. degree option.
- ▶ Organizational Communication – new B.A. degree option.

Comparative Ethnic Studies (formerly CAC) – 5 new B.A. degree options:

- ▶ Ethnic Studies
- ▶ Multiethnic Studies
- ▶ Multicultural Literature and Pedagogy
- ▶ Pre-law
- ▶ Cultural Studies

Criminal Justice:

- ▶ DDP B.A. degree program.

Digital Technology and Culture:

- ▶ New B.A. degree program at WSU Pullman, Vancouver, and TC.

English:

- ▶ Creative Writing - new B.A. degree option.

Fine Arts:

- ▶ Electronic Imaging - new B.A. degree option.

General Studies:

- ▶ International Area Studies – new B.A. degree option.
- ▶ DDP General Studies – Humanities option in B.A. degree.

Music: Three new B.M. degree options and one new emphasis in Performance major:

- ▶ Bachelor of Music, with Elective Studies in Business (option).
- ▶ Bachelor of Music, with Elective Studies in Electrical Engineering and Computer Science (option).
- ▶ Bachelor of Music, with Elective Studies in Theatre (option).
- ▶ Bachelor of Music, Performance major: Flute, Saxophone, Percussion, and Trumpet Performance (Emphasis in Jazz Studies).

Political Science:

- ▶ Global Politics – new option in B.A. degree.

Psychology:

- ▶ New B.A. degree program (added to the existing B.S. program).

Urban Campuses:

- ▶ B.A. in Anthropology extended to Vancouver.
- ▶ B.A. in English, History, and Psychology extended to the Tri-Cities.

New Minors:

- ▶ Art History (Fine Arts)
- ▶ Disability Studies (SHS)
- ▶ Ethics (Philosophy)
- ▶ Film Studies (General Studies, administered by Foreign Languages and Cultures)
- ▶ Global Studies (General Studies)
- ▶ Women's Studies minor extended to Vancouver.

Certificates:

- ▶ American Indian Studies (General Studies)
- ▶ Professional Writing (English)
- ▶ Abnormal Child Psychology (Psychology)

New Graduate Degrees

Ph.D.:

- ▶ *Communication*: new Ph.D. degree program.
- ▶ *Criminal Justice*: new Ph.D. program (proposed).

Aud. D.

- ▶ *Speech and Hearing Sciences* – New doctorate in Audiology (proposed).

Master's:

- ▶ *American Studies*: new multimedia/multicultural M.A. degree option.
- ▶ *Anthropology*: new International M.A. degree program.
- ▶ *History*: M.A. degree program extended to Vancouver (joint w PSU).
- ▶ *Music*: new Jazz option in M.A. degree program.
- ▶ *Philosophy*: new M.A. degree (approved for Fall 2004 implementation, joint with UI).

WICHE status gained:

- ▶ *English*: Ph.D. degree program – option in Rhetoric and Composition.
- ▶ *Anthropology*: Ph.D. degree program – option in Archaeology.

Program in American Studies

American Studies uses interdisciplinary approaches to explore the many ways in which scholars analyze the historical development and current nature of American culture and society to compare and synthesize insights drawn from such fields as American history, American literature, ethnic and women's studies, political science, sociology, communications and anthropology, as well as training in the interdisciplinary field of American studies itself. The general objective of the program is to provide students with a more in-depth portrait of American culture than they may get from isolated disciplines, and in so doing foster a more complex, self-reflexive and critical sense of our multicultural past, present and likely future.

Department of Anthropology

Anthropology is the study of human diversity in the broadest sense. We ask and attempt to address the most basic questions about the nature of culture, the origins of humans, and human variability. Anthropologists study the interactions between our biological heritage and our learned cultural heritages. In addition, anthropologists investigate the unwritten human past that accounts for over 99% of all human existence.

Many of our students go on to make careers in one of the sub-disciplines of anthropology (bioanthropology, archaeology, cultural anthropology, or linguistics). However, many of our students who did not later pursue careers in anthropology tell us that their experiences here greatly enriched their perspectives on life and learning in other fields.

The Department of Anthropology offers a B.A. in Anthropology at the Pullman campus and a B.A. in Anthropology at the Vancouver campus. In addition, a M.A. and Ph.D. are offered at the Pullman campus. These graduate degrees are partitioned into three programs, socio-cultural anthropology, evolutionary anthropology, and archaeology.

New Programs/Requirements. In 2002 the Department of Anthropology added a third track to its graduate program. Previously we offered an M.A. and Ph.D. in Anthropology with specialties (tracks) in either archaeology or socio-cultural anthropology. We now offer a track in evolutionary anthropology. This track cross-cuts the fields of biological anthropology, archaeology, and socio-cultural anthropology.

A new department-wide core course program for incoming graduate students will go into effect in Fall 2004, consisting of three graduate level theory courses taken from each of the tracks in our graduate program. Each of the three courses is graded by a team of two faculty members to give a minimum of six different faculty exposure to classroom performance of our new graduate student population.

New Faculty: Five new hires in Archaeology, one in Evolutionary Anthropology and one in Cultural Anthropology.

Asia Program

The Asia Program has been striving to develop an interdisciplinary curriculum that embraces both breadth and depth through which Asian Studies majors will be able to understand the complexity and diversity of Asian cultures and societies. Changes in faculty and course offerings in the past five years have necessitated adjustments to the program's curriculum. Upon careful review of the entire curriculum, the Asia Program faculty decided in Fall 2003 to create more flexible, trackless requirements. The new proposed degree program will allow students to choose the extent of depth and breadth as they wish, so long as they fulfill the requirements for language (16 credit hours of an Asian language), geographic distribution, and disciplinary distribution. It will allow students to either develop a focus on a particular area of study or to pursue a broad cross-regional and interdisciplinary program of study. The new curriculum also emphasizes the importance of study abroad; it will allow students to use study abroad to satisfy part of the language requirements. In the last two years, the Asia Program has been able to attract more than ten majors.

Department of Comparative Ethnic Studies

In May 2002, the tenure-track faculty of the (then) Department of Comparative American Cultures voted to change the department name to “Comparative Ethnic Studies” to help fulfill the department and WSU’s mission of educating students to live and work in a multicultural world. The new name will assist students in applying to Ethnic Studies graduate programs or careers and help the department gain national and international visibility by becoming affiliated with the National Association for Ethnic Studies (NAES). Despite the name change, the teaching, research, community service and other duties carried out in the department will continue to be interdisciplinary, comparative, and global.

Faculty Turnover since 1999. The Department has a new chair, who is one of four continuing faculty. Nine faculty were lost and five new faculty hired (one at a senior rank).

Changes in Curriculum for Majors and Minors. A proposed curricular reform for the Department of Comparative Ethnic Studies is currently under review in the university system. This reform represents a reduction in the number of major options offered our students, while maintaining the core interests and identity of CES. The proposed changes reflect: a reduction in our budget, including a reduction in the number of tenure-track faculty; increased efficiency and clarity for student advising; increased flexibility of course selections for students and of course offerings for faculty; the direction of the field of ethnic studies and our department’s name change.

In 2000, CES (then CAC) added four major options for students to those previously in place, resulting in a total of six options, with only seven tenure-track faculty. The proposed reform offers only one major option, with courses to be selected from two groupings, or clusters, of courses. The two different clusters of courses represent the foundations and future directions of ethnic studies. The sequences in Cluster I focus on the four ethnic/racial groups that have historically been part of ethnic studies courses in the United States – African Americans,

Latinas/os, Asian Americans/Pacific Islanders, and American Indians. The selections in Cluster II represent topic areas across ethnic/racial, sexual orientation, gender, religious, socio-economic status, and national groups.

The four core courses, required of all majors, provide students with the critical foundations of ethnic studies.

Edward R. Murrow School of Communication

New Programs. A Ph.D. Program in Communication with a major emphasis on intercultural communication was added in 2002.

New Facilities. A building addition was completed (occupancy in January 2004) which includes teaching computer labs, research labs, a digital television news studio and a small auditorium/classroom. This new facility will improve the School’s capability to educate students in the new communication and computer technologies. Faculty capabilities for innovative research that can better serve the School’s professional and academic constituents also will be significantly improved.

Raised standards. Because of increased demand and considering relatively stagnant resources, the School has raised certification standards for the communication major to maintain enrollments at about 650 majors. Approximately 60 % of first time applicants (beginning juniors) are accepted out of a pool of approximately 750 pre-majors each year. The average grade point average of students accepted into the major is 3.0. Majors are admitted according to a GPA ranking system. Applicants who do not get accepted on the basis of GPA may appeal on the basis of professional and life experiences and other abilities.

Diversity efforts. The school has increased efforts to diversify the faculty and student population. The School conducts a summer workshop for Native American high school students. Faculty have visited high schools which are predominantly minority to recruit students. The School has one of the most diverse faculties (about 33% minorities) and student bodies (about 15 percent minorities) in the university.

Special Achievements. Some of the School's graduate research programs have been cited in the top 11% nationally. The School's broadcasting program (television news) maintains its ranking as the fourth best in the nation.

Terminated the photography program because it was expensive and outdated (still using chemicals.)

Department of English

Curricular changes. Undergraduate Program in English.

- ▶ In spring 2001 changes were made in the English Teaching Option;
- ▶ In spring 2002 the Creative Writing Option was implemented.

New Degree hosted. The Department now hosts and administers a collaborative B.A. degree program in Digital Technology and Culture; the program, previously constituted as a General Studies option in Electronic Media and Culture (2000-2003), originated at WSUV, is now growing at Pullman, and will be implemented at WSUTC effective Fall 2004.

Program Demand. After a decline in the number of majors, beginning in the academic year 2002-2003, the department has seen a modest growth in enrollments on the Pullman campus. As of October 2002, there were 200 active, on-campus first majors and an additional 19 second major or second degree candidates, as well as approximately 9 Electronic Media and Culture General Studies majors.

The B.A. in English offers six options in the major:

- ▶ The General option [I].
- ▶ The Graduate Study Preparation option [II].
- ▶ The English/Teaching option [III].
- ▶ The English/Prelaw option [IV].
- ▶ The English/Business option [V].
- ▶ The Creative Writing option [VI].

Graduate Programs. The English Department at Washington State University offers graduate programs leading to the degrees of Master of Arts and Doctor of Philosophy. Students in both the M.A. and Ph.D. programs may elect to concentrate

either on literary study (British, American, and post-colonial Anglophone literatures) or on rhetoric and composition. The English Department has also, in the recent past, offered the degree of Master of Arts in English Teaching, and it is currently planning a reconfiguration of this degree in an exclusively online format. Finally, the Department participates in WSU's interdisciplinary American Studies program, which offers opportunities for M.A. and Ph.D. students to take specialized seminars in American Studies.

Department of Fine Arts

Degrees offered. Bachelor of Arts in Fine Arts (B.A.F.A.); Bachelor of Fine Arts (B.F.A.); Masters of Fine Arts (M.F.A.)

Learning Outcomes: B.A.F.A.

By the end of the B.A.F.A. program of study, a student should:

- ▶ have a broad understanding of the visual arts within a liberal arts degree with a clear understanding of the terms: subject matter, form and content;
- ▶ have an understanding of basic studio production;
- ▶ be able to articulate in visual form a range of approaches, from a representational point of view to ideas that are more conceptual in focus;
- ▶ have a broad understanding of art history from a culturally diverse global perspective that includes contemporary trends and theory;
- ▶ have the ability to make critical judgments about contemporary art and culture;
- ▶ have an acceptable command of verbal and written expression in addition to visual expression.

Learning Outcomes: B.F.A.

By the end of the B.F.A. program of study, a student should:

- ▶ have a working knowledge of the processes and media that produce works of visual art, including a clear understanding of the terms:

subject matter, form and content;

- ▶ have specialized technical, conceptual and imaginative expertise in a given field;
- ▶ be able to articulate in visual form a range of approaches, from a representational point of view to ideas that are more conceptual in focus;
- ▶ have a broad understanding of art history from a culturally diverse global perspective that includes contemporary trends and theory;
- ▶ have the ability to make critical judgments about contemporary art and culture;
- ▶ have an acceptable command of verbal and written expression in addition to visual expression.

Learning Outcomes: M.F.A.

By the end of the M.F.A. program of study, a student should have all of the B.F.A. outcomes listed for the B.F.A. program, but with

- ▶ a greater sophistication and refinement in technique, especially in the major field of concentration;
- ▶ a more thorough grounding in art history, theory, and criticism;
- ▶ preparation adequate to move into a professional career as artist, teacher, etc.

Department of Foreign Languages and Cultures

The Department of Foreign Languages and Cultures resides in the newly remodeled Thompson Hall. In the spirit of the many changes we have made in the last few years, our Department has changed its name, from “Department of Foreign Languages and *Literatures*” to “Department of Foreign Languages and *Cultures*”. We shall continue to address literary concerns, but we are also very interested in cultural developments in general and film studies in particular.

New or remodeled facilities. The remodeling of Thompson Hall, completed in December 1999, provided the much-needed new computing and multi-media teaching equipment that offer significant improvements in the teaching facility infrastructure.

New faculty. The department has increased the number of foreign languages it offers, replaced a professor in German and strengthened its offering in Spanish, the only language in which we offer a Master’s Degree. New hires include tenure-track assistant professors of Chinese, German, Spanish (two); and instructors in the Classics (Latin), French, Japanese, Italian, and Spanish (one full time and one .25).

Major curricular revisions. From the year 2001 to the present date, 253 major and minor curricular changes have been devised, submitted, and the vast majority approved. Our new curriculum is the same for all languages. Those that do not offer baccalaureates have identical courses for the first two years of learning.

Several considerations prompted us to make these changes, and one of them related directly to program assessment. What we were hearing from our students was that the literature courses we were offering were the least valuable to them, because their own interest, as well as the interest of prospective employers, was in creating a foreign language specialist who was as strong as possible in the language skills, in addition to having the best understanding possible of cultural matters.

Our revisions brought about the following results:

- ▶ A commitment to preserve a very strong core of skill language courses.
- ▶ The elimination of some of the requirements in traditional literature courses.
- ▶ The strengthening of our cultural offerings and the creation of new foreign language film courses.

Administrative Systems/Staff Review and Reorganization Project.

During the last five years, many duties and responsibilities that were in the past assigned to personnel in the offices of Purchasing, Travel, Controller, Payroll, Employment, and Registrar have been handed down to the staff in departments. In addition, the staff at WSU has been expected to learn and apply new technology

and software, new skills demanded by the nature of the work itself, and new systems that have been developed and implemented by WSU's Central Administration Offices. We have decided to evaluate, plan, and take action now to correct current discrepancies and prepare to handle the future more effectively. To this end, we will be spending the 2003-2004 academic year conducting an audit, review, and assessment of departmental administrative systems and staffing.

Other achievements. Department faculty include the Executive Director of the Rocky Mountain Modern Language Association; the Secretariat and the Editorial and Executive Staff of the RMMLA also reside at WSU, and we are responsible for the publication of the Association's journal, *The Rocky Mountain Review of Language and Literature*.

In Spring 2003, we held our first symposium for high school teachers on Foreign Languages and Bilingual Education, co-sponsored by the College of Education, the College of Liberal Arts, and the Office of the Superintendent of Public Instruction of the State of Washington.

Master's Degree in Spanish: The M.A. program underwent a thorough curriculum reorganization, with the creation of several new courses, particularly in the area of Foreign Language Pedagogy. We added a thesis option, a second-foreign language option, and increased the credit requirements. We are proud of our record with our M.A. program. We have been particularly successful in:

- ▶ Attracting students from all over the United States, and several foreign countries.
- ▶ Supplementing our assigned number of Teaching Assistant positions (8) through other sources (Graduate School, McNair Scholars Program, Honors College) to increase the number to an average of 12.
- ▶ Organizing and funding through scholarships a graduate exchange program with the prestigious Universidad de las Américas, in Puebla, Mexico.

- ▶ Providing partial scholarship support for our students to attend academic conferences and become familiarized with this aspect of our scholarly endeavors.
- ▶ Providing partial scholarship support for students' applications to Ph.D. programs. Related to this, we have been successful in placing students in competitive doctoral programs such as UC at Berkeley, U of Massachusetts at Amherst, Arizona State University, Johns Hopkins, Yale, and Stanford.
- ▶ Helping those that choose not to pursue a doctoral degree obtain a satisfying job in such diverse areas as K-14 education, social services, business, and scholarly presses.

General Studies (Liberal Arts programs)

The Liberal Arts General Studies Program is housed in the College of Liberal Arts and offers programs in Pullman, Tri-Cities, Vancouver, and the Distance Degree Programs (DDP). There are three degrees/majors and one certificate offered and only two courses listed – GENST 400 and LIB A 497. Students assemble curricula for their degrees (through engagement with advisors some of whom are faculty and some of whom are professional advisors) by combining courses offered in departments across the College of Liberal Arts and, in some cases, outside the College.

This description represents work on the Pullman program since January 2003, and coordination of the Pullman program with the General Studies programs at Tri-Cities, Vancouver, and DDP. This coordinated work advances program assessment for General Studies well beyond the 1999 Self Study.

Degrees, Options, and Certificate:

- ▶ Bachelor of Arts in Humanities:
Options in General Humanities, Religious Studies, Linguistics, International Area Studies, Classical Studies;
- ▶ Bachelor of Arts in Social Sciences:
option in General Social Sciences;
- ▶ Bachelor of Liberal Arts;
- ▶ Certificate in American Indian Studies.

Programs Added/Deleted: The B.A. in Humanities was added to Distance Degree Programs (DDP); Certificate in American Indian Studies added in Pullman; Electronic Media and Culture (formerly an option B.A. in Humanities) granted separate degree status effective fall 2003 and transferred to the English Department as the B.A. in Digital Technology and Culture (offered in Pullman, Tri-Cities, and Vancouver).

New Faculty/Staff: Director of Liberal Arts General Studies, located at Pullman and coordinating all sites; full-time Program Coordinator and 0.5 time advisor at Pullman, Liberal Arts campus Directors at Vancouver (new hire) and Tri-Cities.

New Areas of Activity: Significant syllabus change for GENST 400 (available on request). Central to the syllabus changes are 1) a clarification of the writing assignments for this 1-credit senior-level course, and 2) statement of specific learning goals for the course.

Relocation and Remodeled Facilities: Pullman Liberal Arts General Studies now housed in Smith Gym until January 2005.

Greater External Recognition: Beginning in 2003, the program initiated a shift to describing the program as a “degree of choice – the student’s choice.” The program’s new web site and brochure highlight the role of student engagement in the program.

Major Curricular Revisions: In addition to the syllabus changes in GENST 400, the program is exploring use of LIB A 497 as an avenue for service learning and internship experiences.

Alignment with WSU Strategic Priorities: Curricular revisions listed above relate directly to university Strategic Goals under the goal of “best undergraduate experience in a research university” and to development of “trust and respect” for diverse approaches to education and community effort.

Demand for Program: Between fall 2002 and fall 2003, total enrollment in General Studies degrees increased from 1125 to 1305 (actual enrollment fall 2003); the largest increase was in the Distance Degree Programs.

Department of History

Undergraduate Degree Program

Undergraduate Advising: Since the 1999 Accreditation Review the department modified the practice of undergraduate advising. Our new system is based on two assumptions: 1) that students want knowledgeable advisors and 2) that faculty who do not want to advise, but are forced to do it, will not do a particularly good job. Therefore, faculty who want to advise are encouraged to do so. Faculty who do not want to advise must perform some other service to the department in consultation with the chair. The core of faculty advisers (all tenured or tenure-track) are supplemented by advisors drawn from our non-tenure-track faculty. These advisers are paid a small stipend for this work by the department.

In addition, the department has created a director of undergraduate education. This person serves as a mentor to the department’s advisers and schedules periodic meetings of advisers to disseminate information and deal with problems that have appeared.

Graduate Degree Program

Intended program outcomes: The Department of History’s Graduate Degree Programs are designed to produce several outcomes. We expect students who complete the requirements for an advanced degree in History: 1) to express sophisticated and abstract concepts clearly in writing; 2) to be familiar with the nature of historical argument and methodologies; 3) to frame research topics and do research at an appropriate graduate student level; 4) to have a mastery of the broad outlines of historical developments, themes, issues, and patterns within their area(s) of study; 5) to develop critical thinking and writing skills that will allow and encourage them to become successful teachers, researchers and authors.

School of Music and Theatre Arts

Although the School of Music and Theatre Arts continues to function under one name, the Music and Theater programs have officially functioned as two separate units since the fall of 2001.

