Year Three
Self-Evaluation Report

Submitted to the Northwest Commission on Colleges and Universities

MARCH 1, 2013

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Institutional Overview

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Washington State University is a major land-grant research institution serving over 27,000 students. Its full-service residential campus in Pullman is complemented by newer campuses in Spokane, Vancouver, and Tri-Cities (Kennewick, Pasco, and Richland). WSU is an international leader in research on global animal health, plant science and innovative agriculture, and clean technologies, among others. Our Global Campus (distance degree) programs, Extension Offices in each county, and five Agricultural Research and Extension Centers are all integral components of WSU's widespread service to the state, nation, and world.

Founded in 1890, the University has been continuously accredited by the Northwest Commission on Colleges and Universities, and it predecessor agencies, since their inception in 1918. Established as the Washington Agricultural College, Experiment Station, and School of Science, the institution became Washington State University in 1959.

Since 1989, when the regional campuses were authorized, Washington State University has been organized as "one university, geographically dispersed." That phrase describes an institution with one faculty, one student body, and one set of degree programs no matter where they are located or how they are delivered. The University's nine discipline-specific colleges are responsible for faculty members, research, service, and degree programs throughout the state. Two additional colleges—the Honors College and University College—have vital responsibilities for undergraduate students, and the Graduate School oversees graduate programs and its students.

Administrative and support functions of the University are organized into six units, each led by a vice president:

- Academic Affairs
- Research
- Student Affairs and Enrollment
- Business and Finance
- Advancement and External Affairs (VP position currently vacant, reports directly to president)
- Information Technology Services

WSU students and alumni are characterized by enthusiastic and life-long loyalty to the institution, known as "Cougar Pride." Each campus has a different mix of undergraduate and graduate programs and a distinctive identity, based on the makeup of its students and faculty and the community in which it is located.

Graduate education is a critical and increasingly emphasized function of this University. Mentoring the next generation of professionals, researchers, and university teachers is an essential and unique responsibility of land-grant research universities. WSU takes this responsibility very seriously.

Throughout the institution, faculty members are highly productive researchers and committed teachers who are adept at combining those roles.

Preface

Preface
Brief Update on Institutional Changes Since the Institution's Last Report

Washington State University made significant progress in achieving the four goals (themes) of its strategic plan over the last five years, even as the Washington Legislature imposed some of the deepest budget cuts ever. Significant University accomplishments (with the strategic plan goals noted in parentheses) during this period include:

- Establishing the **Paul G. Allen School for Global Animal Health** to address global disease challenges through research, education, and global outreach regarding the control of diseases that can pass from animals to humans. In September 2012, the University dedicated a new 62,000-square-foot Global Animal Health Research Building, thanks to two of the largest private commitments in the University's history, one from the Bill and Melinda Gates Foundation and a second from Paul G. Allen (Goals 1, 2, and 3).

- Forming the **Biomedical and Health Sciences Center in Spokane** by combining existing programs in pharmacy and nursing with a four-year medical degree education program developed in cooperation with the University of Washington. Construction of a new 125,000-square-foot Biomedical and Health Sciences Building at WSU Spokane began in 2011. The facility will provide research and teaching labs, classrooms, and administrative and faculty offices for the health sciences disciplines (Goals 1, 2, and 3).

- **Upgrading student computing systems**, giving students access to records and university accounts in a real-time digital environment. This two-year project converted the 30-year-old legacy system to a robust, integrated, vendor-supported modern enterprise system (Goal 2).

- Nearly **doubling research grants to $390 million annually**, expanding opportunities for graduate education and advancing the pursuit of knowledge that benefits our region and the world (Goals 1 and 3).

- **Expanding access to WSU educational offerings** (Goals 2 and 3).
  - New bachelor's degree programs in mechanical engineering at Bremerton and Everett.
  - Additional and expanded programs at Spokane, Vancouver, and Tri-Cities campuses.
  - New WSU Global Campus, offering distance learning courses and degrees online.

- **Growing enrollment and increasing the diversity of the student body** (Goals 2, 3, and 4).
  - Increased incoming freshmen at the Pullman campus to more than 4,100 students per year over the past two years (from approximately 3,000 per year).
  - Increased multicultural enrollment from 15 to 20 percent.
  - Grew international student enrollment from 5 to 7 percent.
  - Increased the number of first-generation college students from 17 to 35 percent.
  - Grew the number of low-income students from 24 to 34 percent.

- **Expanding campus residence hall availability through new construction and renovation projects** to attract additional students and serve higher enrollments (Goal 2).
  - Opened Olympia Avenue Residence Hall in 2009.
  - Started construction of Northside Residence Hall in 2012.
  - Completed renovation of Duncan Dunn Hall and Community Hall in 2012.

- **Forming the College of Arts and Sciences** by combining the College of Liberal Arts and the College of Sciences (Goals 1, 2, and 3).