Discussions on the future administration of the music and theater units is ongoing. The College of Liberal Arts Plan for 2004-05 includes the following goal: "Develop Integrated Plan for Fine and Performing Arts; Re-direct the Theatre Program as interdisciplinary unit in effort to recruit and maintain top-quality students."

Music Program

New Faculty: Strategic plan goals for the Music Program included the instruction of students on all musical instruments by full time music faculty. New full time faculty have been hired in oboe, bassoon, voice, piano and cello. Stronger recruitment has resulted in more students in the major and higher quality students in performance ensembles.

New Areas of Research/Service Activity/Excellence:

- ▶ Research, preparation, performance and production of musical compositions with digital recording technology has become greatly enhanced for faculty and students through the addition of a \$1.5 million digital recording studio.
- ▶ New areas of excellence include the Festival of Contemporary Art Music (formerly the New Music Festival), celebrating its 15th Anniversary in spring 2004 with greater visibility, educational activities and outreach. A team from the School of Music and College of Liberal Arts has brought national/international recognition and visibility to this event. Communication with the Seattle Symphony Orchestra has resulted in a performance for music's Madrigal Singers at Benaroya Hall in March 2004.

New or remodeled facilities:

Kimbrough Hall addition completed in late 2000 with the following features:

- ▶ New listening library with state of the art technology in audio and video, interactive and on-line learning media;
- ▶ New piano lab with 17 Yamaha Clavinova keyboards with midi compatible computers and software;
- ▶ 110 seat lecture-recital hall with advanced instructional technology;
- ▶ Large rehearsal room with two grand pianos;
- ▶ Digital recording studio with state of the art technology, world's finest 9 foot piano (Fazioli), and electronic lab;
- ▶ 15 new studios for faculty and graduate teaching assistants.

Greater external recognition: Faculty and students in the Music Program continue to attract greater external recognition at regional, national and international levels, including the 2003 *Jazziz* magazine ranking of WSU among the best jazz programs in the country along with Julliard (New York City) and New England Conservatory (Boston).

Major curricular revisions: The most recent revisions in curriculum are directly related to the Music Program's 10 year accreditation visit by the National Association of Schools of Music (NASM) in 2002:

- ▶ New option (2002) – Bachelor of Music in Performance with Emphasis In Jazz Studies (options: flute, saxophone, trumpet, percussion);
- ▶ New option (2002) – Bachelor of Music with Elective Studies In Electrical Engineering/Computer Science;
- ▶ New option (2000) – Bachelor of Music with Elective Studies In Business;
- ▶ New option (2000) – Bachelor of Music in Music Education without certification (certification to be completed in the Masters Degree);
- ▶ New Minor (1999) – Jazz Studies;

Greater alignment of priorities with WSU

Strategic Plan: The Five Year Plan of Objectives and Action Steps (2002-2007) has been developed to meet the unit's Mission and Program Goals in alignment with the WSU Strategic Plan.

Increasing demand among students for the major: Growth in the Music Program continues in several areas, including:

- ▶ Increased demand among students for the major (in particular, in the degree of B.M. with Elective Studies in Business and in the M.A. program of graduate study);
- ▶ Increased number of students minoring in music (both the Music Minor and Jazz Studies Minor);
- ▶ Increased credit hour production for the Music Program;
- ▶ Increased student participation in music ensembles (Marching Band and University Singers);

Other achievements: In 2002, the National Association of Schools of Music Commission Report was very positive, and the School of Music's national accreditation was renewed. Suggestions for improvements in curricula were noted by the School of Music in its Optional Response to NASM, and changes implemented.

Master of Arts in Music: The M.A. in Music may be earned through studies in the areas of music education, composition, music history and literature, conducting, and performance studies. Though selection of an emphasis is not required, four emphases are available. The program offers both thesis and non-thesis options, designed according to the goals of the student. Composition emphasis students must complete the thesis option.

Theatre Program

The Theatre Program awards the B.A. degree in Theatre Arts and Drama. The Program currently numbers about 35 majors.

Major Changes since the 1999 accreditation report. Since the 1998-99 review the M.A. program has been suspended. The program has lost some permanent faculty and has been working with more temporary faculty. During 2000-01, the Theatre Program was made administratively autonomous from the Music Program in the School of Music and Theatre Arts. Due to budgetary constraints, the Summer Palace program, usually involving three summer theater productions, was discontinued.

Among the positive changes are:

- ▶ The success of the new Dance curriculum,
- ▶ Equipment of a dance studio,
- ▶ New collaborative linkages with the Department of Apparel, Merchandising, Design and Textiles,
- ▶ Participation in the interdisciplinary Film Studies minor,
- ▶ Increase in the number of minors (currently about 35 certified minors), and
- ▶ Hiring diverse instructors and increasing diversity student enrollment (Dance instructor has been recently promoted to the rank of Senior Instructor; a second multicultural faculty member is adjunct faculty in Drama).
- ▶ Theater students' initiative has led to emergence of student Improvisation groups, performing during the year and in the summer.

Department of Philosophy

The Washington State University Department of Philosophy currently offers two programs leading to degrees— the Bachelor of Arts in Philosophy and the Bachelor of Arts in Philosophy Pre-Law. The M.A. Philosophy has been approved and is in development.

Department of Political Science and Criminal Justice Program

The Department of Political Science and Criminal Justice Program specific goals include: outstanding undergraduate programming; nurturing an environment for high quality research, scholarship, and graduate education; and continuing efforts to develop partnerships with a broad range of stakeholders both inside and outside of Washington State University. These goals are consistent with the strategic planning goals of the College of Liberal Arts and Washington State University. The Department offers classes in Pullman, Spokane, and Vancouver, and through the Distance Degree Program (DDP).

The Department offers the following degrees:

- ▶ B.A. in Political Science (with General, Pre-Law, and Teacher Education options);
- ▶ B.A. in Criminal Justice (including a B.A. offered through DDP);
- ▶ B.A. in Public Affairs (Vancouver);
- ▶ M.A. in Political Science;
- ▶ M.A. in Criminal Justice;
- ▶ Master's in Public Affairs (Vancouver);
- ▶ Ph.D. in Political Science (with separate tracks in Political Science and in Criminal Justice).

The Department had 24.5 full-time tenured or tenure track faculty in calendar year 2003, including faculty at the Spokane and Vancouver campuses. In 2002-03 the Department had 553 declared undergraduate majors (15% of the College total) and 54 students in the Ph.D. program, 56 students in the M.A. program, and approximately 35 students in the M.P.A. program.

New Programs added/deleted: A new Bachelors of Arts in Public Affairs in Vancouver was approved in 1999 and currently has approximately 100 majors. A proposed Ph.D. in Criminal Justice is in the final stages of the approval process.

New Facilities: Vancouver: Department faculty offices and classrooms moved into the new Multi Media building in January 2003. The classrooms are state of the art with fully integrated "Star

Board" technology allowing simultaneous use of internet, video, and other teaching technologies.

New Faculty/Staff: Four staff hired for the Division of Governmental Studies and Services (Pullman), one staff person hired for the Foley Institute for Public Policy and Public Service (Pullman), two Political Science faculty hired for Pullman, five Criminal Justice faculty hired (one in Vancouver, one in Spokane, and three in Pullman).

New and Enhanced Areas of Activity:

- ▶ Enhanced development activity, achieving a gift to the University of numerous media market survey data sets valued at more than \$10 million.
- ▶ The Thomas S. Foley Institute strengthened in part by a \$3 million appropriation by the United States Congress.
- ▶ Increased grants and contracts activity in applied policy research, community outreach, and practitioner training, based on collaboration of the Division of Governmental Studies and Services, the Masters in Public Affairs program in Vancouver, and the Criminal Justice program in Pullman and Spokane with institutions and policy practitioners across the state.
- ▶ New Global Studies undergraduate concentration within the Department and participation in the Global Studies minor in the College of Liberal Arts.
- ▶ New M.A. concentration in Global Justice and Security is under discussion.
- ▶ Support of the academic journal *French Politics*.
- ▶ Participation in University-wide initiatives Gendering Research Across the Campuses (GRACe).
- ▶ Participation in post-September 11 initiatives and responses in areas such as global security and justice, homeland security, and in disaster response and recovery.

Graduate Programs. The Department recently implemented significant changes to the structure of the curriculum in order to make the most efficient use possible of graduate instructional staff while maintaining the quality of the programs.

The MPA has added concentrations in Environmental Policy and Justice Studies in addition to the existing concentrations in Public Policy, Public Administration, and Health Administration.

Quality of Programs. Over the last ten years the Department has placed nearly 100% of our Ph.D. students seeking academic employment. Graduates of our M.A. programs have gone on to distinguished careers in a variety of government agencies (local, state and federal) and for non-profit organizations. The Criminal Justice component of the Department was rated as the 5th best program in the nation in a comprehensive reputational study of criminal justice departments.

Demand for Programs. From Fall 1999 to Fall 2002, undergraduate course enrollments increased by 23% and graduate enrollments increased by 24%. The Bachelor of Arts in Public Affairs in Vancouver went from a new program to one with 101 majors in five years.

Department of Psychology

Undergraduate Program. Three central program goals define our undergraduate mission; 1) communicate competently in the major; 2) demonstrate applied competency in the major; and 3) integrate the knowledge and skills in the major. These program goals are expressed more specifically as a set of sub-goals that directly relate to aspects of the psychology degree curriculum. Those sub-goals include:

- ▶ Learning to write effectively.
- ▶ Learning to think critically about scientific information.
- ▶ Learning to apply psychological principles to solve problems.
- ▶ Developing clinical and research skills.
- ▶ Preparing for future employment.

Graduate Programs. The Clinical Psychology Program is based on the scientist-practitioner model of training. The primary goal of the program is to train highly competent clinical psychologists. Students are involved in research activities each semester in the Program and clinical

practica beginning in the second semester until the start of the 12-month internship. Students whose goal is to work in academia are also expected to develop their instructional skills.

Department of Speech and Hearing Sciences

The department offers the baccalaureate degree in Speech and Hearing Sciences, as well as the masters degree with an option in either speech-language pathology or Audiology. The Doctor of Audiology proposal is currently moving through the approval process. The undergraduate degree is offered in Pullman and the graduate degree in Spokane, where the Au.D. will also be located. The programs are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association.

Undergraduate Program. The undergraduate program in Speech and Hearing Sciences is pre-professional and grounded in the liberal arts. The curriculum facilitates students' development of critical thinking, oral and written communication, problem solving, and computer literacy necessary for lifelong learning.

Graduate Program. The master's program in Speech and Hearing Sciences provides students with a thorough understanding of disorders of hearing, speech, voice, and language across the lifespan and across diverse clinical populations. By applying science and research to clinical practice, graduate students develop proficiency in reasoning and problem solving relative to clinical principles and procedures in diagnosis and treatment.

Department of Sociology

The Department of Sociology is housed in the College of Liberal Arts and offers courses in Pullman, Tri-Cities, Vancouver, and through the Distance Degree Program.

Bachelor of Arts in Sociology. The department offers a B.A. in Sociology, a minor in Sociology and a Certificate in Social Welfare, with two sequences: Social Casework and Community Organization.

Master's of Arts in Sociology. Students may earn an M.A. in Sociology through the thesis and non-thesis option. The Department's *strong* preference is for the student to pursue the thesis option.

Doctor of Philosophy in Sociology. Areas of specialization include: Communities, Criminology and Deviance, Environmental Sociology, Gender, Organizational Sociology, Social Psychology, Social Stratification, Sociology of the Family, and Methods and Statistics. The Department of Sociology is among the top graduate departments in the nation.

Alignment with Strategic Plan Goals. Over the past year, the Department has developed and phased in the Signature Course program. Each faculty member has one undergraduate course as a "Signature Course." The Department makes a commitment to allow the faculty member to teach this course on a regular basis (at least once per academic year), and to work with advisors and other venues to insure that Signature Courses attract a strong enrollment. Quite literally, the Department is making an effort to bring world class faculty "face to face" with undergraduate students. The early signs (faculty morale and student evaluations) indicate that this initiative will be successful.

1999. The American Studies Program has seen an increase in applications to the graduate program from students with Women's Studies training.

New Areas of Activity: (a) Women's Studies' capstone course, Theoretical Issues in Women's Studies (WST 481) has been regularly taught via WHETS for the past three years. (b) An interdisciplinary faculty research group, Gendering Research Across the Campuses (GRACe) was formed during 2002-03. The group will host a mini-conference on the Pullman campus in February 2004. (c) A National Science Foundation grant was awarded to faculty in Women's Studies and the College of Science to support a collaborative project between Washington State University, the Confederated Tribes of the Colville Reservation, Lewis-Clark State College, and seven public school districts (2002-04). (d) Women's Studies, in partnership with the Women's Resource Center, has offered the New Leadership Inland Northwest summer institute in 2002 and 2003; the institute is scheduled again for Summer 2004.

Department of Women's Studies

Women's Studies Program was approved for a major in the Spring of 1998, and achieved the status of a department in 2000. In the first year of offering a major, five Women's Studies majors were graduated. Women's Studies currently has 33 majors and 30 minors.

New Faculty/Staff: a) Women's Studies has seen an increase in American Studies graduate TAs since the 1999 review, with three Ph.D. and two M.A. students teaching for the department. b) Women's Studies hired a faculty member in 2000 with expertise in Chicana and Queer scholarship. c) Given a successful current faculty search, Women's Studies will maintain its three FTE. d) Two full-time Women's Studies instructors were nominated in Fall 2003 for promotion to the senior instructor rank. Their positions have been full-time since

Standard Two

Educational Program and Its Effectiveness

COLLEGE OF NURSING

The Intercollegiate College of Nursing/Washington State University College of Nursing was founded in 1968 in Spokane as the first nursing education consortium in the United States. The college moved into its current 80,000 square foot facility, on 14 acres overlooking the Spokane River, in 1980. In 1990 the College launched the R.N.-B.S.N. programs and subsequently the M.N. program on the WSU Vancouver and WSU TriCities campuses. Today, it is the largest nursing program in the Pacific Northwest, currently serving about 675 upper division and graduate students in interactive classroom sites across Washington State including Spokane, Tri-Cities, Vancouver, Yakima and Walla Walla. Other students across the state of Washington and beyond are served through Internet technology. Approximately 1000 students are currently in the advising pipeline. There are 96 faculty and about 60 administrative professional and classified staff.

The College's basic B.S.N. program has drawn national recognition for its teaching excellence and its independent study approaches. Graduates consistently achieve one of the highest pass rates in the state of Washington for first time takers of the NCLEX licensure exam. A baccalaureate degree completion program (R.N.-B.S.N.) for community college registered nurses throughout the region addresses the need for career mobility and expanded career opportunities. It is available at multiple sites through the Washington Higher Education Telecommunications Interactive Video System (WHETS) as well as via an asynchronous web-based option, the first such degree program in the Pacific Northwest. Continuing education/ professional development opportunities for faculty and practicing nurses in the region have been offered for many years and include a widely subscribed RN Refresher Course, also available in a distance learning format. A program of study leading to the Master of Nursing (M.N.) degree was initiated in 1979. Currently there are concentrations of study to prepare family and psychiatric mental health nurse practitioners as well as administrators, educators and practitioners within a community based/population focus.

Nursing faculty researchers are involved in studies focusing on issues of family violence, childhood obesity, geriatric care, diabetes, alcohol addiction, care and support of individuals with cancer, as well as new approaches to the use of technology in education. Other College of Nursing efforts include a focus on academic health services with several nurse managed clinics. Services are available to low income and homeless populations, its own nursing students, area community college students, and students at selected elementary and secondary schools within the region.

Vision. The Intercollegiate College of Nursing pursues opportunities to expand the frontiers of nursing knowledge, science and practice. Using innovative approaches and leveraged resources to benefit all people, the College bridges barriers to health care in the global community with a focus on underserved and rural populations.

Values. The Intercollegiate College of Nursing embraces the Core values of caring, altruism, social justice and maximizing human potential. In addition, the College endorses the values of Washington State University, and the consortium institutions.

Goals.

- ▶ Create an environment that reflects the mission of the College, exemplifies its core values and celebrates the successes of all constituencies.
- ▶ Provide access to high quality innovative programs using a wide range of technological and instructional approaches.
- ▶ Inspire an environment for scholarship that expands the scientific base of nursing.
- ▶ Leverage capital and human resources through entrepreneurship, stewardship and the recruitment and retention of great minds.
- ▶ Transform health care delivery to global, rural and underserved populations.
- ▶ Establish centers of excellence in nursing research.
- ▶ Instigate an image revolution for professional nursing.
- ▶ Provide access to high quality innovative programs using a wide range of technological and instructional approaches.

- ▶ Inspire an environment for scholarship that expands the scientific base of nursing.
- ▶ Bridge barriers to health care through the development, nurturance and expansion of partnerships.

Undergraduate and Graduate Programs

The objectives of the undergraduate program were revised in 1998 at the time of the latest curriculum revision of the two tracks, the basic program of study and the R.N.-B.S.N. track, to be congruent with the AACN's Essentials of Baccalaureate Education for Professional Nursing Practice. The objectives of the graduate program were reviewed and revised in 2001, and are the Essentials of Master's Education for Advanced Practice Nurses (1996).

The Mission Statement, Vision Statement, Core Values and Goals were extensively reviewed and revised in 2001, at the same time that Washington State University was undertaking a strategic planning process across all WSU campuses. This process involved all members of the faculty and staff.

Faculty. All faculty members and employees of the College of Nursing are appointed through Washington State University in its role as coordinating institution. Washington State University expects its faculty to teach, conduct scholarly work, and provide service. Expectations of faculty vary according to rank and tenure status.

The college's Associate Dean for Academic Affairs and the Associate Dean for Research and Institutional Outcomes work with individual faculty members to identify yearly goals for achievement in each of the three major areas of effort along with establishing their workloads for the upcoming year. Faculty members report on their progress in their annual review documents that include self-evaluation statements. Assigned reviewers (lead faculty or senior faculty) note that progress in a written annual review and the Dean uses their input, as well as input from the associate deans, in assigning annual merit ratings. The merit ratings are used to determine faculty raises, when funds are appropriated by the legislature or available from other internal sources.

Library. The Director of Library Services actively supports and coordinates library services across all sites. His responsibilities include directly managing library resources and holdings in Spokane and Yakima. He also works closely with the librarians and faculty at all other sites to meet the needs of students wherever they are located. The Director actively participates in discussions and decision making with the Director of the WSU Libraries and the entire librarian group to insure that procedures which will affect College of Nursing constituents are fully considered.

Facilities. Generally, the college has excellent facilities. Space issues vary according to location. Facilities are excellent in Yakima with a fairly new (seven years old) College of Nursing building. On the WSU Vancouver campus, nursing is located in new quarters along with faculty from other disciplines. In Walla Walla, the faculty are based on the community college campus. On the WSU Tri-Cities campus, office and classroom space are adequate for the present and planning is underway to accommodate the needs of the basic program when it is implemented in that community in fall 2004. At the Spokane facility the university has just received design funds (\$3 million) from the Legislature to build a new Spokane College of Nursing building, moving the college to the Spokane Riverpoint Higher Education campus. This move will significantly expand capacity relative to numbers of students, as well as provide the space support needed for the college's research and service activities.

Standard Two

Educational Program and Its Effectiveness

College of Pharmacy

Mission and Strategic Directions Changes or Revisions, 1999-2003

The Strategic Plan for the College of Pharmacy sets forth program goals as they relate to the university's strategic plan, and it is organized in accordance with the University's plan. The College recognizes that as the University's implementation progresses, it will continually strive to revise its own plan in light of University priorities. In addition, the College is accountable to meet standards set by the Accreditation Council on Pharmaceutical Education (ACPE), and successfully received continued accreditation for the Doctor of Pharmacy program in June 2002 for a full six-year term effective until June 30, 2008. In 2002, the year of review, fewer than half of the programs reviewed attained continued accreditation for a full six years.

Mission: ... to advance human health through world-class research and the preparation of students for successful professional and research careers in pharmaceutical and biomedical sciences, health policy and administration, and delivery of pharmaceutical care.

Vision: ... to envision the College of Pharmacy as being among the top ten colleges of pharmacy in the US by 2010.

In 2003, the faculty teaching in the Doctor of Pharmacy program adopted a more specific mission statement for the Pharm.D. program:

"The mission of the Washington State University Doctor of Pharmacy program is to advance health care through a student-centered educational philosophy which promotes life-long intellectual growth and learning, and is based on the responsible provision of pharmacotherapy for the purpose of achieving definite outcomes that improve a patient's quality of life."

The highest priorities for the College of Pharmacy for 2002-2007 are to:

- ▶ Fill vacant positions and begin to add to critical mass of faculty in focus areas.
- ▶ Fill staff vacancies and seek essential staff support.

- ▶ Improve faculty salaries.
- ▶ Obtain essential research, office, and instructional space to support faculty needed for research and teaching.
- ▶ Attract high ability applicants for pre-pharmacy programs in Pullman, and for the Doctor of Pharmacy program. Recruit high ability graduate students in the Pharmacology/Toxicology and Masters of Health Policy and Administration programs.
- ▶ Consider expansion of Doctor of Pharmacy program to respond to demand for pharmacists in Washington and to improve funding base for the College, conditional on adequate funding.
- ▶ Complete major gift campaigns.

Prior to 1999, the College of Pharmacy consisted of two departments: Pharmacy Practice and Pharmaceutical Sciences. Since then, the health policy faculty was separated from the clinical faculty and a new department of Health Policy and Administration was established. The Department of Pharmacy Practice was renamed to Department of Pharmacotherapy, a change that clarifies the focus of faculty research to an emphasis on pharmacotherapy and improves accountability for research efforts by clinical faculty.

Actions Taken to Support Strategic Goals, 1999-2003

Department of Pharmacotherapy. Several vacant positions within the Department of Pharmacotherapy have been filled and support staff has been enhanced. Through an additional shared position in Yakima, there are four clinical faculty members in place providing an adequate critical mass there.

Department of Pharmaceutical Sciences. New searches are currently underway to recruit three permanent faculty members with research programs who will also teach in the professional courses. The position of vice chair for instruction was created to deal with curriculum scheduling, assessment, and coordination with the Committee on Curriculum, Outcomes, and Methods.

Central College Units: Since 1999, changes have included upgrading the student services coordinator position to Director, Office of Student Services; adding an Admissions Coordinator to enhance the recruitment and admissions process (from 1999 to 2003 applications grew from 180 to 387). With the pre-pharmacy enrollment exceeding 300 students in 2003-04, the College has reached an agreement with the College of Sciences for its advisors to assume advising responsibilities for pre-pharmacy students, the majority of whom will eventually find a non-pharmacy major.

In 2002, support for curriculum review and assessment was expanded, with the Committee on Curriculum, Outcomes, and Methods, charged with developing a curriculum assessment plan, and a Pharm.D. Curriculum Coordinator with experience in curriculum design and assessment was hired.

Increase and Stabilize faculty salaries. A market-based salary evaluation scale for each faculty member was completed in November of 2002; and in January 2003, faculty salaries were adjusted to market level using the American Association of Colleges of Pharmacy (AACP) data. The majority of faculty members were assessed at performing within the mid-range of their discipline and rank, with some faculty identified as performing at levels up to the 75th percentile for their rank and discipline. A few faculty members were already being paid at or above their market value, and received no increase.

Improve and gain infrastructure. The College embarked in 2000 on a series of renovations of Wegner Hall, and is working to maintain a Health Sciences Campus proposal as a high priority capital project for the University.

Outreach. Twenty five percent time of the new Pharm.D. Curriculum Coordinator's position is as an Outreach Specialist who will continue to identify grant opportunities, develop outreach programs for underserved populations, represent the College in related activities and develop internal and external partnerships for a commitment to continuously provide pathways and opportunities for underserved populations.

Expansion of Doctor of Pharmacy Program. The College has planned for growth in enrollment from a graduation target of 72 to a target of 90. This is a part of a PharmD. Funding Plan through FY 2006, which also includes additional state support (\$958,000 allocation in 2003) and a tuition increase.

In 2002, the Regents approved a proposal to create a new category of professional tuition for the Pharm.D. program, and to adjust the existing rates by approximately 50%, with increases accruing to the benefit of this program. Raised to approach the average of peer institutions, increases were phased in by use of waivers, with students admitted for Fall 2003 being charged the full new tuition rates.

The primary uses of the new funds will support adjustment of faculty salaries to reflect current market rates; recapture of 1.5 FTE in positions lost in earlier budget cuts; and growth of faculty to accommodate an increase in the Pharm.D. class size, with additions of new faculty scheduled to be in place prior to the need in each year.

Program Changes or Revisions, 1999-2003.

The College offers three degree programs: the Doctor of Pharmacy (Pharm.D.), the Masters in Health Policy and Administration (M.H.P.A.), and the M.S. and Ph.D. in Pharmacology/Toxicology. A post-graduate certificate program in Nuclear Pharmacy is under development. Three research units are housed within the College: the Cancer Prevention and Research Center, the United States Transuranium and Uranium Registries, and the Pharmacoeconomics and Pharmacoepidemiology Research Unit. The College houses the Drug Information Center, located in the Health Sciences Building at WSU Spokane and administers the Wegner Hall Vivarium.

Doctor of Pharmacy Program.

The Pharm.D. program is the principal academic effort of the College. A minimum of two years of pre-pharmacy studies is followed by four years of professional study. From 1995 through 1998, 72

students were admitted to the Pharm.D. program each year. Effective fall 2003, the program now admits 94 students, with a graduation target of 90. Major changes in the program since 1999 are:

- ▶ Move of Third Year Students to Spokane
- ▶ Reorganization of Professional Course Offerings
- ▶ Expansion of Clinical Programs
- ▶ Development of Pharmacy Practice Facilities
- ▶ Addition of the "Year Team" System
- ▶ Termination of The Non-Traditional Doctor of Pharmacy Program
- ▶ New Quarters and Computers for the Drug Information Center
- ▶ Addition of a Minor in Business Administration
- ▶ Developed a Program wide Critical Thinking Project (The American Council in Pharmaceutical Education has commended the College for its development of this Critical Thinking Project.)

Pharmacology/Toxicology Graduate Program

The graduate program in Pharmacology/Toxicology is housed in the Department of Pharmaceutical Sciences, with program faculty drawn from other departments of the university. Students trained in Pharmacology/Toxicology are highly sought after in the pharmaceutical industry and in academia. Changes in this program since 1999 include:

- ▶ Reorganization of the governing structure
- ▶ Increase in the number of teaching assistantships from six to eight
- ▶ Recruitment of three new graduate faculty

Nuclear Pharmacy Post-Graduate Certificate Program

The university is the recipient of a Department of Energy planning grant to develop a nuclear pharmacy graduate certificate program at WSU Tri-Cities. The program is designed to help meet an impending shortage of trained nuclear pharmacists by offering a six-month graduate certificate.

Department of Health Policy and Administration

The Department of Health Policy Administration is located within the College of Pharmacy and offers the Master of Health Policy and Administration degree at WSU Spokane.

Major changes that have occurred in the Department in the five years since 1999 include initial ACEHSA accreditation of the H.P.A. Program in April 2000, making it one of 66 in the nation with this status. Also, the Board of Regents approved the change from a program to a department on June 29, 2001, making it the first department at a WSU urban campus and the first new department at WSU in over ten years.

New Faculty.

Five new faculty members were added since 1999.

Increasing Demand.

The H.P.A. Program is generally successful in attracting and retaining graduate students. The Program has experienced steady growth, nearly doubling in FTEs between 1999 and 2003.

Standard Two

Educational Program and Its Effectiveness

COLLEGE OF SCIENCES

The College of Sciences offers B.S., M.S., and Ph.D. degree programs through two Schools (Biological Sciences, Molecular Biosciences); five Departments (Chemistry, Geology, Mathematics, Physics, and Statistics); and four Programs (Environmental Sciences and Regional Planning, General Studies – Sciences, Materials Science, and Plant Physiology). A special unit assists undergraduates in preparing for professional career goals (Pre-Health Advising: Pre-Dental, Pre-Medical, Pre-Veterinary).

The Schools of Biological Sciences and of Molecular Biosciences are new configurations within the college.

There are nearly 650 undergraduate majors in the college, and nearly 350 graduate students. In May 2002, the college awarded 333 degrees. Entering freshman declaring an interest in sciences have an average gpa of over 3.5.

The college supports four research centers including,

- ▶ The Center for Materials Research
- ▶ The Center for Reproductive Biology
- ▶ The Center for Integrated Biotechnology
- ▶ The Institute for Shock Physics.

In 2002, 125 research grants and contracts to the College of Sciences totaled \$16,661,973. Major research areas include biotechnology, shock physics, molecular and atomic interactions on surfaces, continuum mechanics, avian environmental physiology, regulation of cellular growth and differentiation, genetic engineering, cytogenics, photosynthesis, mechanisms of chemical reactions, biological evolution and ecology, environmental remediation, mathematical modeling of biological and physical processes, numerical analysis, reliability and fatigue studies, resource management, protein synthesis and export, repair of DNA, biochemical mechanism of muscle contraction, chemotaxis, coevolution of plants and animals, and reproductive biology.

School Of Biological Sciences

Our unit has only been in existence for four years, and is the result of the merger of the Department of Botany, the Department of Zoology and the Program in Biology. We have maintained the graduate degree programs of the original departments and have made only minor modifications to the undergraduate degree programs, adding an Ecology/Evolution option to the Biology B.S. degree, and merging the pre-Medicine and pre-Dentistry options into the Pre-Health option. We have completely reorganized and updated our two semester, large freshman level biology course sequence to better meet the needs of our majors and those of our sister school, the School of Molecular Biosciences. Our majors have increased over the past two years, after falling somewhat during 2000-01. Current enrollment numbers for our courses have exploded and we are having difficulty meeting the demands for extra sections. We have made major efforts to reorganize the way we deliver advising to our undergraduate students, both majors and undeclared students, and have a very efficient system now for tracking them.

We have recently streamlined our graduate program requirements (core curriculum groupings), added a formal proposal defense, and have updated our Graduate Student Handbook in the past year. Our graduate student numbers are at about 65, which reflects close to the financial and personnel limit at this time. We updated our graduate recruitment strategies two years ago and have had excellent graduate student applications. We have been able to be quite selective in our final offers. For the current school year we recruited 17 new graduate students, including almost all those at the top of our list, and all were US citizens.

Curriculum Development: Our Curriculum Committee has undertaken a complete review of our curriculum, to identify weaknesses and deficiencies, strengths and opportunities for new courses that will be of value to the WSU student community.

Faculty: We have added seven new faculty to our unit on the Pullman campus, and two new faculty to our Vancouver campus. The new positions enhance our strength in plant biology and in ecology/evolutionary biology on the main campus, and have addressed the special interests of our Vancouver branch campus in ecology and neurobiology. Our faculty have been extremely successful in obtaining extramural grants. Many of our faculty have served on national review boards (NSF, EPA, USDA, NIH) and have received WSU and professional society awards. Our Faculty are involved in large collaborative grants as well as individual grants.

Staff: We have hired a number of new staff members (mostly replacement) and have made major changes to our office structure and operational procedures. We have managed to streamline our procedures in both our finance and programs offices and we now are much more efficient than when the merger first occurred.

Equipment and Facilities: Our faculty have received two large multi-user grants for instrumentation. We have been significantly updating our Vivarium and have also made improvements to our plant growth facilities.

Strategic Plan alignment: The School was created at about the same time that the campus plan was being developed. Thus, we developed a strategic plan that was based on the concepts and priorities of the WSU Strategic Plan. We are in complete alignment with the strategic plan at all levels with respect to our overall goals and priorities.

Graduate Programs: Our graduate programs are designed to: 1) Provide an extensive and appropriately broad classical education in botany, zoology or general biology; 2) Provide extensive and relevant training in techniques, the scientific method and intellectual approach and interpretation in scientific research; 3) Give students a format for training in teaching and productive interaction with students through teaching assistant assignments; and 4) Prepare our students to enter the scientific arena as professionals at the highest possible level.

Summary statement: In our strategic plan we had as priorities faculty recruitment and retention, curriculum improvement, improvement of research facilities for faculty and students, improvement of extramural funding, and improvement of our permanent funding. We have made significant progress on all these with the exception of the funding, which has gone down, and retention, with the loss of three senior faculty since the School was initiated. As a new and much larger unit with considerable logistical and organizational problems to solve during its first two years, we still managed to make good progress towards enhancing our programs.

The School of Biological Sciences offers four Biology and three Zoology options. Each of these options has the student focus on selected topics at the upper division level. Several but not all of the options require internships or research experiences.

Department of Chemistry

Major changes since 1999. With support from the Department of Energy, we have started a national center for training Ph.D. students and faculty in radiochemistry. We have hired two new faculty members, an actinide chemistry expert from Argonne Laboratories last year and a radiopharmaceuticals expert from Switzerland this year. We also have hired a five-year temporary assistant professor to teach nuclear chemistry to faculty from four-year colleges in the summers. All of these changes are under the direction of a national leader in radiochemistry, who is slated to become the new Chair of Chemistry in August 2004.

In 2002 we hired a world expert in mass spectrometry, from Merck Pharmaceuticals to become the Director of our Biological Mass Spectrometry Center. This new Center will emphasize the development of protein mass spectrometry and in particular the study of proteomics. Accordingly, we have amassed from grants and university support five state-of-the art mass spectrometers worth close to \$2,000,000. As part of this change we have dropped a previous program in oceanography.

We have also hired two new bioorganic chemists to increase our expertise in fields related to biotechnology and biomedical research. We also hired a senior staff member from Los Alamos Laboratories, who is an expert in the synthesis of new biomaterials and biosensors. He was just awarded a prestigious Young Investigator Award from the Beckman Foundation (a first at WSU) and a new five-year grant from the NIH for his research. All three of these professors teach in our sophomore organic chemistry series that have seen large increases in enrollment due to the increased interest of our students in pre-veterinary, pre-pharmacy, pre-medical and pre-dental courses of study.

In the last five years (1998 –2003) our external grant support has more than doubled with over \$4.2 million raised last year.

Our organic chemistry faculty, led by our own faculty members who are also experts in teaching and learning, have introduced the use of peer leaders and peer-led learning to facilitate the success rate of our students in organic chemistry. This innovation has cut our drop rate and D and F grades by almost half and has increased student over-all satisfaction with our courses while learning and retaining material better. Over the next three years we will revamp our teaching of general chemistry to introduce more biologically relevant material in the first year of chemistry. We have seen, as have peer-institutions nation-wide, a decrease in the number of majors in chemistry. Our hope is that by making the beginning courses more obviously relevant, more students will chose chemistry as career. This also fits the WSU strategic plan to emphasize biotechnology and related areas in the future. We also plan to increase the number of research active faculty to make sure we have enough labs that our undergraduates can obtain real life research experiences. We are currently limited in the number of undergraduates to whom we can provide this enhanced experience because of the loss of research faculty positions due to budget cuts over the past five years.

We have increased our number of academic advisors to three (from the former one) to make sure students have access to someone at all times for advice.

Program in Environmental Science and Regional Planning

The Program in Environmental Science and Regional Planning (ESRP) offers the B.S. degree in Environmental Science, the M.S. Environmental Science, the Master of Regional Planning (M.R.P.), and the Ph.D. in Environmental and Natural Resource Sciences.

Faculty changes. One new junior hire was made, a biogeochemist/ecologist, who strengthens the ecosystem science and management area of emphasis within the program. The program also saw one retirement. In the most recent budget reduction, ESRP lost one faculty line.

Programmatic Changes. A number of changes to the degrees within ESRP have been made over the past five year period in response to changing faculty resources, a desire to create greater flexibility while maintaining program rigor within the undergraduate major, and changing research emphases within the unit.

Curricular Changes: B.S. Environmental Science. The Program in Environmental Science and Regional Planning has made changes to its B.S. degree since 1999 that are designed to increase flexibility in the use of general education courses in the degree, strengthen the specialization concentration within the major, and to respond to changes in faculty and restructuring of units across campus.

For example, we have redesigned the introductory environmental science offerings. Results from the National Survey of Student Engagement showed that first year WSU students were below peer institutions in their experience with active and collaborative learning. This redesigned course would facilitate small-group, experiential learning in a lab setting. The National Research Council identified three hallmarks of science literacy: 1)

necessary knowledge about the processes of scientific discovery and how it can be applied, (2) directly experience the process of scientific inquiry, and (3) the ability to communicate concerning scientific principles. We propose to modify the current ESRP 101 and 150 classes to meet these three goals of scientific literacy.

To promote greater student involvement in the learning process, we propose to change the format from an instructor-centered lecture course to a more experimental lecture format that depends heavily on cooperative groups.

In the redesigned course, students would interact daily with other students to complete simple simulations, formulate answers to complicated problems, or formulate questions concerning what concepts they were having problems with. Lecture periods will be designed with cooperative groups in mind, starting each lecture with an engagement question, following through with an exploration question that tests their ability to apply concepts, and finishing with a simple evaluation quiz.

Master of Regional Planning degree

In 2001 the Program decided to stop admitting students in the M.R.P. degree. The faculty voted to eliminate the degree offering as of the fall 2003 semester.

Research. The amount of funded research among the faculty in ESRP increased significantly from the prior review period. The research foci of the budgeted faculty have been consolidated to three broad domains: ecosystems science and management; environmental modeling; and ecological planning.

Department of Geology

The Department strives to consider and implement the University's strategic plan in all our activities. Indeed, our commitment to excellence in teaching and research, in an environment of trust and respect, has been on our agenda for many years. Major changes in the Department in the past five years are listed here.

Faculty Changes. Three new faculty have been hired by the Department in the past five years; three left during that time.

Laboratory Facilities. Acquisition of new equipment expanded the Department's analytic capability and opened many new avenues for research. The Department's GeoAnalytical Laboratory has achieved a world class reputation, and is used by research scientists from the northwest, across the United States, and from around the world.

Other. The Department is currently undertaking a curricular review and revision, which will be in progress throughout 2003-04.

Department of Mathematics

Curricular Revisions. Honors sections have been added for Math 172(182) and Math 273(283); two new courses, Math 300, Mathematical Computing, and Math 301, Mathematical Reasoning, have been added for all math majors. The remedial math course, Math 101, has been replaced by two courses, Math 100 and 103, one remedial and one not. A new masters level option, M.S. in Applied Mathematics, has been added, and an additional option in Mathematics Education is currently under review by the faculty senate. A new course, Math 597, is a required instructional seminar for teaching assistants.

Other changes since 1999. Math endowment funds have been made available for undergraduate research assistantships. Technology assisted sections have been developed for Math 100, 103, 107. The Astronomy Program has been transferred from Math to Physics. The number of Math majors has increased by 20%, and the number of students enrolled in Math courses has increased by 15%. New faculty has been hired in Complex Analysis, Linear Algebra and Applied Math. The department has achieved a 100% increase in grants and contracts.

Board of Visitors. This math review board was formed in 1999 and has met three times to provide input about curriculum and focus for degree programs in mathematics.

Undergraduate Degrees. The B.S. Mathematics Degree has options in Actuarial Science, Applied Statistics, Computational Mathematics, Mathematical Modeling, Operations Research, Secondary Teaching, and Theoretical Mathematics. All of the options are intended to provide a broad mathematical background combined with specific courses that support different mathematical career paths.

Graduate Degrees. Both the M.S. and Ph.D. degrees are intended to provide a broad but high-level mathematical background combined with specific courses that support final project or thesis work, leading to careers in government, industry and higher education.

School of Molecular Biosciences

Major Changes. Molecular biosciences can be viewed as a dynamic continuum in which approaches derived from chemistry, physics and biology are utilized to address the fundamental mechanisms of living things. With 32 active research and teaching faculty members, and 15 research associated faculty members who have earned national and international reputations as experts in their respective areas of research, the School provides rich and varied opportunities.

Biochemistry and Biophysics (BC/BP) began as an interdisciplinary program in the late 1960's. In the 1970's, faculty from the Colleges of Agriculture and of Sciences and Arts combined to establish the program in Genetics and Cell Biology (Gen/CB). Later faculty appointments in the Gen/CB program were made jointly with Animal Sciences, Mathematics and the BC/BP program. The School of Molecular Biosciences (SMB) was formed in 1999, encompassing three former departments: Biochemistry/ Biophysics (BC/BP), Microbiology, and Genetics (Gen/CB) and Cell Biology. The primary impetus for merger stemmed from the numerous pre-existing academic cross-appointments and faculty collaborations within the different departments.