- **Enhancing institutional pride and enriching the Cougar experience** (Goals 2, 3, and 4).
    - New PAC-12 television revenues from athletic events enabled a major addition to Martin Stadium and the hiring of a high-profile football coach. Such changes have boosted Cougar pride and led to greater resources for WSU student-athletes, and an enhanced experience for all students.
    - The Cougar Alumni Association is the fastest-growing alumni association in the PAC-12.

- **Launching a capital campaign to raise more than $1 billion** by the year 2015. Donations to date surpassed $739 million, which is on pace to achieve the goal (Goals 1, 2, 3, and 4).

These accomplishments were achieved as the University lost $231 million—a 52 percent loss—in net state appropriations, but gained 43 percent growth in research expenditures and a 52 percent jump in philanthropic gifts. Although the combined effect of these changes was to increase the University's total operating budget from $1.6 to $1.7 billion between 2007 and 2011, the unprecedented loss of state funds during the period had a major impact that was felt throughout the University. Academic programs were protected as much as possible while basic support functions, including administration and operations, were the hardest hit since reductions in state funding in these areas could not be offset by increases in grant funding and gifts (since expenditures of grant and gift funds are restricted by contract or agreement).

Strategies to Address Record Reductions in State Allocations to the University
WSU's overall goal in dealing with reduced state allocations was to "be certain that we are operating in the most cost-effective manner possible without compromising the quality of instructional and research programs" (President Floyd, Perspectives Column, July 20, 2011, president.wsu.edu/blog/perspectives/?p=328). In addition, the president and provost insisted on the most inclusive and transparent budget planning process possible. President Elson S. Floyd and Provost Warwick Bayly met regularly with chancellors, vice presidents, and deans; consulted with a variety of faculty, staff, and student groups and committees; held numerous open forums and video conferences; and used blogs, emails, and other communication tools to both inform and gather feedback throughout the budget planning process. These efforts are described in more detail in the response to Recommendation 3 and in 2.F.3 of this report.

Figure 1 below shows the combination of revenue growth (shown in blue), budget cuts (shown in red), and temporary offsets (gray) employed by the University to overcome reductions in state allocations between 2009 and 2011. Fifty-nine percent (59%) of the reduction was offset by revenue growth and temporary offsets, which significantly dampened the impact on instructional and research programs. Cuts in academic areas were limited to 20 percent (20%) of the total. Temporary offsets included such items as federal stimulus money and temporary changes in the use of facilities and administration returns from grants.

Figure 1: Strategies employed by WSU between 2009 and 2011 to meet a 59 percent reduction in state allocations.
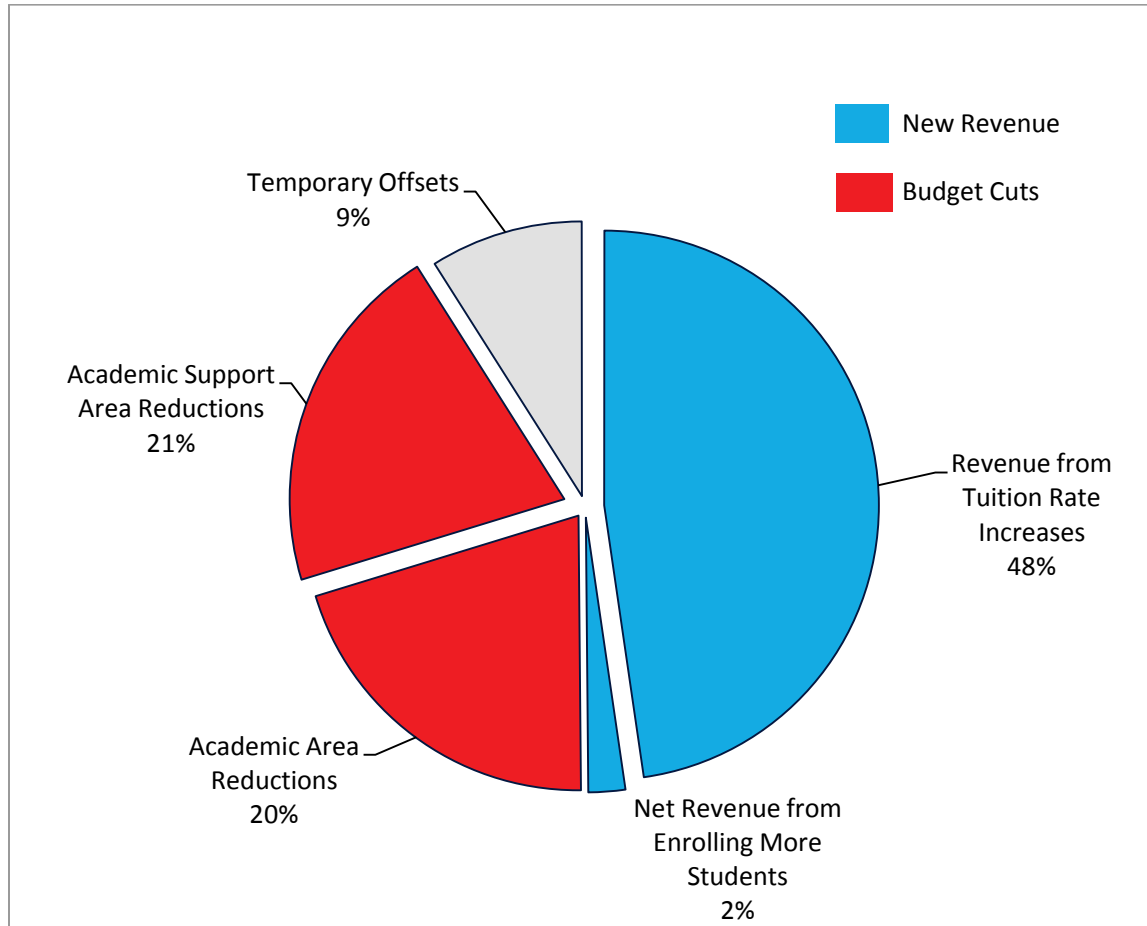
Revenue Growth