Since 1999, eight new faculty members have joined SMB. A new Director was also appointed and, consistent with the goals of the Strategic Plan, was provided with resources to recruit additional faculty into this growing area of the university. The plan for future recruiting focuses first on genetics and later on microbiology parthenogenesis and chemical-biology. The addition of new faculty has raised the level of external recognition of SMB and this will continue with the planned recruitment of additional new faculty.

Major curriculum revisions have not occurred. However, the long-term plan is to create a new core curriculum in SMB that focuses on a single degree (Molecular Biosciences) for both undergraduates and graduates.

New Facilities. SMB faculty occupy four buildings (Fulmer, Eastlick, Abelson, and Heald), but in 2007 all SMB faculty are expected to move to the new Biotech/Life Sciences building. The *Nuclear Magnetic Resonance (NMR) Center* was established with an investment of close to \$2 million by the university and federal agencies. The *Laboratory for Bioanalysis and Biotechnology (LBB)* was established over the course of three years with financial support from the Murdock Foundation and federal funds.

Degree Programs

The School offers programs leading to B.S., M.S., and Ph.D. degrees in Biochemistry, Genetics and Cell Biology, and Microbiology; and a B.S. or M.S. degree in Biotechnology. Options within these degrees offer flexibility to add emphasis in chemistry, molecular biology, physics, and biotechnology.

Students graduating from the School have numerous career opportunities available to them including technical positions in food, pharmaceutical and biotechnology industries, private or government laboratories and departments, and nonprofit institutions such as

clinical and hospital laboratories and institutes whose main activity is research. Graduates are also well prepared for advanced degree work in medicine, dentistry, veterinary science, and other fields. With the advent of the “biological revolution” which will continue well into the 21st century, new opportunities with links to the worlds of business, law and government are ever expanding.

Standard Two

Educational Program and Its Effectiveness

COLLEGE OF VETERINARY MEDICINE

The College of Veterinary Medicine (CVM) at Washington State University has been in continuous operation for 105 years. Our mission is to enhance animal and human health and well being by delivering an excellent health science education to veterinary and graduate students, and continuing education to graduate veterinarians, by conducting strategic basic and applied research, and by providing state-of-the-art clinical and diagnostic services.

CVM priorities

- ▶ Providing a veterinary education noted for its excellence.
- ▶ Building on existing strengths to position the CVM as an international research leader in the broader biomedical scientific arena.
- ▶ Implementing a plan to accommodate Oregon State University withdrawal from the Regional Program in Veterinary Medical Education.
- ▶ Forming interdisciplinary partnerships.
- ▶ Identifying new funds, reallocating existing funds, and developing programs to increase service-based revenues.
- ▶ Enhancing quality assurance and management systems in service areas, and improving instructional technology, bioinformatic, and medical informatic capabilities.
- ▶ Promoting flexibility in existing teaching, research, and service assignments for tenured faculty in order to better reflect their changing interests and expertise.
- ▶ Developing a faculty recruitment plan, based on anticipated retirements, existing and future areas of focus, and emerging trends in veterinary education.

Major strengths of the college

- ▶ CVM's greatest strength lies in the expertise, commitment, and character of its faculty, staff, and students.
- ▶ CVM enjoys an open and productive working relationship with WSU central administration – they are available, they listen, and they have provided great support for many of the CVM's programmatic priorities.
- ▶ We have excellent hospital and research facilities.
- ▶ We are less dependent on financial support from the state than are many colleges of veterinary medicine, due to education-linked contracts with the Western Interstate Commission for Higher Education (WICHE), and the state of Idaho.

Major Challenges of the College:

- ▶ Pullman's remote location impacts our clinical caseload, and some potential faculty and students regard Pullman as too small or remote, impacting our ability to recruit.
- ▶ In the rapidly changing world of biotechnology, it is difficult to keep pace with the facility needs of many researchers.
- ▶ The anatomy laboratory has been in constant annual use since 1942. Construction of a new laboratory has been requested, but it may be a decade before the project is finally completed. In the interim, we are changing our approach to teaching anatomy, by creatively using dissection time and increasing emphasis on prosections, plastinated specimens, computer adjuncts, and the use of digital images.

The CVM has a clear strategic plan that was developed in 2000-01 and relates well to the university's Strategic plan. The plan has guided, and will continue to guide, major decision-making processes for the foreseeable future. At this time, the overall state of the CVM is strong. Its teaching programs are well developed and all external indicators suggest that students are being well taught and are very satisfied with their education. The college has real strengths in a number of research areas and students have many opportunities to become involved in these and other programs. The conclusion that we draw is that the CVM is in a much stronger state than what it was in the past and is well positioned to continue to grow and develop in a positive fashion.

Program in Neuroscience

This is an interdisciplinary program leading to B.S., M.S., and Ph.D. degrees in the field of Neuroscience. The central mission of the Undergraduate Program in Neuroscience is to provide a quality, interdisciplinary educational program to students in an area underserved by this field. The specific goals and objectives are as follows:

- ▶ Produce highly qualified graduates for entrance to medical, dental, veterinary and similar professional schools; or to produce highly qualified graduates ready for careers in engineering, civil service, laboratory research (technicians); or for careers in research via graduate school.
- ▶ Deliver a structured, interdisciplinary core program of courses required of all students;
- ▶ Deliver an individualized program of elective courses for each student that matches their specific interests in the neuroscience subfields.
- ▶ To provide a series of courses designed to serve as minor study requirements for undergraduate students in other related disciplines (e.g., engineering, biology, psychology, etc.)
- ▶ Deliver a series of courses which are both interesting and instructive, and can be used by students who have certified a major other than neuroscience.

STANDARD THREE

Students

Who are our students? Have they changed in the past five years? How do they do at WSU? How do we know what we know about them? How are we organized differently to respond to their needs than we were five years ago?

As previously noted, the Strategic Plan places a heavy emphasis on attracting high quality students, and then providing for them a World Class educational experience. In other words, WSU wants to attract “the best students, not the most students.” Growth over the past five years has been steady, but moderate and deliberate.

Average Annual Headcount Enrollment: 1999-2003

Academic Year	Pullman	Spokane	Tri Cities	Vancouver	Total
1998-1999	16,743	415	1,067	1,494	19,719
1999-2000	17,020	574	1,054	1,488	20,136
2000-2001	17,490	794	1,070	1,630	20,984
2001-2002	17,707	767	1,049	1,662	21,184
2002-2003	17,912	752	1,057	1,795	21,516
2003-2004	18,031	739	1,148	1,848	21,766

Who are they? In 2003, compared to five years ago (APPENDIX II – Table 5), *new freshmen* are just about the same age (averaging 18.14 years old), slightly more likely to be women (53.8% v. 51.8%), have higher SAT scores (1065 v. 1045), but about the same high school gpa (3.4). For Fall 2002, freshmen attained a slightly higher average first semester gpa at WSU than in 1999 (2.93 v. 2.88), and were less likely to be academically deficient (12.4% v. 13.5%) at the end of the semester. A higher proportion of the freshmen identified themselves as multicultural in 2003 (13.7% v. 11.4%), due largely to more Asian American and Hispanic students. The numbers of African American and Native American freshman were not appreciably larger than in 1999.

Whether at Pullman, Vancouver, Tri-Cities, or Distance Degree Programs (not including Spokane, as new students there are predominantly at the graduate level) – *transfer students* are, as would be expected, more similar to each other than to Pullman freshmen. Their average age is 27.95 years, with DDP students the oldest, averaging 33.19 years, and Pullman transfer students the youngest at

21.83 years. Although the minimum gpa for transfer admission is 2.0, transfer students entered all WSU campuses with similar gpa's in prior college level work, averaging 3.09.

The biggest difference in transfer students among campuses is in the proportion of women at each one, and this has not changed appreciably over the past five years. Only 45.2% of the new transfer students in Pullman were women in 2003, where most students must relocate quite a long distance from home in order to attend. In the Distance Degree Programs, where students can study in their own homes and on their own time schedules, 75% of the new students were women. This disparity appears to reflect the multiple roles and responsibilities most women have acquired by the time they are in their twenties and thirties, and supports the importance of the Distance Degree Programs in providing access for this population.

Pullman transfer students, as a whole, are more diverse than the freshmen (16.1% of transfers v. 13.7% of freshmen) representing the more multicultural student population at the community colleges. It is encouraging to note that we may be beginning to retain to the baccalaureate level more of the students of color who begin at the community colleges. Five years ago the Pullman transfer multicultural proportion was no higher than the freshman proportion.

How well do they do? The *Graduation Rates* for students entering as freshman has not changed appreciably over the past five years, continuing to hover around 35% at four years, 55% at five years, and 60% at six years (APPENDIX II – Table 6). WSU continues to fare better on this measure than similar institutions, nationwide. Some of the factors that we believe contribute to our relative success in areas such as this include:

- ▶ Historical emphasis on and pride in undergraduate education;
- ▶ Dynamic and pervasive Student Affairs programming that draws students into community and tries to meet a wide range of their needs;

- ▶ Small town setting, contributing to both students and faculty spending more time at and identifying with the university;
- ▶ Largely traditional student body in Pullman.

Graduation Efficiency is a measure of how many credits a student attempts compared to the number required for the degree earned. Historically, transfer students at baccalaureate institutions have been much less efficient in their use of credits, since they often need to take additional prerequisites or requirements after transferring from the community college. In recent years, WSU has made deliberate and consistent efforts, in a variety of ways, to make the transfer experience more efficient for these students. We are gratified to see that the Graduation Efficiency Index for transfer students has risen gradually, but steadily, during this time from 79.8 in 1996 to 84.3 in 2003 (APPENDIX II – Table 4). Our next goal on this measure is to achieve and sustain a GEI of 85 for transfer graduates.

Alumni Satisfaction is another measure that we use to evaluate the success of the overall student experience. In the most recent surveys, graduates continue to think highly of their undergraduate experience at WSU.

If you were going to college again, would you still choose to attend WSU?

	1999-2000	2001-2002
Definitely Yes	60.3%	55.0%
Probably Yes	28.0%	34.8%
Probably No	7.6%	9.5%
Definitely No	4.1%	0.7%

Given the costs, how worthwhile do you consider your educational investment to be?

	1999-2000	2001-2002
Very worthwhile	64.2%	62.6%
Somewhat worthwhile	29.9%	32.3%
Of little worth	4.1%	3.6%
Not at all worthwhile	1.7%	0.3%

Other ways in which we assess the success of our students, and approaches we are taking to support them academically have been discussed elsewhere in this report.

How do we know? The Office of Institutional Research is located within the Office of the President, and has been organized to support the data and information needs of Strategic Planning and Budgeting for the entire university. New, user-friendly data systems and displays have been designed to make usable information readily available to leadership, as well as to all members of the WSU community (<http://www.ir.wsu.edu>). Collaboration among the Registrar's Office, Institutional Research, the Student Affairs Research and Assessment Office, combined with the information capabilities provided by the new Student Data Warehouse, have made data-driven decision making more the norm than five years ago.

How are we organized differently to respond to student needs than we were five years ago?

Student Affairs Leadership. Upon his arrival in 2000, President Rawlins directed an evaluation of the Student Affairs division, leading to the recommendation to elevate the leadership position to a senior appointment of Vice President. This decision speaks to Washington State University's commitment to students and the administration's view of Student Affairs as a central component of the university.

Reorganization Plan. In fall 2001, the new Vice President for Student Affairs and the Vice President for Business Affairs designed a reorganization plan to enhance the campus life and living and learning environments, while also improving the budget, planning and financial management of several areas.

A new Administrative Services Support unit pools staff that provides support for all self-sustaining units within Student Affairs and several self-sustaining units within Business Affairs. Another facet of the reorganization plan involved moving

Housing and Dining into Student Affairs. The director of those units became the Assistant Vice President for Campus Life, reporting to the Vice President for Student Affairs.

The unification of Campus Life units and the creation of the of Administrative Services unit provide the following advantages for Washington State University:

- ▶ Improved campus-wide customer service and continuity in the service culture.
- ▶ Holistic management approach for consistent, efficient and high quality service.
- ▶ Enhancement of the quality of life and the learning environment for our students, faculty and staff.

Student Affairs Research and Assessment (SARA)

– In March 2001, the VP for Student Affairs continued the commitment of the institution to systematic assessment and measurement of student outcomes by appointing a new director with the charge to provide the Division of Student Affairs and the campus community with information that supports institutional planning, policy formation, and administrative decision-making. This office coordinates administration of the Alumni Survey and disseminates the results throughout the institution. The most recent assessment conducted through SARA is the National Survey of Student Engagement (NSSE). The survey provides valuable information about the lives of students and the quality of their college experience. The primary goal of conducting the survey is to increase student engagement and make the undergraduate experience more rewarding. Its results will be used to assess the effectiveness of the new Office of Undergraduate Education, as well as by a number of other programs. Currently, this office is developing a collaborative effort with the OUE to provide workshops and resource materials to assist both academic and student life units in using survey results more directly for improvement.

University Recreation. University Recreation has experienced unprecedented change over the past few years, with the consolidation of recreation programs and services into an independent unit, as well as opening the 160,000 square foot 'world

class' Student Recreation Center in 2001. Already, the Student Recreation Center had served its one millionth user during fall semester 2002, and about 12,000 students access the Center at least once each semester.

While there is little research available on the merit of recreational sports related to retention rates and academic achievement, recently some new evidence shows that life satisfaction, academic performance, and other psychometric measures can be positively impacted by the frequency of participation in recreational sports.

Also, according to a recent Student Poll (Arts & Science Group) of over 500 high performing high school students who plan to enroll in a four-year college, 54% indicated intramural and recreational sports were a somewhat or very important factor in their college choice decision. In another survey conducted by the Higher Education Research Institute, 90% reported that regular exercise was part of their pre-college experience.

Perhaps the most significant contribution large recreation centers make in higher education is the immediate opportunity to establish a sense of belonging and membership in the larger community (Wade, 1991). Bryant, Banta, and Bradley (1995) suggest that, outside of structured freshman programs, recreation may be the single most common bond among students. WSU's new facility was recognized by the National Intramural Recreation Sports Association as the "Outstanding Indoor Facility" for 2002.

Campus Life

Campus Involvement Office – The campus involvement concept was instituted in November 2001, based on a strategic assessment of the Activities area. The current organization includes the Leadership Center, Student Programs, Greek Life, Arts/Cultural programming, and Associated Students of Washington State University (ASWSU) advising. The director is charged with the responsibility for working with the above units, as well as with Residence Life, Multicultural Student Services, Academic Affairs, student organizations, and other stakeholders within the university and

the Pullman community to develop a comprehensive approach to co-curricular involvement.

The most noted addition to the programming in Campus Involvement is the highly popular and successful "Up All Night". The program was student initiated and is designed to provide free or low-cost weekend entertainment for WSU students. It features free food, music, games, and other entertainment. Now into its third year, the program has been expanded to include academic theme nights with tutoring, speakers, panel discussions and debates.

Leadership Center – The Leadership Center, for the first four years of its existence, operated on a workshop, consultation, and retreat model. The past two years the center has begun to shift to a program development model, focusing more on creating leadership programs than providing workshops. The center has developed significant collaborations across student organizations, colleges, and Student Affairs units, and has played a role in training and development of the major student organizations and paraprofessional opportunities.

Child Care Center – The primary mission of the WSU Children's Center is to provide quality, developmentally appropriate childcare and early education for children of WSU students, staff, and faculty. WSU Children's Center practices a developmentally appropriate approach to early education as advocated by the National Association for the Education of Young Children. The Center recently completed the accreditation process and was re-accredited through 2007. (A five-year accreditation is granted to approximately seven percent of early childhood programs nationwide.)

In addition to providing care for children of WSU students, the center is available to students through their academic departments for research, observation and participation via internships. The evening care program began in January 1999, as a result of a \$50,000 grant from the Higher Education Coordinating Board. Student activity fees provided approximately \$20,000 in matching

funds and the additional matching funds were provided from the university. The Center has since received two additional renewals of the grant to continue to offer and expand the evening care program. The program has increased accessibility and affordability of childcare for WSU students.

Compton Union Building (CUB) - Compton Union is the campus community center with facilities for student activities, conferences and conversations. Food services include an espresso shop, fast food, international cuisine, and a full-service restaurant. Compton Union also offers meeting rooms, games area, hotel rooms for campus visitors, a movie theater, copy center, art gallery, student legal services, computer lab, and a variety of shops including a U.S. Post Office, hairstyling salon, travel service, floral shop, credit union, and bank machines. The CUB is more than a building — it is an educational program of out-of-class activities designed to provide for the student's personal, social, and cultural development; practice in leadership; and management and enjoyment of leisure activities.

Other groups within Compton Union include Campus Involvement, the Associated Students of Washington State University, Residence Hall Association, and Graduate and Professional Students Association. Just before Fall 2003, the Multicultural Student Centers (including the Multicultural Student Retention Services) moved into a newly remodeled area in the CUB. The relocation to the center of campus is a vast improvement for service to students. Renovation to the CUB is in pre-design phase. Construction is at least four to six years out and funding remains a critical issue.

Greek Life – For a number of years, Greek Life was in Residence Life, because it oversaw chapters with residential facilities. While the housing components were a common link, the general infrastructure and focus of activities in the two areas did not strengthen Greek Life. The organizational structure until last year, with a Coordinator of Fraternities and a Coordinator of Sororities, was not conducive to a unified approach to issues facing the Greek community. The department was restructured to create a director of

Greek Life, thus establishing responsibility and leadership for the entire Greek community, and the unit resides organizationally under the Campus Life umbrella.

Health and Wellness Services (HWS) - HWS contributes to the primary educational purpose of Washington State University by helping to support and retain its students. HWS does so through the provision of an array of high quality, highly accessible and cost effective programs aimed towards enhancing the health, safety, and well being of our students. Programs range from a full-service primary care clinic, to wellness/prevention programs promoting the development of a healthy, safe campus environment and the adoption of healthy and safe lifestyles, to vaccination programs aimed toward preventing public health catastrophes, to the provision of mentors and settings that directly facilitate didactic and applied learning.

HWS has adopted the Environmental Management Model favored by the Higher Education Center and the U.S. Department of Education. Components of this model that have been implemented include development of a social norms-based intervention program to combat alcohol/other drug abuse in high risk groups, peer programs targeting sexual assault and alcohol/other drug abuse, and funding and recruitment of a clinical substance abuse counselor. HWS plans to strengthen existing programs, coordinate limited resources more effectively and implement additional components of the model.

Health and Wellness Services was first accredited in 1996, again in 1999, and most recently in fall 2002, earning high praise for patient treatment and staff quality.

Dining Services – In seeking to develop a new direction for its Dining Services, Washington State University's Housing and Dining System retained a food service planning firm to assist a task force comprised of staff and stakeholders in the development of a comprehensive master plan for campus dining. The master plan is being structured in three phases: Financial analysis and market study; Campus dining master plan; and Master plan implementation services.

Housing and Residence Life – At WSU freshmen are required to live in residence halls (or in Greek Houses). A master planning effort is underway to determine future student housing options. Two firms were recently hired to conduct an analysis of current resident facilities and to design a prototype for possible suite style residences.

Residence Life's overall focus for the last several years has been the building of inclusive, personally and academically supportive residence hall communities. To this end, we strive to foster environments where students examine their beliefs, attitudes and actions towards people by increasing their knowledge, widening their experiences and engaging in meaningful dialogue. We reach out to residents in an effort to establish welcoming communities and encourage students to find their voice through involvement in the community as leaders. There are more than 600 leadership opportunities within the residence life experience. The program offers academic theme communities and a number of programs that promote faculty and student interaction outside the classroom.

Residence Life has joint appointments with the Student Advising and Learning Center (SALC) to enhance the academic support and enriched learning of residence hall students. The associate director of Residence Life is jointly appointed to direct and assess the impact of programs such as Teniwe, academic theme housing, the Cougar Academic Team Support (CATS), tutoring in the halls, the residential Peer Academic Advisors, and overall staff success. Some hall director staff members are assigned as liaisons with offices such as Counseling Services, Multicultural Student Services, New Student Programs, the Leadership Center, the Gay, Lesbian, Bisexual and Transgender Center, Health and Wellness, Campus Involvement, International Programs, the Intensive American Language Center, and WSU Police and Fire departments in an effort to create more seamless links. The students and staff benefit from very good technical tools and support from Administrative Services. Each residence hall room is wired with Ethernet connection at no additional cost to the resident and additional student

computer labs have been added to residence halls to provide better access for residents.

Office of Student Conduct – Guided by its commitment to excellence, the university aims to create an environment that cultivates individual virtues and institutional integrity. The Office of Student Conduct supports the mission of the university by encouraging students to take responsibility for their conduct both in and out of the classroom, and on or off university property.

In early 2002, this office developed an initiative called 'Cougar Accountability' to address areas of concern for student life that included academic freedom and integrity, diversity, safety and responsible choices. A student guide, *Fostering Community Values – A Catalyst for Lifelong Success*, was mailed out to entering students and their parents and e-mailed to current students. The guide addresses these areas and as serves as a resource for students.

Educational Development

Career Services — Career Services provides a comprehensive program to assist students with career development and employment needs by fostering effective academic/career planning, experiential learning, job search preparation, and access to professional opportunities, as well as by developing strong partnerships with employers, academic departments, and the university community. The following services and educational efforts are designed to meet these educational goals:

- ▶ Career Resource Center
- ▶ Career Development Program
- ▶ Academic career planning courses
- ▶ Career development training for students
- ▶ Internship planning and development
- ▶ Employer Relations – on campus interviewing, vacancy listing, etc.
- ▶ Career Fairs and special events
- ▶ Outreach – workshops, and liaison work
- ▶ Placement/credential files
- ▶ Marketing/Development/Fundraising

- Website – crucial component for marketing, educational delivery and direct services as well as student registration

Counseling and Testing Services —The primary mission of Counseling Services is to assist students with problems and concerns that interfere with normal academic development and persistence toward degree. A comprehensive testing program assists students with personal, educational and professional planning. Also central to the mission of Counseling Services is the training of pre-doctoral interns and advanced graduate students in psychology, accredited by the American Psychological Association since 1987, and most recently in June 2002. Related service provision programs administered through Counseling Services are the Sport Psychology Program and the Alcohol and Substance Abuse Program. Testing Services administers placement tests, Distance Degree Program (DDP) exams and standardized national tests. It serves as a GED testing center and provides career-related, personality, and learning disability assessments.

Student Advising and Learning Center - The Center is dedicated to sharing with students the responsibility for their academic, personal and social growth. The framework for program design and assessment is Chickering and Gamson's *Seven Principles for Good Undergraduate Practices*. Design and assessment is also informed by current research on academic success, cognitive development, and successful pedagogical approaches and include a full spectrum formative and summative assessment agenda.

Academic Advising – Based on the recommendations of a 1997 academic advising task force, a number of recommendations to improve advising were implemented. The Transfer Center was established; an advisor listserv is actively utilized by advisors; periodic meetings of the Academic Advisor Discussion Group provide a routine forum for communication and information dissemination. More recently, the Strategic Plan underscores the importance of advising for an enriched undergraduate experience. An Implementation Team subcommittee conducted a

survey of faculty and administrators, and made a series of recommendations for improving advising. In Fall, 2003, the Student Advising and Learning Center was included as part of the structural reorganization to establish an Office of Undergraduate Education to provide better coordination and integration of academic support for all undergraduates.

Academic Standards — In the belief that students will live up to the expectations we hold of them, two major efforts recently upgraded academic standards. In 2001, after two years of deliberations by the Greek chapters, their advisors, and university representatives, the Fraternal Organization Agreements were changed to include raising the average chapter GPA to 2.4 for chapters to maintain good standing with the university. In Spring 2003, following an explicit goal to establish more rigid retention standards in the Strategic Plan, the Faculty Senate approved the revisions to the academic deficiency regulations and recommended changes to the reinstatement appeals process.

Community Service Learning - The importance of service learning to enhance student learning and engagement was underscored in the Strategic Plan. In 1996, the Community Service Learning Center refocused efforts towards more curricular service learning opportunities. Today, 50 classes, 30 faculty, 1600 students and 80 community partnerships are engaged in service learning. The Community Service Learning Center is also being included as a unit within the newly established Office of Undergraduate Education.

Cougar Academic Team Support (CATS) — CATS is one of the options available to assist academically deficient freshmen and support their success in the following semester. Based in the residence halls, small groups of students are led by a peer facilitator in academic and social integrative activities. Participating students attain better grades and are retained at higher rates than non-participating deficient students.

Freshman Seminar — Begun in fall 1996 with 30 sections, the seminar was expanded to an additional 15 sections for spring semesters in 1998.

Freshman Seminar participants typically have an average Admissions Index Number (AIN) five or more points below their counterparts, but earn higher grades their first year and are retained at higher rates. In fall 2003, pilot sections of Freshman Seminar incorporated community service learning as part of their activities.

GEAR UP - In 2002, WSU received a \$10 million grant to partner with seven school districts, two community colleges, three not-for-profit organizations and a family farm in order to assist low-income students from middle and high schools in the partner districts to become aware of, and prepare for, postsecondary educational opportunities.

National Student Exchange – While the NSE program has been available at Washington State University for more than ten years, moving the administration of the program to the Transfer Center in 2001 has allowed for more visibility. By providing an enriched education experience, the program supports the recruitment and retention of students. Participating students may study for one year at any of 170 institutions in the U.S.

Returning students report an experience of strong personal and academic growth due to exposure to different historical and cultural perspectives, and sometimes access to specific coursework not available at WSU.

Teniwe (Freshman Residential Interest Group) — Teniwe is a housing option that includes co-enrollment in up to four classes shared with one's living group members. Compared to similar students, Teniwe students complete more credit hours in their first semester; have higher rates of good academic standing; and have better fall-to-fall retention. A pilot group of 6 themed floors in residence halls was conducted in fall of 1999, and we now have 25 themed floors.

Transfer Center — Established in 1997, the Transfer Center provides advising and other support to pre-entry and enrolled students to aid their transition to WSU. The Center also develops relationships and agreements with community colleges to develop policies, activities and programs that assist students in effective planning for their transfer to WSU.

TRIO programs — In 2001, a Student Services Support Program grant was awarded to Washington State University to assist low-income, first generation WSU college students in successfully completing a baccalaureate program. In 2003, three Upward Bound programs were awarded to Washington State University to assist low income, first generation high school students from eight rural school districts to prepare for successful completion of a post-secondary education. Upward Bound and Student Support Services join the McNair Program, another TRIO program which was first funded in 1999, and which prepares low income, first generation college students for graduate education.

Washington Achievers Scholars — In 2001, Washington State University joined the Washington Achievement Scholars program, in which students from 16 Gates Foundation supported high schools receive assistance to prepare for and successfully complete a postsecondary educational career.

Enrollment Services

Within Student Affairs, Enrollment Services at Washington State University Pullman is comprised of Admissions and New Student Programs; the Office of Student Financial Aid and Scholarship Services; and the Office of the Registrar, under the leadership of the Executive Director for Enrollment Services. The Enrollment Services unit is a relatively new structural configuration for the University. An interim appointee is currently holding the position of Executive Director for Enrollment Services, with a search planned for a permanent appointment in 2004.

Office of Admissions and New Student Programs—The Office of Admissions is responsible for communication with prospective students and their families, outreach and recruiting, admission counseling, evaluation of new incoming students' application materials and transcripts, processing returning students' application materials, and in making admissions decisions and informing prospective students of their admission status to Washington State University Pullman and Extended University Services Distance Degree

Programs. The Office of Admissions at Pullman is responsible for collaborating with the other system campuses in formulating policy and strategy to implement the University's strategic admission goals and to enforce admission criteria and standards. The University's policies and standards for admission are developed in broad campus-wide discussion under the direction of the President and Provost in consultation with the Board of Regents.

Marketing and Communication – One of the primary roles for Admissions is communication with prospective students and their families. Collaboration with the University Relations - Marketing Communications Office has resulted in a complete revision of print, web, and email communications products, with the entire effort guided by the University's brand and message for a more consistent and high-quality professional appearance.

Outreach and Recruitment – The Office of Admissions has taken a new kind of leadership role in recruitment than in the past. In 1999, recruiters were hired and placed in western Washington to enhance WSU's visibility and to capitalize on recruitment opportunities. During the last year the recruitment effort has been reorganized into a regional structure with individual admissions counselors responsible for an assigned geographic region. In August 2003, personnel formerly assigned to the Multicultural Student Services (MSS) unit were teamed with the admissions counseling staff. With the inclusion of the MSS recruiters, WSU's desire to take a more proactive and assertive role in providing outreach and in recruiting a diverse student population was greatly enhanced. Searches are underway for two additional admissions counselors whose focus will be on Native American populations and on the Chicano/Latino communities in central Washington.

Admission Counseling – A fundamental shift in the philosophical approach to prospective students and their families is underway among the admissions recruitment and counseling staff. That shift entails a refocus away from a strictly WSU recruiting approach, to a counseling approach

focusing on the benefits of higher education to the students, their families, and society in general. This shift in philosophy is intended to help to address the ongoing concern over the relatively low participation in baccalaureate education in this state.

Evaluation of admissions materials and transcripts, and admission decision – At the heart of the admissions efforts is the evaluation of materials and academic records submitted by applicants to WSU. Admission standards as the basis of those evaluations are undergoing review and reassessment internally and at the state level. In the coming months, it is anticipated that enhanced standards will be implemented to continue addressing the institution's strategic goal of improving the quality of the undergraduate student body. The majority of the staff within the Office of Admissions works on the evaluation of students' applications and materials. The staff, largely classified clerical personnel, is highly trained and is dedicated to responding to each student's application with accuracy and timeliness.

Technology - Extensive and efficacious use of technology is critical in evaluating the increasing volume of application materials. In 1999, an imaging and workflow system was developed and implemented resulting in significant improvements to efficiency. Since that time, the system has been upgraded and improvements have included a web-based application, which permits campus-wide access, enhancing the Colleges' and departments' ability to review students' documents. A communication and recruiting application, a computer-aided telecounseling system, and a transfer credit evaluation and degree audit system have been deployed for more effective and efficient responses to applicants and students.

New Student Programs – On- and off-campus visitation programming, as well as new student orientation is the purview of the Office of New Student Programs. The visitation programs include nine major on-campus events as well as four to six off-campus events each year. On average, over 300 students plus their families participate in *each* of the visitation programs. The

new student orientation programs are primarily summer events introducing students to Washington State University and culminate in registration for classes, and are now attended by virtually all new freshmen.

Office of Student Financial Aid and Scholarship Services — During the 2002-2003 academic year, the OSFA/OSS coordinated the delivery of nearly \$157 million in aid resources to over 15,000 WSU students. Over the past five years, total aid delivered to WSU students has increased approximately 30%.

Client Services – A significant effort has been expended in augmenting and expanding Client Services. Staff and graduate students undergo rigorous training and frequent updates to ensure that accurate, timely, and complete information is provided to prospective and current students.

Student Financial Aid Programs – Since 1997, the numbers of students receiving loans has increased by nearly 15%, with over \$29.9 million in total FFEL loans last year. As of June 30, 2003, the default rate for borrowers entering repayment in the 2002-2003 academic year (for the Federal Perkins Loan Program) was 6.29%. The U.S. Department of Education has reported that the 2001 cohort default rate is 2.5%. In summer 2003, a small grant permitted the Office to launch a consumer literacy program that is intended to inform and educate prospective and current students and their families of the benefits and disadvantages of using loans to finance their college education and how to effectively manage their indebtedness and credit.

Technology and Systems – The Office of Student Financial Aid and Scholarship Services is reliant on technology to conduct business on a daily basis. The in-office technical staff members have developed extensive technological tools for staff and student use. Additionally, as the campus develops a portal, the students' financial account data will become a key portlet, and it is anticipated that in addition to more timely information, the accessibility to this data in the portal will enable the Office of Financial Aid to decrease the number of mailings to students, resulting in cost savings.

Scholarship Services – Services offered by the Office of Scholarship Services (OSS) include assistance with identifying all the scholarship opportunities at WSU. Students who complete the online application, available by October of each year, are considered for institutional programs, but also for many WSU colleges/departamental scholarships. Additional information including helpful tips, answers to frequently asked questions, and links to college/departments, private and state scholarships are offered on the OSS website.

Office of the Registrar — The Office of the Registrar is responsible for record keeping and registration, the University's academic catalog and schedule of classes, enrollment verification and graduations, commencement, scheduling classroom space, residency verification, and veteran's affairs for the University. The Pullman-based Registrar's Office staff coordinates and collaborates closely with their counterparts at the other system campuses.

Record keeping and Registration – the Registrar's Office continues to fill this traditional role, employing technology where appropriate. The RONet, a computer-aided tool developed in-house, provides a wide range of web-based services to over 3400 faculty and staff, and is the primary mechanism employed for grade reporting and other faculty actions. The METRO system, an electronic tool developed for online registration is the primary form of registration. Telephone touchtone registration was discontinued in 2002. An automated enrollment cancellation system has been developed and employed for the past two years.

Academic Governance - An Assistant Registrar is a permanent member to the Faculty Senate Academic Affairs Committee and to the Catalog Subcommittee. The Assistant Registrar maintains the degree audit system, DARS, which is now used for over 90% of the current students who are candidates for graduation and 100% of students currently enrolled in their first degree program. The University's academic catalog is published in paper and electronic formats to ensure wide accessibility. The schedule of classes is also published in limited paper and electronic formats.

Enrollment verification and graduations processing -

These critical responsibilities use technology wherever appropriate. Staff members have been trained on the FERPA provisions to ensure compliance.

Commencement – In recent years, Commencement event coordination was assigned to this Office and a fall commencement ceremony was added.

Classroom reservation system – Resource 25 has recently replaced CRAM as the electronic room scheduling system. The system connects closely with the course scheduling function and will soon be tied to the University portal system. The new system provides more efficient and effective scheduling of classroom space.

Residency verification – the Registrar's Office has assumed the responsibility for residency verification for incoming and current students for fee purposes.

Veterans Affairs – the University's Veterans' Affairs responsibilities are administered through the Registrar's Office, including on-campus events to honor veterans, student counseling, veterans' work study, veterans' educational benefits and assistance, scholarship and tuition waiver delivery. The Veterans' Affairs staff meets regularly with state, regional, and national Veterans' Affairs personnel.

STANDARD FOUR

Faculty

During the past five years, a host of Faculty related issues have been taken up and addressed. Perhaps the most visible commitment to the well-being and concerns of the Faculty was the creation of a new position – Vice Provost for Faculty Affairs — within the Office of the Provost. Equally telling was the appointment to this half-time position of a faculty member who is extremely well-regarded, both among her peers and within the administration, assuring her effectiveness in both arenas.

As noted in Part A, the university has worked hard to maintain its commitment to adequate faculty salary levels. While we are not satisfied with the results, we are pleased that we were able to provide some level of salary increase almost every year, as well as some targeted funding each year to recruit and retain individual faculty members, through a combination of state funding and internal reallocations. Salary increases were awarded according to the Faculty Manual and A/P Handbook, based largely on merit.

Faculty Salary Increases: Overall Averages – 1999-2004

1999-00	5.0%	(state funded 3% + 1% retention)
2000-01	4.2%	(state funded 3%)
2001-02	4.1%	(state funded 3.7%)
2002-03	1.5%	(Jan. 1; retention only; no state funding)
2003-04	3.0%	(Jan. 1; state funded for retention 1%)

A partial list of other policies addressed and actions taken on behalf of faculty since 1999 includes:

- ▶ A new phased retirement policy was introduced;
- ▶ An exit survey was conducted to try to understand more about why faculty members left;
- ▶ Several recommendations of a tenure and promotion committee, led by one of the Chancellors have been adopted (e.g., faculty prepare a statement of context, reduction of number of external letters from five to four, teaching portfolio limited to five pages, tenure clock may be stopped by serious family illness);
- ▶ A succeeding tenure and promotion committee, led by a college dean, has been appointed to address additional issues;

- ▶ The Faculty Disciplinary Procedures section of the Faculty Manual has been revised;
- ▶ Faculty titles have been revised and the number of categories of people who have faculty titles reduced;
- ▶ The Eminent Faculty Award and the Regents Professor rank were created and awarded for the first time.
- ▶ Efforts to develop a standardized Web-based annual review form are well underway, but delayed by budget constraints;
- ▶ The university has responded to several recommendations by the Commission on the Status of Women to improve the situation for women faculty;
- ▶ A cluster hiring strategy to help diversify the faculty was approved.
- ▶ New policies for the urban campuses include policies relating to the faculty.

Faculty Evaluation

Faculty members are given three types of substantive performance evaluations. All faculty are given an annual review to evaluate their performance during the past calendar year. Untenured tenure-track faculty members are also given an annual progress towards tenure review to evaluate their cumulative performance relative to the criteria for tenure. Finally, all faculty members are given very exhaustive reviews when they are candidates for tenure and/or promotion.

Annual Review: Each year, each faculty member prepares a description of all of activities in the preceding calendar year. These descriptions are submitted to the department chair who summarizes and evaluates the activities. The chair gives the faculty member a numerical score ranging from 1.0-5.0 (5 is high) representing whether the performance fails to meet expectations (score<3.0), meets expectations (score = 3.0) or exceeds expectations (score>3.0). The faculty member is given the opportunity to discuss the review with the department chair, and then signs the review to indicate having read it. Faculty members are also allowed to submit a written

response to any aspect of the review with which they disagree. The results of the annual reviews and any responses by the faculty member are forwarded to the Dean who either agrees with the review or assigns a different numerical score. In addition to providing needed feedback to faculty members, annual reviews are used to assign the merit portion of salary raises. Information about the annual review process may be found in the Faculty manual (http://facsen.wsu.edu/faculty_manual/manual/)

Progress Toward Tenure Review: Tenure-track faculty members who have not yet achieved tenure are also given an annual Progress Toward Tenure Review. Faculty members describe all of their job-related activities for all of the preceding years of employment at WSU. This information is then discussed by all tenured members of the candidate's department. The tenured faculty makes a recommendation to the department chair about the faculty member's progress towards tenure. The chair then conveys this information to the faculty member. One of the progress-towards-tenure reviews (usually the one conducted in the candidate's third year of employment) is a dry run for tenure. That is, the faculty member submits all of the information that will be required at the time of tenure except for the external letters. Information about progress-towards-tenure reviews can be found in the Faculty Manual.

Tenure and Promotion: Faculty members are given exhaustive reviews at the time of tenure and promotion to the rank of Associate Professor (usually after 6 years of employment), at the time of promotion to the rank of Professor (usually after an additional 6 years, if merited) and, for a small number of highly meritorious faculty, at the time of promotion to the rank of Regents Professor. The candidate prepares a folder that contains curriculum vitae, a teaching portfolio, and all previous reviews. This material is submitted to four reviewers who are external to the University. These external reviewers write letters assessing the merits of the case relative to national and international standards for similar ranks in the discipline. The candidate's folder and the external letters are then made available to all members of

the faculty in the candidate's department who hold a rank equal to or above the rank to which the candidate aspires. The appropriate departmental faculty discuss the merits of the case and then each faculty member prepares a ballot voting either for or against the candidate and explaining why. The ballots are forwarded to the chair who summarizes and evaluates the candidate's case and the faculty votes. The entire case is then forwarded to the dean who reviews it, along with an advisory committee. The Dean prepares an assessment of the case and recommends for or against tenure and/or promotion. The entire case is then forwarded to the Provost. The Provost, in consultation with the Vice Provosts, decides whether tenure and/or promotion will be granted. Information about tenure is found in the Faculty Manual.

STANDARD FIVE

Libraries and Information Resources

Over the past five years, the WSU Libraries have worked hard to address both the increasing instructional needs of its faculty, staff, and students and the significant changes underway in academic program needs for information resources and in the scholarly communication environment.

In order to provide a wide range of materials that support research, teaching, and learning, the WSU Libraries have dedicated significant resources to assuring that the research and professional literature needed by its faculty, staff, and students is accessible in electronic formats. Article indexes, scholarly monographs and journals, and core reference materials in a number of disciplines are now available in electronic form. Not only does this migration to digital information formats reflect the evolution of scholarly communication standards across the disciplines, but also the commitment of the WSU Libraries to supporting faculty, staff, and students, 24/7, both across the state and through Web-based instructional environments.

The WSU Libraries have also worked to provide access to a wide range of print materials through its involvement in a number of resource-sharing agreements that allow patrons to quickly access materials held in the collections of libraries around the world. By joining library consortia such as the Greater Western Library Alliance, the Libraries are able to provide our patrons with access to the collections of over 30 academic libraries throughout the Western United States at a reduced cost. Likewise, membership in the Orbis Cascade Alliance provides WSU patrons with access to over 22 million items held in 26 libraries in Washington and Oregon. These and other agreements assure that patrons continue to have access to a wide variety of research materials even as collections budgets are stretched by increases in serials costs and by the need to support electronic access to periodical literature and electronic databases. By implementing new technological solutions, the WSU Libraries have provided library information systems that assure ever more rapid access to these materials using our integrated online library catalog and systems such as ILLiad for electronic delivery of requested materials.

WSU Libraries faculty identify priorities for use of collections funds through a network of subject specialists who assure that current collections meet the changing needs of the academic departments to which they serve as liaisons. In the past year, a thorough review of print and electronic serials was conducted by these specialists to assure that our collections were attuned to the needs of our academic departments.

WSU Libraries faculty also collaborate with colleagues across campus to assure that instructional and information service needs are being met as effectively as are collections needs. In recent years, for example, coordinated efforts at collaboration between the WSU Libraries and colleagues in the Writing Center, the Center for Teaching, Learning, and Technology, the Student Advising and Learning Center, the General Education Program, and others have resulted in new instructional service programs designed to meet the increasing needs of our faculty, staff, and students for information literacy instruction. Over the past few years, in fact, the number of classes taught by WSU Libraries faculty has increased from 303 in 1996-97 to 914 in 2002-03. In that same time, the number of students taught by library faculty has increased from 5,626 in 1996-97 to 11,534 in 2002-03. The WSU Libraries have met this steadily increasing need for direct instructional service and for instructional collaboration with faculty across campus by re-allocating existing human resources in order to dedicate additional faculty lines to its Library Instruction unit, including the establishment (through re-allocation of a vacant line) of a new Instructional Design Librarian position in Summer 2002.

Finally, the WSU Libraries have participated in a number of national assessment efforts designed to assure that our collections and services are meeting the needs of WSU faculty, staff, and students. Among these efforts have been annual participation in the LIBQUAL+ assessment of perceived service quality and early adoption of the first, national effort to assess information literacy skills among the student body, Project SAILS (Standardized Assessment of Information Literacy Skills). The results of these measurement tools have been used to help us make appropriate decisions about the allocation of financial and human resources, and they have also allowed us to identify programmatic areas of library operations that need to be reviewed and improved.

The WSU Libraries are committed to continuing to meet the information, instructional, and collections needs of its faculty, staff, and students, and to effective stewardship of state funds through participation in regional and national consortial agreements that allow us to maximize purchasing power and to leverage greater access to print and electronic resources for faculty, staff, and students across the state.

STANDARD SIX

Governance and Administration

Governance

Washington State University is governed by a 10 member Board of Regents appointed by the Governor of the State of Washington, with the consent of the state senate. One member is a student who serves for one year. The other members hold their offices for terms of six years. The Student Regent position was created by the 55th Legislature at the 1998 Regular Session, with the first Student Regent appointed in June 1998.

Other members of the Board of Regents represent all regions of the state and a diverse range of backgrounds and experiences, which is of great benefit to the university.

Kenneth Alhadeff (appointed 1996) is chairman of Elttaes Enterprises, chairman of the Kenneth and Marleen Alhadeff Charitable Foundation, president and CEO of MiKen Properties, and owner of the Majestic Bay Theatres. He received a Bachelor of Arts in General Studies from Washington State University in 1970.

Elizabeth A. Cowles (appointed 2000) is Chairman of Cowles Publishing Company, where she oversees several divisions of the company, including three television stations, a film and television production studio, an insurance agency serving ten states, and a retail development in downtown Spokane. She is a trustee of George Washington University, her law school alma mater.

Angela Cox (appointed 2003), the sixth student regent, is from Anchorage, Alaska, and a senior double majoring in advertising and English. She is a member of a variety of honors organizations, including the President's Honor Roll and the National Society of Collegiate Scholars, and is a McNair Scholar.

Peter Goldmark (appointed 1996) is president of Double J Ranch, Inc., in Okanogan. He has also served as vice president of Quality Northwest (1996-98); and director of the Washington State Department of Agriculture (1993). He received a Bachelor of Arts from Haverford College in 1967 and a Ph.D. in Molecular Biology from the University of California, Berkeley, in 1971.

Steven Hill (appointed 2001) is a consultant with Mercer Human Resources. He is retired from Weyerhaeuser Company, where he was senior vice president of Human Resources from 1990 to 2003. He received a Bachelor of Science degree in forest management from the University of California at Berkeley in 1969 and a Master of Business Administration from UCLA in 1971.

Joe King (appointed 1996) is a partner in the firm of King, Crowley and Company, a public affairs consultant firm. Prior to that, he was a partner in an insurance and employee benefit agency. He served in the Washington State Legislature from 1980-92, where he held the posts of chair of the Trade and Economic Development Committee and majority leader, and served three terms (1987-92) as speaker of the house. He received a Bachelor of Arts in English from Linfield College in 1967 and a Master of Arts from Western Kentucky University in 1969.

William Marler (appointed 1998) is a partner in the law firm of Marler Clark in Seattle, and serves on the following boards: the Washington State Trial Lawyers Association, the Bainbridge Youth Services Board, the Senior Services Board, and the Children's Hospital Circle of Care. He received a Bachelor of Arts in Political Science, Economics, and English from Washington State University in 1982, and a Juris Doctor from Seattle University in 1987.

Chris Marr (appointed 2003) graduated magna cum laude with a B.A. and M.B.A. from San Francisco State University, and was employed as a manager by Ford Motor Company and McDonald's Corporation in the Seattle area before moving to Spokane in 1986. He is managing partner of the Foothills Auto Group, which operates Lincoln Mercury, Mazda, Acura, and Honda dealerships in the Spokane area, as well as the Quality Care Service Center on the South Hill. He was appointed to the Washington State Transportation Commission by Gov. Gary Locke in 1998, and is its immediate past chairman.

Connie Niva (appointed 2003) currently serves on the Washington State Transportation Commission, the Everett Area Chamber of Commerce, and the Milltown Investment Club. She is also chair of the

Snohomish County Housing Hope Board of Directors, and vice chair of the Center for Women and Democracy at the University of Washington. She graduated with honors from WSU in 1962 with a Bachelor of Science in Bacteriology and Public Health. She received her master's degree with honors in Public Administration in 1992 from Seattle University.

Rafael Stone (appointed 2000) is a partner in the law firm of Foster Pepper & Shefelman, and chairs the firm's Institutional Pensions Investing and Operations Practice Group. He has more than 25 years' experience representing institutional investors, advisors, consultants, and U.S. corporations in national and international real estate and private equity investments. He serves as a member of the Sea-Tac Airport Policy Advisory Committee. He received his Bachelor of Arts and Juris Doctor, from the University of Washington.

Of the 10 members, six of them are new within the past five years. There have been no major changes in organization or responsibilities during that time. The Board enthusiastically approved the new Strategic Plan in January 2002, and the Principles for Washington State University System Implementation in March 2003.

Additional information about the Regents, individually, as well as about their general powers and duties, bylaws, meeting dates, meeting minutes, and organizational and committee structure can be found at:

<http://www.regents.wsu.edu/regent-profiles.html>

Administration

University Relations. Several changes in the leadership and the organizational structure of the university have been described elsewhere. One additional major unit, the Office of the Vice President for University Relations, plays an important role in the implementation of the Strategic Plan. University Relations has made substantial progress over the five-year review period in two areas directly supporting the academic strengths of Washington State University. One is the new integrated marketing communication work that, in combination with efforts of colleagues in Student Affairs and the academic colleges, has resulted in a substantial

increase in high ability freshmen enrolling at the Pullman campus. The other is the development of an internal/organizational communication program that has helped improve relations between the faculty and the administration, and has helped build solid support for the University's strategic plan.

In 1999, University Relations with full support from then President Samuel H. Smith began a detailed assessment of the University's position in the higher education marketplace in Washington and the Northwest. Key constituencies included prospective freshmen students and parents of prospective students in several areas of the state.

The research data provided a baseline of information for building a new integrated marketing communication program that would be more efficient and effective for Washington State University, especially in attracting a student body better prepared for the challenging academic programs at WSU.

Upon his arrival, President Rawlins directed a reorganization of units and communication approaches in order to bring public perceptions of Washington State University up to date with its current status.

One unit was charged with developing the new integrated marketing plan in close collaboration with the university community and then putting it into action. Another area of University Relations was charged with building an internal/organizational communication program with a focus on strengthening communication of university leaders with faculty and staff. An assessment of internal communication strengths and weaknesses provided baseline data for the new internal communication program.

The results of these changes are substantial, as shown by large increases in high ability freshmen choosing WSU, and improvements in attitudes in follow-up research with both external and internal audiences.

Today, the Office of Marketing Communications works collaboratively throughout the University towards the primary objective of increasing the number of high-performing students enrolling at Washington State University. To this end, all

communications to prospective students have been revamped, tested, and integrated into all strategies.

The new Regents Scholars Program, one of the lead efforts of this campaign, is proving to be highly effective in bringing an updated picture of Washington State University to high school officials and teachers.

A key element in building an environment of trust and respect is open communication, both between individuals and among University leaders, faculty and staff. WSU, through the work of University Relations has created an internal communication program that actively supports this goal within the Strategic Plan, and enhances the ability of faculty and staff to be advocates for Washington State University. Follow-up research in 2003 showed improved understanding of the University's academic excellence, enhanced loyalty to the University, increased trust between faculty and WSU administrators, and a high level of commitment to the University's strategic goals.

University Extension. Traditionally, Extension has been considered as the outreach arm of the agricultural college within a Land Grant university. At Washington State University, "Cooperative Extension" was originally founded to provide educational opportunities to agriculture and natural resource-dependent communities. In a changing world, however, the mission of Extension has been evolving to encompass much more of the university and to respond to a much broader range of communities. In addition to its many traditional roles including, among others, its continuing close research and service ties to CAHNRS, sponsorship of 4-H programs statewide, its presence in each of Washington's 39 counties through Cooperative Extension Offices and Services, Extension now encompasses a wealth of wider responsibilities ranging from administration of the state's Energy Office to the 10 WSU Learning Centers around the state.

Administratively – in order to both reflect and support its more inclusive role — the title of the program at WSU has recently been changed from Cooperative Extension to Washington State University Extension, and its reporting structure now leads directly to the Provost, as well as through CAHNRS.

The creation of a university-wide Extension is seen as an evolutionary process and one that is additive in nature. WSU Extension will continue to provide education opportunities to its traditional constituents, while expanding already emerging partnerships with WSU colleges and campuses to broaden WSU's outreach programs and audiences. Expected near term outcomes of its new role include;

- ▶ Development of a framework to support university-wide Extension
- ▶ New partnerships across the WSU system
- ▶ New Extension programs in sustainable land, water and natural resource systems
- ▶ Expansion of Extension programs for urban audiences
- ▶ Strengthening Extension's role in recruitment and degree delivery.

STANDARD SEVEN

Finance

The Strategic Plan Drives the Budget

The budget process is driven by the strategic plan both for the preparation of the request to the state and for the internal allocations among competing priorities.

The Budget Request Process

The State of Washington budgets on a biennial basis. For the 2002 budget request, the University received nearly 20 proposals for new initiatives from internal and external constituent groups.

Economic conditions in 2002 made it clear that funding from the state would be limited in 2003-2005, so our budget request deliberations centered on how the strategic plan could be implemented during a period of increasingly scarce state resources. Since the strategic plan emphasized the *quality* of the undergraduate experience and *quality* of graduate education and research, not the number of programs offered, the budget request to the State was similarly focused. Limiting the 2003-2005 state operating budget request to only three items, the emphasis of our request to the state was core funding.

Core Funding: We requested that the state provide additional support per student incrementally each year to catch up to the average funding levels of competing states over several biennia. In 2003-2005 we requested an increase of \$36 million or 6% per year (3% catch-up, 3% keep-up).

DVM Replacement Funding: After more than 20 years of taking their entire second year and most of the third of courses at WSU, Oregon students in the Doctor of Veterinary Medicine program, along with their funding, are being withdrawn. WSU requested replacement funding to continue the DVM program. On a positive note, this move will make room for more Washington students in this highly competitive program.

Continued Access: WSU requested only enough new enrollment funding admit to the same number of new freshmen and transfer students in 2003 and 2004 as were admitted in 2002. Because the 2002 entering class was larger than the previous three years, enrollment will grow at a controlled rate for several years as smaller graduating classes are replaced by larger entering classes. Without

this funding, enrollment will have to be reduced to match legislative funding.

The presidents of Washington’s two research universities teamed together to spread the word about the importance of adequately funding higher education to editorial boards, business and civic groups across the state, leading to frequent discussion on this topic in the press and among political leaders.

The Legislative Budget

The 2003 legislature cut the operating budget for most sectors of government including higher education. The reductions in higher education were more limited than elsewhere in government, and were partially offset by increases in tuition. The cut to WSU for fiscal year 2004 was \$10.3 million on a state base of \$196.2 million; however, considering the tuition increases our funding is relatively stable.

Funding From State & Tuition (millions of dollars)			
	State Appropriations	Tuition Revenues	Total State and Tuition Revenues
1997-98	167.4	56.8	224.2
1998-99	171.2	59.1	230.3
1999-00	183.3	61.0	244.3
2000-01	197.2	62.9	260.1
2001-02	201.3	69.4	270.7
2002-03	194.2	80.8	275.0
2003-04 Est	187.0	86.2	273.2
2004-05 Est	193.4	91.3	284.7

Includes funding for transfer student FTEs & high demand FTEs

The 2003 legislature did appropriate replacement funding for the DVM program, protecting the program from reductions as the Oregon funding is withdrawn.

The legislature also funded additional enrollment for transfer students and additional enrollment in

high demand fields. Both of these increases were state-wide pools in which WSU competed successfully. Notably, the funding was at a level per FTE that was well above our average funding.

Disappointingly, there was no legislative funding for a general salary increase, although a pool of \$2.9 million over the biennium was provided to fund individual salary increases selectively for recruitment and retention purposes.

The WSU Board of Regents raised tuition to levels authorized by the legislature to partially offset the budget cuts. For resident undergraduate students the rates were increased by 7% each year. For other categories of students the increases ranged from 2% to 7% per year.

The WSU strategic plan also drove our capital budget request to the state. In a change from past practices, when appropriate we now ask for construction and renovation funds for interdisciplinary research and teaching spaces. Historically, construction has been discipline-specific buildings. For example, this biennium the university secured funds from the state for the design of the Biotechnology/Life Sciences Facility, the first building within a multi-disciplinary research and education complex that will serve as a focal point for disciplinary activities associated with biotechnology.

For the 2003-05 biennium the state appropriated to WSU \$110 million, including construction of a state-of-the-art Plant Bioscience Facility, an addition to Cleveland Hall for teacher education, a research building at our research station in Prosser, and a major effort for preservation of existing facilities.

Internal Budget Allocation Process

Even though the budget reductions imposed by the state in 2003 were modest compared to those in some other states, they posed a significant challenge to WSU as we attempted to implement our Strategic Plan. From the plan we knew that improving faculty and professional staff salaries was crucial to the quality for instructional and research programs. Yet no funding for a general

salary increase was provided by the state. Driven by the plan, we made the difficult choices to cut programs enough to provide funding for modest reallocations including a general salary increase for faculty, professional staff and teaching assistants. (Increases for classified staff were not permitted by state regulation.)

Salary increases were awarded according to the Faculty Manual, based largely on merit. The average general increase was 2%, effective January 1, 2004. Approximately 20% of eligible faculty and administrative/professional staff received more substantial increases from the state-funded recruitment and retention pool.

Each vice presidential area of the university was required to reduce its budget by 3% effective July 1, 2003. The vice presidents and their staffs worked to find ways to implement the Strategic Plan even with the reductions. The Provost held a special retreat for the deans to discuss collaborative efforts to absorb the cuts without reducing quality. In October, each dean and other major area administrator met with the university Budget Council to describe their strategic priorities and their budget plans. The most costly strategic budget allocation decision was the funding of salary increases (\$2.1M in FY04 and \$4.2M in FY05, excluding benefits).

Our strategic decisions made during the allocation process included:

► **Recognition of Excellence**

- A pool of \$100,000 was established to support employee excellence awards.

► **Support World Class Undergraduate Instruction**

- Establish the President's Teaching Academy
- Establish the Office of Undergraduate Education
- Fund competitive Teaching and Learning Grants
- Fund strategic cluster hires
- Fund high demand enrollments

- Fund international university partnerships
- Enhance marketing communications
- Enhance student recruiting
- Establish an Exemplary Department Award
- Expand the Business faculty
- Expand the Murrow School of Communications staff
- Expand Teacher Education
- A high enrollment instruction pool of \$1.3M will be maintained by the Provost to allocate to areas of high enrollment on an annual basis.

► **Enhance Research Environment**

- Fund Office of Research initiatives
- Fund university-wide Bio-Technology initiatives
- Selectively increase salaries for faculty vacancies to hire senior faculty
- Fund faculty start-up costs
- Fund libraries acquisitions
- Fund the BioEngineering initiative
- Fund the BioInformatics Initiative
- Fund Electrical Engineering and Computer Science
- Beginning in FY05, 4% of Facilities and Administrative (F&A) revenue collected for the previous year's grants and contracts will be allocated to the Office of Research for equipment matching and faculty research initiatives.

► **Improve Graduate Programs**

- Selectively improve Graduate Assistant salaries to improve recruiting
- Improve Graduate Assistant Health Benefits
- Graduate School Initiatives
- SEVIS Staffing

STANDARD EIGHT

Physical Facilities

Changes in the physical plant at Washington State University's four campuses during the past five years have included new buildings, additions, renovations, and other miscellaneous projects:

New Buildings:

New Incinerator (1999) – 4,268 gsf

Animal Disease Biotech. Facility (1999) (Federally Funded) – 86,160 gsf

Student Recreation Center (2000) (Student Funded) – 154,000 gsf

Vancouver Engineering Life Science Building (2000) – 67,000 gsf

Creamery Warehouse (Local funds) (2000) – 12,805 gsf

Smith Center for Undergraduate Education (2001) – 95,000 gsf

Spokane Health Sciences Building (2001) – 145,600 gsf

Vancouver Multimedia Classroom Building (2002) – 49,200 gsf

Indoor Practice Facility (2002) (non-state funded) – 86,172 gsf

Shock Physics Facility (2003) – 33,330 gsf

Energy Plant Replacement Facilities (2003)

Energy Plant (2004)

Additions:

Vancouver Physical Plant Maintenance Shops (2000) – 18,500 gsf

School of Communication Facility (Murrow Addition)
(2003) – 26,600 gsf

Existing Building Renovations:

Kimbrough Renovation/Addition (1999) – 114,000 gsf

Thompson Hall Renovation (1999) – 42,906 gsf

Bohler Gym Renovation (2000) – 127,010 gsf

Child Care Center (Rogers Orton Renovation) (2001) – 6,000 gsf

McCroskey Hall Renovation (2001) – 32,000 gsf

White Hall Renovation (Honors) (2001) – 57,700 gsf

Wilmer Davis Renovation (2004) – 8,8971 gsf

Other:

Multi-Use Recreational Fields (1999) – 12.5 Acres

Vancouver Campus Circulation (2002)

Hazardous Waste Facilities – Statewide (2003)

Various Parking Lots (2004)

Various Infrastructure and Road Improvement projects including:

- ▶ East Campus Infrastructure (2001)
- ▶ Library Road, Phase I (2002)
- ▶ Stadium Way Improvements (2002)
- ▶ New Well (#8) (2004)

STANDARD NINE

Institutional Integrity

One of the four Goals of the Strategic Plan is to “Create an environment of trust and respect in all we do.” This goal speaks directly to every aspect of institutional integrity. This Goal has six sub-goals, including:

Sub goal 1: Ensure just, equitable, and transparent decision making processes throughout the university through open communication that fosters understanding.

Sub goal 2: Create and support classroom and workplace environments that actively encourage substantive dialog and communication among members of the university community.

Sub goal 3: Align the review and funding of all areas, units, and their personnel (faculty, staff, and administrators) with university goals and values, including diversity.

Sub goal 4: Promote a positive workplace in which employees are valued and professional growth encouraged.

Sub goal 5: Develop and implement institutional programs that enable all members of the community to productively participate in a multicultural, pluralistic university.

Sub goal 6: Foster a high quality of life for all individuals throughout the university community.

A key element in building an environment of trust and respect is open communication, both between individuals and among University leaders, faculty and staff. WSU, through the work of University Relations, has created an internal communication program that actively supports this goal within the Strategic Plan, and enhances the ability of faculty and staff to be advocates for Washington State University.

During the 2003-2004 academic year, both President Rawlins and Provost Bates have been holding dialogues with staff, faculty and students each semester, and all the vice presidents hold forums in both the fall and spring. These noon-time gatherings allow employees and students to ask questions and share opinions on University matters, fostering a flow of ideas and addressing individuals' concerns.

In addition, the University's internal newspaper, *WSU Today*, has been redesigned and broadened so that a faculty research story may share a page with a feature on an especially productive or helpful staff member. In addition, the *WSU Today* team posts new stories to the Web version between the print editions, helping keep the WSU community well informed. And a new Web-based service called AnswerLine provides prompt answers to questions from faculty, staff and students.

Considerable attention has been given to communicating about progress on the University's strategic plan, with major stories in *WSU Today* on major developments such as the launch of the Center for Integrated Biotechnology or the creation of the Office for Undergraduate Education. Provost Bates also provides updates at his dialogues, and has started a new annual report on Strategic Plan progress to appear in *WSU Today* in the spring.

Follow-up research indicates that the new internal communication program is making a real difference, documenting improved understanding of the University's academic excellence, enhanced loyalty to the University, increased trust between faculty and WSU administrators, and a high level of commitment to the University's strategic goals.

As another example of greater openness in communication, as well as of aligning review and funding with goals and values, for the first time all of the Budget Request presentations are taking place in a collaborative process among the Deans, President, Provost, Vice Presidents, and Budget Director, rather than one at a time with the institutional leadership.

New Faculty Orientation has been revised to better communicate institutional values to new faculty joining WSU. New Faculty and Staff recognition and awards have been instituted to support and promote the kind of dedication and loyalty on which WSU prides itself.

Celebrating Excellence is a new, campus-wide event, beginning in spring 2004, that will honor the outstanding achievements of faculty and staff across campus. The newest recipients of the University's top faculty and staff awards and newly tenured and promoted faculty will be spotlighted this special evening. Celebrating Excellence will also honor the University community as a whole and all that we accomplish by working together.

APPENDIX ONE

STRATEGIC PLAN

Achieving our Vision: World Class, Face-to-Face

Approved by the WSU Board of Regents

January 25, 2002

Office of the President

Strategic Planning Oversight Committee

Vision

Washington State University offers a premier undergraduate experience, conducts and stimulates world-class research, graduate and professional education, scholarship and arts, and provides an exemplary working and learning environment that fosters engagement.

Mission

As a public, land-grant and research institution of distinction, Washington State University enhances the intellectual, creative, and practical abilities of the individuals, institutions and communities that we serve by fostering learning, inquiry, and engagement.

Values

Washington State University is guided by a commitment to excellence embodied in a set of core values.

Inquiry and Knowledge – Intellectual growth is at the heart of Washington State University’s mission. We are committed to developing an informed citizenry, to fostering a love of learning and intellectual inquiry in all its forms – empirical, theoretical, and aesthetic – and to developing the capacity for thoughtful reasoning.

Engagement and Application - We are committed to partnerships focused on applying knowledge and expertise to address complex issues, especially, but not only, as that application enhances the partners’ knowledge and understanding.

Leadership – We are guided by an ethic of leadership and service that recognizes the importance of identifying, articulating, and responding to the interests and needs of Washington State University’s diverse constituencies.

Diversity – We are committed to a culture of learning that challenges, inspires, liberates, and ultimately transforms the hearts, minds, and actions of individuals, eliminating prejudice. Our differences are expressed in many ways, including race, sex, age, physical and mental ability, sexual orientation, religion, class, philosophy, and culture. Respect for all persons and their contributions is essential to achieving our mission.

Character – Washington State University aims to create, through our work and our relationships, an environment that cultivates individual virtues and institutional integrity. To serve our diverse communities, we must first be a community that extends mutual respect and regard for all individuals and protects their right to free expression.

Stewardship – Careful shepherding of our financial, human, capital and intellectual resources is necessary for us to realize our values. In addition, the mission of the institution is most likely to be achieved when faculty, staff, and students at Washington State University take responsibility for upholding the full scope of these values.

Teamwork – A great strength of a university of distinction is the initiative and individual creativity of its members. But we also value a common commitment to achieving the institution's goals, a collective spirit, a dedication to teamwork, that transcends private concerns.

Strategic Goals

The University adopts herein a set of strategic goals to guide its actions and decisions. These goals address issues that are essential to the future success of Washington State University in carrying out its mission and achieving its vision.

The dozens of ideas for improving the institution that were advanced by the Design Teams support one or more of four overarching strategic goals. But the goals represent more than a distillation of the nine design team reports: they express the overriding aspirations that differentiate us from other institutions and define us as Washington State University.

These are intended to be transformational goals that will strengthen the university as a whole over the next five years. We begin with the recognition that Washington State University is an outstanding university and that this plan builds on the successes of the past. Not all elements of the institution require transformation, so some are not specifically included in the plan. We believe the design team reports, strategic plans from the budget areas, and the input from hundreds of

members of the University community all support the aspiration that Washington State University become a research university of distinction, and that belief guided our efforts. This plan is not a road map, but a compass for the University's planning units – the budget areas – to use in developing their individual and more detailed strategic plans.

This plan is not a blueprint for centralized planning. It assumes a decentralized mode of strategic planning in which each budget area has responsibility for charting its own course in light of its own opportunities and strengths, and submitting budgets in which the priorities follow the plan. It assumes that budget areas will be supported in their plans to the extent that their plans are supportive of these major University-wide strategic goals.

The plan assumes a “living process” of strategic planning. Continuous refinement and improvement of the University's strategic plan will complement similar ongoing refinement of area plans as well. To facilitate ongoing planning, the University will continue to make the design team reports, and their appendices, available to planning units, which should adopt those recommendations that are pertinent to their strategic goals. The University will also maintain on the strategic planning web site a listing of the many changes that have already been implemented as a result of units reviewing the design team reports.

GOAL: Offer the Best Undergraduate Experience in a Research University

Sub goal 1: Attract, recruit, and retain a diverse high quality student body.

Required actions:

- A. Implement recruitment and admissions strategies that reach and serve high ability students from high schools and community colleges.
- B. Enforce more stringent retention standards.
- C. Establish realistic enrollment targets that make

clear we are striving to recruit the best students, not the most students.

- D. Focus, coordinate, and integrate student recruitment and articulation efforts.
- E. Develop and implement scholarship programs to attract high ability students.
- F. Foster opportunities for study, internships, and experiential learning abroad to attract high quality students.
- G. Make certain that all constituencies, including potential students, are aware of our institutional commitment to quality education.
- H. Support outreach, recruitment, and retention programs that improve the diversity of our student body.

Sub goal 2: Create an academic culture that promotes and rewards one-on-one faculty-to-student and student-to-student interactions.

Required actions:

- A. Recognize and reward faculty and staff for exemplary teaching, advising, mentoring, and leading.
- B. Provide opportunities for more out-of-class interaction between students and faculty.
- C. Provide increased opportunities for undergraduates to be exposed to “hands-on” research.
- D. Provide increased opportunities for peer-to-peer faculty development and support programs that show promise for enhancing learning.
- E. Work to more fully integrate diverse students and scholars, both domestic and international, within the University community.

Sub goal 3: Continually improve the quality of our program offerings and their delivery.

Required actions:

- A. Establish an Office of Undergraduate Education (OUE) whose objective will be to provide coordination of university-wide aspects of undergraduate education and to promote continuous improvement in the undergraduate

experience.

- B. Create learning communities and continuously evaluate their effectiveness in enhancing the undergraduate experience.
- C. Encourage and fund curricular innovations, including collaborative and interdisciplinary approaches, that improve the quality of our offerings.
- D. Infuse international content into curricula to prepare citizens to become effective participants in the global economy and in an increasingly diverse and multicultural society, and provide incentives to units and individuals to achieve this goal.
- E. Align capital development priorities to support top-flight undergraduate curricular and extracurricular programs.
- F. Include general education in regular cycle of program review with the goal of continuous improvement.
- G. Evaluate the costs and benefits of alternative delivery methods and techniques utilized in producing higher education; undertake in-depth and high-level analysis of the benefits, impact, and cost of distance education delivery.
- H. Promote dialog on methods and outcomes of instruction.
- I. Determine where technology can efficiently, and usefully, enhance the educational process implement these enhancements.
- J. Help faculty understand where technology will make their teaching more effective.

Sub goal 4: Provide student advising and mentoring that empowers students to complete their programs of study, improves retention, increases student satisfaction, and bolsters academic achievement.

Required actions:

- A. Reward undergraduate advising and mentoring.
- B. Communicate to students their shared responsibility in the planning and timely completion of their academic program.
- C. Require each department or program to

maintain formal advising policies and procedures.

GOAL: Nurture a World Class Environment for Research, Scholarship, Graduate Education, the Arts, and Engagement

Sub goal 1: Recruit, develop, and retain outstanding faculty researchers, scholars and artists.

Required actions:

- A. Raise faculty salaries to competitive levels.
- B. Alter the rank mix of senior to junior faculty at WSU to compare favorably with our peer institutions.
- C. Develop targeted funding pools for faculty startup.
- D. Develop targeted funding pools for effective recruitment and retention of faculty, assuring attention to underrepresented groups.
- E. Develop new salary supplementation policy (e.g., soft money positions, practice plans, and other creative approaches).
- F. Assure that high standards for annual review, promotion, and tenure are publicly communicated and uniformly applied.

Sub goal 2: Strategically develop areas of excellence in collaborative research, scholarship, and the arts.

Required actions:

- A. Establish funding to be awarded competitively to support initiation of collaborative research.
- B. Establish crosscutting interdisciplinary work groups.
- C. Foster and reward interdisciplinary scholarship and research, including revision of promotion and tenure guidelines to recognize collaborative scholarship and development of model agreements for sharing of cost recovery among units participating in interdisciplinary work.

Sub goal 3: Develop targeted strategies to attract extramural funding.

Required actions:

- A. Coordinate the institutional federal priority process to focus on university strategic research and scholarship initiatives.
- B. Establish a multi-million dollar 5-year campaign to support biotechnology-related research from federal, state, and private sources.
- C. Encourage colleges and departments to develop plans for growth of individual and collaborative grants.

Sub goal 4: Strengthen the infrastructure that supports research, scholarship and the arts.

Required actions:

- A. Create an Advisory Research Council for the Office of the Vice Provost for Research.
- B. Improve the efficiency and effectiveness of research support groups: OGRD, OIPA, SPFO, and the Office of the Vice Provost for Research.
- C. Align capital development priorities with needs for improving and maintaining core infrastructure: research facilities, library resources, and information technology.
- D. Create a Center for Biotechnology.
- E. Build new facilities and renovate existing facilities, consistent with our program goals and directions, to support the next generation of activities in research, scholarship and the arts, including a performing arts center and a conference center.
- F. Identify and support scholarly publications emanating from WSU.
 - a. Identify and support Tier I journals produced and/or located at WSU.
 - b. Increase visibility and prestige of university press publications.

Sub goal 5: Recruit a diverse high quality graduate student body and provide a supportive environment.

Required Actions:

- A. Provide competitive graduate stipends and benefits.
- B. Enhance TA training opportunities.
- C. Provide graduate mentoring programs.
- D. Strengthen recruiting relationships with domestic and international colleges and universities.

Sub goal 6: Establish a culture of engagement with problems and issues of interest to external constituencies.

Required Actions:

- A. Fully implement the newly established University-wide Cooperative Extension plan to enhance the larger goal of university-wide engagement.
- B. Develop local, state, national and worldwide partnerships to foster research, scholarship, the arts, and engagement.
- C. Through partnerships, apply university knowledge and expertise to address and solve local, state, national, and worldwide problems and issues.

GOAL: Create an environment of trust and respect in all we do.

Sub goal 1: Create and support classroom and workplace environments that actively encourage substantive dialog and communication among members of the university community.

Required actions:

- A. Encourage decision makers to solicit input from the university community.
- B. Openly and candidly communicate decisions and reasons for those decisions to the university community.

Sub goal 2: Align reviews for all faculty, staff, and administrators with institutional goals and university values, including diversity.

Required actions:

- A. Use evaluation processes to communicate institutional goals.
- B. Insure that annual reviews include discussion of performance in terms of institutional goals.
- C. Insure that supervisors conduct annual reviews in a manner consistent with university policy and guidelines.

Sub goal 3: Develop a balanced program of incentives, rewards, and recognition of the achievements and contributions of University employees at all levels.

Required actions:

- A. Acknowledge job performance in all areas of faculty and staff achievement, including teaching, scholarship, research, the creative and performing arts, and outreach.
- B. Encourage every department and college to develop a consistently applied recognition system for faculty and staff.

Sub goal 4: Develop institutional programs that enable all members of the community to productively participate in a multicultural, pluralistic university.

Required actions:

- A. Develop effective training programs for faculty, staff, student leaders, and administrators that will enhance organizational skills in such areas as diversity education, conflict resolution, personnel management, faculty recruitment, mentoring, and retention.
- B. Provide orientation programs for new employees that communicate institutional values.
- C. Periodically assess workplace and classroom environments for employee and student satisfaction.

Sub goal 5: Foster a high quality of life for all individuals throughout the university community.

Sub goal 6: Promote a positive workplace in which employees are valued and professional growth encouraged.

Required actions:

- A. Periodically assess employees' perceptions about how and whether they are valued and respected, and act on the results of that assessment.

GOAL: Develop a culture of shared commitment to quality in all of our activities.

Sub goal 1: Develop strategies that foster a university culture dedicated to adopting and extending best practices that promote an ongoing commitment to continuous improvement.

Required Actions:

- A. Align responsibilities, authority and accountability.
- B. Develop high quality programs and hire qualified personnel that will address the issues and needs of Washington citizens and the world.
- C. Create an internal understanding and appreciation for Washington State University's high-quality teaching, research and outreach among all students, faculty, and staff across all of our Campuses, Colleges and Departments.
- D. Emphasize quality above quantity when evaluating employees and programs.
- E. Encourage units to identify measures of quality and benchmarks against which they should and will be evaluated in their strategic plans.

Sub goal 2: Create a university culture that supports efficient and effective collaboration.

Required Actions:

- A. Improve the quality and effectiveness of internal communications, particularly among units engaged in related activities.
- B. Improve and expand the flow of university information in all appropriate directions.
- C. Eliminate redundant and overlapping committees and improve the effectiveness of remaining committees.
- D. Undertake a comprehensive review of university academic and business policies, procedures and committees. Assess their function, necessity and productivity, institute changes to increase efficiency and effectiveness, and eliminate redundancy.
- E. Establish new metrics in employee and program evaluations that emphasize collaboration, sharing of resources and multi-disciplinary efforts.
- F. Reward successful collaboration.

Sub goal 3: Provide technologies that enhance effective links among teaching, research and outreach and that increase quality.

Required Actions:

- A. Develop, secure and maintain instructional, business and administrative technologies necessary to efficiently and effectively meet growing demands from many sources.
- B. Develop a clear and consistent university process for evaluating existing technology for effectiveness, efficiency and compatibility and introducing new, more efficient technologies.
- C. Provide accessible training to all appropriate constituents to maximize the effective use of technologies.
- D. Continuously evaluate and update infrastructure to support those technologies that are required for effective research, teaching, and administration.

APPENDIX TWO

Table 1

The admissions index is a composite of high school grade point average (75% and SAT (25%).

The average AIN of entering freshmen has increased for all sub-groups since 1998.

Admissions Index Number (AIN)

Entering Freshmen

	1998	2003
All Students		
Men	52.12	58.45
Women	57.26	62.29
Total	54.82	60.50
African American		
Men	29.40	42.71
Women	41.18	50.78
Total	35.00	47.25
Asian American		
Men	50.78	53.25
Women	53.84	60.81
Total	52.41	56.91
Native American		
Men	42.81	61.67
Women	51.19	53.74
Total	47.00	57.24
Chicano(a)/Latino(a)		
Men	43.14	53.49
Women	50.75	55.35
Total	46.94	54.74
Caucasian		
Men	53.70	59.51
Women	58.50	63.44
Total	56.25	61.62
Not Reported		
Men	52.93	60.36
Women	55.56	66.7
Total	54.14	63.48
International		
Men	60	-
Women	-	-
Total	60	-

APPENDIX II**Table 2****Changes in Admissions Numbers 1996 – 2003 Pullman
(excludes DDP)**

	1996	2003	% Change
First time freshmen			
Applied	6583	9133	38.7%
Admitted	2770	3606	30.2%
Denied	177	825	366.1%
Enrolled	2301	3032	31.8%
Transfers			
Applied	3664	3112	-15.1%
Admitted	2680	1790	-33.2%
Denied	92	159	72.8%
Enrolled	2115	1433	-32.2%
Readmission (Former students)			
Applied	636	300	-52.8%
Admitted	584	251	-57.0%
Denied	1	0	-100.0%
Enrolled	546	146	-73.3%
Professional*			
Applied	N/A	1353	-
Admitted	N/A	316	-
Denied	N/A	1037	-
Enrolled	77	316	310.4%
(*2003 includes Nurs, Pharm, Vet Med)			
Graduate			
Applied	3821	4432	16.0%
Admitted	1563	1108	-29.1%
Denied	N/A	N/A	-
Enrolled	983	726	-26.1%
Non-degree			
Applied	476	200	-58.0%
Admitted	443	189	-57.3%
Denied	0	1	-
Enrolled	293	128	-56.3%

APPENDIX II**Table 3****Ethnic Enrollment by Level of Study, Fall Semester, Since 1999**

Semester	Ethnicity	Undergraduate	Professional	Graduate	Total
Fall 1999	African American	411	10	60	481
Fall 1999	Asian Am/Pacific Islander	847	82	101	1030
Fall 1999	Caucasian	13073	496	1840	15409
Fall 1999	Hispanic	566	16	89	671
Fall 1999	International	627	1	499	1127
Fall 1999	Native Am/Alaskan Native	289	4	42	335
Fall 1999	Non-reported	1100	46	400	1546
Fall 2000	African American	440	8	54	502
Fall 2000	Asian Am/Pacific Islander	840	91	91	1022
Fall 2000	Caucasian	13154	490	1775	15419
Fall 2000	Hispanic	562	15	99	676
Fall 2000	International	557	1	517	1075
Fall 2000	Native Am/Alaskan Native	243	5	43	291
Fall 2000	Non-reported	1043	54	410	1507
Fall 2001	African American	512	5	53	570
Fall 2001	Asian Am/Pacific Islander	897	86	81	1064
Fall 2001	Caucasian	13554	499	1657	15710
Fall 2001	Hispanic	565	18	103	686
Fall 2001	International	615	1	572	1188
Fall 2001	Native Am/Alaskan Native	238	6	45	289
Fall 2001	Non-reported	1095	61	410	1566
Fall 2002	African American	525	4	46	575
Fall 2002	Asian Am/Pacific Islander	927	79	81	1087
Fall 2002	Caucasian	13781	519	1836	16136
Fall 2002	Hispanic	605	17	107	729
Fall 2002	International	656	1	604	1261
Fall 2002	Native Am/Alaskan Native	229	7	51	287
Fall 2002	Non-reported	1301	52	452	1805
Fall 2003	African American	486	5	45	536
Fall 2003	Asian Am/Pacific Islander	996	75	73	1144
Fall 2003	Caucasian	14236	573	1997	16806
Fall 2003	Hispanic	702	15	115	832
Fall 2003	International	672	1	577	1250
Fall 2003	Native Am/Alaskan Native	230	5	48	283
Fall 2003	Non-reported	1424	53	384	1861

APPENDIX TWO

Table 4

Washington State University — Accountability Measures

Statewide Common Measures	1995-1996 Baseline	1999-00	2000-01	2001-02	2002-03	WSU 2005 Target
Graduation Efficiency Index (GEI)						
a. Freshmen	89.6	89.9	90.0	89.9	91.3	90.0
b. Transfers	79.8	82.2	82.6	83.0	84.3	85.0
Undergraduate Retention (Overall)	84.6%	84.5%	86.5%	87.0%	86.6%	88.0%
Freshman Retention	82.7%	84.1%	83.5%	82.9%	84.5%	85.0%
5-Year Freshman Graduate Rate	55.7%	53.6%	55.8%	53.8%	54.7%	56.0%

Institution-Specific Measures

Faculty Productivity

a. Student Credit Hours/Faculty FTE	197.1	197.9	202.1	213.6	212.9	215.0
b. Individualized Enrollment/Faculty	3.8	3.4	3.6	3.8	3.9	4.0
c. Research and Scholarship	79.3%	87.9%	85.5%	84.4%	87.6%	Met – 85%

Technology for Learning

a. Distance Student Credit Hours	17,211	44,099	46,917	47,306	48,189	Met- 34,422
b. Degree Programs via Distance	3	11	11	11	11	12
c. Reengineered Courses	7	659	754	758	820	Met - 325
d. Classrooms with Technology	42.4%	68.8%	73.2%	72.9%	78.3%	80.0%

What the Measures Mean

Freshman Retention: In order to better manage its efforts, WSU has set a target for Freshman Retention, while continuing to report Overall Retention, as well.

Individualized Enrollment/Faculty: Measures the amount of work faculty do with students in the form of numbers of enrollments that involve supervising undergraduate research, internships, senior theses, private lessons, and independent studies. (This measure tends to rise and fall with the size of the junior/senior classes.)

Student Credit Hours per Faculty FTE: Number of credit hours generated per instructional faculty FTE. (This measure tends to rise and fall with the size of the freshman/sophomore classes.)

Research and Scholarship: Percent of faculty completing the expected amount and type of scholarship during the past year, based on each colleges definition of what constitutes scholarly work in that field.

Distance Student Credit Hours: Credit hours earned through interactive video courses, videotape courses, online courses and multiple distance mode courses.

Degree Programs via Distance: Number of different degree programs offered entirely away from any WSU campus, almost always at a distance through electronic media such as interactive video, on-line courses, etc.

Reengineered Courses (new definition): Number of courses taught “primarily” by electronic means, including interactive TV, Broadcast TV, pre-recorded video, and internet, according to PCHEES definitions.

Classrooms with Technology: Percent of University classrooms equipped to support technology-intensive teaching.

APPENDIX TWO

Table 5

New Transfer and New Freshmen Historical Profile by Campus, Fall 1999 to Fall 2003

EUS New Transfers	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	% change 2002-2003	% change 1999-2003
Average Age	33.51	33.19	32.11	32.36	33.19		
Women	177	256	322	303	303		71.2
Men	50	92	119	108	101	-6.5	102.0
% Women	78.0	73.6	73.0	73.7	75.0		
Average Transfer GPA	2.98	3.00	2.98	3.01	3.03		
First Semester GPA	2.37	2.77	2.82	3.13			
% Deficient 1st semester	23.2	22.7	20.5	11.3			
New Transfer CC	162	245	307	320	253	-20.9	56.2
% New Transfer CC	71.4	70.4	69.6	77.9	62.6		
Asian American	6	12	11	10	15	50.0	150.0
African American	13	10	16	10	10	0.0	-23.1
Native American	5	9	8	12	13	8.3	160.0
Hispanic	4	15	13	18	21	16.7	425.0
Total Multicultural	28	46	48	50	59	18.0	110.7
% Multicultural	12.3	13.2	10.9	12.2	14.6		
Caucasian	176	266	323	301	298	-1.0	69.3
International			6				
Unknown	23	36	64	60	47	-21.7	104.3
Total	227	348	441	411	404	-1.7	78.0

Vancouver New Transfers	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	% change 2002-2003	% change 1999-2003
Average Age	27.76	28.42	28.26	27.36	28.56		
Women	181	221	274	272	280	2.9	54.7
Men	99	98	140	133	173	30.1	74.7
% Women	64.6	69.3	66.2	67.2	61.8		
Average Transfer GPA	3.00	3.02	3.03	3.02	3.03		
First Semester GPA	3.19	3.21	3.24	3.18			
% Deficient 1st semester	6.6	5.3	6.5	7.3			
New Transfer CC	240	269	327	339	347	2.4	44.6
% New Transfer CC	85.7	84.3	79.0	83.7	76.6		
Asian American	6	10	14	16	8	-50.0	33.3
African American	3	1	2	3	3	0.0	0.0
Native American	3	1	1	2	2	0.0	-33.3
Hispanic	1	7	4	4	6	50.0	500.0
Total Multicultural	13	19	21	25	19	-24.0	46.2
% Multicultural	4.6	6.0	5.1	6.2	4.2		
Caucasian	242	273	342	332	387	16.6	59.9
International		5	3	5		-100.0	
Unknown	25	22	48	43	47	9.3	88.0
Total	280	319	414	405	453	11.9	61.8

Tri-Cities New Transfers	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	% change 2002-2003	% change 1999-2003
Average Age	27.51	29.60	27.79	28.27	28.62		
Women	94	108	97	107	145	35.5	54.3
Men	65	73	75	75	83	10.7	27.7
% Women	59.1	59.7	56.4	58.8	63.6		
Average Transfer GPA	2.90	2.96	3.07	3.01	3.07		
First Semester GPA	3.12	3.16	3.18	3.25			
% Deficient 1st semester	7.0	8.7	8.2	7.1			
New Transfer CC	138	160	149	147	190	29.3	37.7
% New Transfer CC	86.8	88.4	86.6	80.8	83.3		
Asian American	2	3	1	1	2	100.0	0.0
African American	3		1	1		-100.0	-100.0
Native American				1		-100.0	
Hispanic	8	11	4	9	13	44.4	62.5
Total Multicultural	13	14	6	12	15	25.0	15.4
% Multicultural	8.2	7.7	3.5	6.6	6.6		
Caucasian	140	164	162	160	199	24.4	42.1
International	2	1		1	2	100.0	0.0
Unknown	4	2	4	9	12	33.3	200.0
Total	159	181	172	182	228	25.3	43.4

Pullman New Transfers	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	% change 2002-2003	% change 1999-2003
Average Age	22.23	22.06	22.16	22.03	21.83		
Women	593	622	591	684	647	-5.4	9.1
Men	662	696	739	755	786	4.1	18.7
% Women	47.3	47.2	44.4	47.5	45.2		
Average Transfer GPA	2.95	2.95	2.95	3.03	3.05		
First Semester GPA	2.96	2.95	2.92	3.02			
% Deficient 1st semester	14.2	11.4	11.9	9.4			
New Transfer CC	887	941	942	1018	899	-11.7	1.4
% New Transfer CC	70.7	71.4	70.8	70.7	62.7		
Asian American	60	90	76	82	85	3.7	41.7
African American	34	41	40	38	39	2.6	14.7
Native American	16	24	16	22	26	18.2	62.5
Hispanic	35	51	39	65	80	23.1	128.6
Total Multicultural	145	206	171	207	230	11.1	58.6
% Multicultural	11.6	15.6	12.9	14.4	16.1		
Caucasian	960	927	886	960	941	-2.0	-2.0
International	72	95	169	148	137	-7.4	90.3
Unknown	78	90	104	124	125	0.8	60.3
Total	1255	1318	1330	1439	1433	-0.4	14.2

Appendix II | Accountability Measures

Pullman New Freshmen	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	% change 2002-2003	% change 1999-2003
Average Age	18.17	18.21	18.23	18.15	18.14		
Women	1288	1273	1394	1478	1631	10.4	26.6
Men	1199	1200	1225	1312	1401	6.8	16.8
% Women	51.8	51.5	53.2	53	53.8		
Average Admission Index	56.00	56.35	54.19	59.04	60.50		
Average SAT Math	525	524	518	533	538		
Average SAT Verbal	518	519	513	522	527		
Average SAT Composite	1043	1043	1031	1055	1065		
Average High School GPA	3.41	3.43	3.4	3.43	3.44		
First Semester GPA	2.88	2.90	2.91	2.93			
% Deficient 1st semester	13.5	13.8	13.7	12.4			
Asian American	115	147	169	184	186	1.1	61.7
African American	70	89	101	93	73	-21.5	4.3
Native American	32	29	38	31	34	9.7	6.3
Hispanic	67	81	101	103	122	18.4	82.1
Total Multicultural	284	346	409	411	415	1.0	46.1
% Multicultural	11.4	14	15.6	14.7	13.7		
Caucasian	2062	2004	2076	2152	2393	11.2	16.1
International	29	47	31	38	42	10.5	44.8
Unknown	112	76	103	189	182	-3.7	62.5
Total	2487	2473	2619	2790	3032	8.7	21.9

WSU New Transfer	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	2002-2003	1999-2003
Average Age	27.47	28.95	27.84	27.02	27.95		
Women	1047	1212	1290	1376	1382	0.4	32.0
Men	877	960	1077	1073	1143	6.5	30.3
% Women	54.4	55.8	54.5	56.2	54.7		
Average Transfer GPA	3.01	3.05	3.03	3.07	3.09		
First Semester GPA	2.98	2.98	2.98	3.07			
% Deficient 1st semester	13.6	12.0	12.2	9.2			
New Transfer CC	1429	1619	1732	1836	1696	-7.6	18.7
% New Transfer CC	74.3	74.5	73.2	75.0	67.2		
Asian American	74	115	102	109	110	0.9	48.6
African American	53	52	59	52	52	0.0	-1.9
Native American	24	34	25	38	41	7.9	70.8
Hispanic	48	84	60	96	120	25.0	150.0
Total Multicultural	199	285	246	295	323	9.5	62.3
% Multicultural	10.3	13.1	10.4	12.0	12.8		
Caucasian	1520	1633	1722	1763	1831	3.9	20.5
International	74	103	179	154	140	-9.1	89.2
Unknown	131	151	220	237	231	-2.5	76.3
Total	1924	2172	2367	2449	2525	3.1	31.2

Source: New Student Data Files and Student Data Warehouse, Fall 1999-2003.
Institutional Research, SL

APPENDIX TWO

Table 6

				-- Continuation Rates --				----- Cumulative Graduation Rates and Continuation Rates -----					
code	Cohort Type	Cohort Year	Head Count	Average ACT	Average SAT	%Continued to_2nd_Yr	%Continued to_3rd_Yr	%Graduated in_4_Yrs	%Continued to_5th_Yr	%Graduated in_5_Yrs	%Continued to_6th_Yr	%Graduated in_6_Yrs	%Continued to_7th_Yr
684	Total	1995	2511			82.7%	73.4%	29.2%	35.1%	53.6%	7.2%	60.2%	2.6%
684	Total	1996	2272			85.9%	75.8%	30.6%	34.7%	55.9%	7.2%	61.7%	2.3%
684	Total	1997	2276			83.0%	71.8%	28.9%	35.4%	53.8%	8.9%		
684	Total	1998	2935		1036	83.2%	70.0%	30.3%	36.5%				
684	Total	1999	2456		1044	84.1%	74.1%						
684	Total	2000	2440		1043	83.5%	72.4%						
684	Total	2001	2575		1031	82.9%							
684	Female	1995	1216			84.0%	74.3%	34.4%	29.4%	57.0%	4.9%	63.3%	1.4%
684	Female	1996	1169			86.2%	77.3%	36.9%	29.7%	61.7%	4.5%	66.2%	1.6%
684	Female	1997	1191			84.6%	72.6%	35.4%	29.8%	58.2%	6.5%		
684	Female	1998	1527		1022	84.4%	70.1%	36.3%	31.5%				
684	Female	1999	1276		1019	84.8%	74.5%						
684	Female	2000	1257		1026	85.4%	75.7%						
684	Female	2001	1369		1010	84.5%							
684	Male	1995	1295			81.5%	72.4%	24.3%	40.5%	50.5%	9.3%	57.3%	3.6%
684	Male	1996	1103			85.6%	74.1%	23.8%	40.1%	49.7%	10.1%	56.8%	3.1%
684	Male	1997	1085			81.1%	70.8%	21.7%	41.5%	48.9%	11.6%		
684	Male	1998	1408		1050	81.8%	69.8%	23.8%	42.0%				
684	Male	1999	1180		1071	83.4%	73.6%						
684	Male	2000	1183		1061	81.4%	69.0%						
684	Male	2001	1206		1054	81.0%							
684	Black	1995	60			80.0%	61.7%	20.0%	28.3%	33.3%	8.3%	40.0%	3.3%

Appendix II | **Accountability Measures**

code	Cohort Type	Cohort Year	Head Count	Average		-- Continuation Rates --		----- Cumulative Graduation Rates and Continuation Rates -----					
				ACT	SAT	%Continued to_2nd_Yr	%Continued to_3rd_Yr	%Graduated in_4_Yrs	%Continued to_5th_Yr	%Graduated in_5_Yrs	%Continued to_6th_Yr	%Graduated in_6_Yrs	%Continued to_7th_Yr
684	Black	1996	56			85.7%	69.6%	21.4%	32.1%	39.3%	7.1%	46.4%	1.8%
684	Black	1997	62			77.4%	59.7%	14.5%	35.5%	37.1%	6.5%		
684	Black	1998	83		899	84.3%	66.3%	20.5%	39.8%				
684	Black	1999	69		922	82.6%	68.1%						
684	Black	2000	85		928	87.1%	64.7%						
684	Black	2001	100		915	74.0%							
684	Hisp	1995	98			74.5%	57.1%	18.4%	34.7%	36.7%	9.2%	45.9%	3.1%
684	Hisp	1996	81			80.3%	66.7%	27.2%	35.8%	48.2%	12.4%	50.6%	7.4%
684	Hisp	1997	92			82.6%	73.9%	21.7%	40.2%	46.7%	9.8%		
684	Hisp	1998	104		956	79.8%	58.7%	20.2%	27.9%				
684	Hisp	1999	66		1004	78.9%	69.7%						
684	Hisp	2000	81		943	77.8%	67.9%						
684	Hisp	2001	99		961	81.8%							
684	Asian	1995	130			77.7%	68.5%	25.4%	32.3%	44.6%	10.8%	53.9%	4.6%
684	Asian	1996	111			82.9%	66.7%	20.7%	35.1%	42.3%	9.9%	50.5%	5.4%
684	Asian	1997	113			85.0%	74.3%	28.3%	36.3%	50.4%	12.4%		
684	Asian	1998	156		1010	82.1%	68.0%	27.6%	32.7%				
684	Asian	1999	113		1013	87.6%	69.0%						
684	Asian	2000	145		984	84.8%	72.4%						
684	Asian	2001	162		986	75.9%							
684	A I	1995	51			82.4%	72.6%	19.6%	39.2%	39.2%	11.8%	43.1%	9.8%
684	A I	1996	53			81.1%	69.8%	24.5%	34.0%	49.1%	7.6%	54.7%	0.0%
684	A I	1997	38			76.3%	68.4%	18.4%	34.2%	42.1%	0.0%		
684	A I	1998	55		1033	80.0%	54.6%	20.0%	34.6%				
684	A I	1999	32		1042	78.1%	71.9%						
684	A I	2000	28		1008	82.1%	57.1%						
684	A I	2001	37		984	73.0%							
684	White	1995	2022			83.5%	74.7%	30.3%	35.5%	55.6%	6.6%	62.0%	2.1%
684	White	1996	1828			86.6%	77.7%	31.9%	35.4%	57.9%	7.2%	64.0%	2.1%
684	White	1997	1791			83.1%	71.9%	29.2%	35.7%	55.1%	8.6%		

Cohort code	Cohort Type	Cohort Year	Head Count	Average		-- Continuation Rates --		----- Cumulative Graduation Rates and Continuation Rates -----					
				ACT	SAT	%Continued to_2nd_Yr	%Continued to_3rd_Yr	%Graduated in_4_Yrs	%Continued to_5th_Yr	%Graduated in_5_Yrs	%Continued to_6th_Yr	%Graduated in_6_Yrs	%Continued to_7th_Yr
684	White	1998	2353	1045		83.1%	70.9%	31.0%	37.4%				
684	White	1999	2042	1050		83.9%	74.2%						
684	White	2000	1982	1054		83.4%	73.2%						
684	White	2001	2044	1042		84.0%							
684	N R	1995	60			91.7%	75.0%	36.7%	28.3%	56.7%	10.0%	61.7%	6.7%
684	N R	1996	45			82.2%	71.1%	42.2%	15.6%	57.8%	2.2%	57.8%	2.2%
684	N R	1997	50			90.0%	76.0%	60.0%	12.0%	68.0%	2.0%		
684	N R	1998	38	960		86.8%	60.5%	36.8%	26.3%				
684	N R	1999	27	965		88.9%	77.8%						
684	N R	2000	45	1091		82.2%	57.8%						
684	N R	2001	30	1011		93.3%							

APPENDIX THREE



Commission on Colleges and Universities
2003 ANNUAL REPORT

Please complete and return with an original CEO signature to the Commission office by May 9, 2003. (Use fall 02 data.)

Name of Institution Washington State University

Mailing address French Administration Building, Room 422

City, State, Zip Pullman, WA 99164-1043

Main Phone Number (509) 335-3564

1. Name and title of chief executive officer (**President**, Director, Chancellor, Dean) (**Dr.**, Rev., Mr., Ms., Other _____):

V. Lane Rawlins

CEO Phone (509) 335-6666

President

CEO FAX (509) 335-0137

CEO e-mail

2. Name and title of accreditation liaison officer (ALO) (**Dr.**, Rev., Mr., Ms., Other _____):

Jane C. Sherman

ALO Phone (360) 956-2060

Associate Vice Provost, Academic Affairs

ALO FAX (360) 956-2162

ALO e-mail shermanj@energy.wsu.edu

3. Institution Type: ☒ Public ☐ Private

4. Degree Levels Offered (check all that apply): ☐ Associate ☒ Baccalaureate ☒ Masters ☒ Doctorate ☒ Other

5. Have changes been made in the Articles of Incorporation and/or By Laws since the 2002 Annual Report was filed? - No
If yes, please attach a copy of the revised document(s) to this Annual Report Form.

6. Calendar plan (semester, quarter, 4-1-4, trimester, other) semester

7. <u>Students (All locations)</u>	<u>Unduplicated Headcount</u>	<u>FTE</u>
(a) undergraduate	<u>18,703</u>	<u>16,480</u>
(b) graduate (if applicable)	<u>3,177</u>	<u>4,512</u>
(c) unclassified		
Totals	<u>21,880</u>	<u>20,992</u>

8. <u>Faculty (All locations)</u>	<u>Unduplicated Headcount</u>	<u>FTE</u>
(a) Full-Time	<u>1,923</u>	<u>1,923</u>
(b) Part-Time	<u>289</u>	<u>166</u>
Totals	<u>2,212</u>	<u>2,089</u>

9. Institutional Finances

(a) **Private/Independent institutions:** include total expenses as reported in 2002 IPEDS Report,

Part E, Line 19, Total Amount Column

(a) **\$0**

(b) **Public institutions:** include total current funds, expenditures and transfer but exclusive of separate medical school and/or hospital budgets as reported in 2002 IPEDS Report, Part B, Line 25, Total Amount Column:

(b) **\$ 627,966,497**

NOTE: PLEASE ENCLOSE A COPY OF THE PAGE FROM THE **IPEDS FINANCIAL REPORT** SHOWING VALUES FOR (a) OR (b).

All Institutions Respond If Applicable:

Operating Deficit	\$	<u>0</u>
Accumulated Deficit	\$	<u>0</u>

Institution: WASHINGTON STATE UNIVERSITY (236939)**User ID: 53C0011**

Part B – Revenues and Other Additions

Source of Funds		Current year amount
Operating Revenues		
01	<u>Tuition & fees</u> , after deducting <u>discounts & allowances</u>	78,905,304
	<u>Grants and contracts</u> – operating	
02	Federal operating grants and contracts	79,254,120
03	State operating grants and contracts	30,327,035
04	Local/private operating grants and contracts	23,512,000
05	Sales & services of <u>auxiliary enterprises</u> after deducting <u>discounts & allowances</u>	68,913,965
06	<u>Sales & services of hospitals</u> after deducting <u>patient contractual allowances</u>	
07	Independent operations	11,498,837
08	Other sources	40,936,704
09	Total operating revenue	333,347,965
Nonoperating Revenues		
10	Federal appropriations	8,207,003
11	State appropriations	201,270,031
12	Local appropriations, education district taxes, & similar support	
	Grants-nonoperating	
13	Federal nonoperating grants	
14	State nonoperating grants	
15	Local nonoperating grants	
16	<u>Gifts</u> , including <u>contributions from affiliated organizations</u>	3,085,618
17	Investment income	37,613,222
18	Other nonoperating revenues	1,135,301
19	Total nonoperating revenues	251,311,175
Other Revenues and Additions		
20	Capital appropriations	31,330,565
21	Capital grants & gifts	635,838
22	Additions to permanent endowments	11,255,954
23	Other revenues & additions	85,000
24	Total other revenues and additions	43,307,357
25	Total all revenues and other additions	627,966,497