Revenue was increased by raising tuition rates and enrolling more students. The tuition rate increases were built into the budget by the legislature; had WSU not assessed these increases at the rates assumed by the legislature, it would have deepened the budget reductions.

Revenue Growth from Increased Tuition Rates (48%)
Forty-eight percent of the total reduction (see Figure 1) was offset by growing revenue through increased tuition rates. Resident undergraduate and graduate tuition rates were raised 81 and 55 percent, respectively, between fall 2007 and fall 2011.

Revenue Growth by Enrolling More Students (2%)
Approximately 2 percent of the state-mandated budget reductions were offset by revenue growth from new enrollment (see Figure 1). Figure 2 below summarizes the growth in fall enrollment between 2007 and 2012.

Figure 2: Total University (all campuses included) Fall Enrollment for 2007 through 2012.

Enrollment Changes	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
New Freshman	3,477	3,714	3,668	3,288	4,473	4,389
Total Enrollment	24,396	25,352	26,101	26,287	27,329	27,679
Undergraduates	20,282	21,149	21,726	21,796	22,763	23,135
Graduates	3,330	3,396	3,573	3,684	3,777	3,714
Professional	784	807	802	807	789	830

A summary of actions implemented to grow and support new enrollment follows:

More students admitted. The size of the 2010 freshman class in Pullman was reduced by 380 students to preserve academic quality. This approach, however, dramatically lowered tuition revenue and thereby deepened the cuts. A strategic decision was made to reverse this approach in 2011. More students were admitted to produce additional tuition revenue, which was used to partially offset the cuts and provide new resources to academic and support units for preserving academic quality.

Half of the approximately $10 million in new revenue from new enrollment was allocated to serve the new students and preserve academic quality. Approximately $2 million of the new revenue was expended in 2011 to support instruction of high enrollment courses, primarily in general education. An additional $3 million was used to expand and upgrade instructional technology (see 2.G.5) and hire academic advisors and other academic support personnel essential to serving, retaining, and graduating additional students. A new financial model for allocating tuition revenue from new enrollment was implemented in 2012 to incent and support enrollment growth (see 2.F.1).

The number and scope of WSU's online offerings and enrollments increased. The Global Campus launched in July 2012 as the redesigned and enhanced successor of WSU Online and the Distance Degree Program. The Global Campus, working through colleges, departments, and schools, added:

- Four new degrees (with several others being developed)
  - BS Psychology
  - MA Sport Management
  - MA Criminal Justice
  - MS Agricultural and Food Systems

- Two new 3-week intersessions
  - August intersession between summer session and fall semester
  - Winter intersession between fall and spring semesters

- A modified funding model to incent and support the participation of colleges, departments, and schools in the Global Campus.

BS in Mechanical Engineering Program extended to two new locations (for years three and four). The BSME has been offered on the Olympic Community College campus in Bremerton since August 2010 and at the University Center of North Puget Sound at Everett Community College since August 2012.

Additional measures implemented to accommodate increased enrollment include:

- **Updating undergraduate general education requirements** (renamed UCORE, University COmmon REquirements).
  - o Align UCORE courses with WSU's learning goals and contemporary best practices in general education.
  - o Reduce time-to-degree by requiring six fewer general education credits and enabling more UCORE credits to count toward the student's major.

- **Creating the University College** to consolidate and improve advising for exploratory students and support for student academic success.

- **Eliminating 80-minute-long classes** on Mondays and Wednesdays, enabling more classes to be scheduled and providing students more flexibility and access to needed courses (thus reducing time-to-degree).

- **Eliminating mandatory minors** from bachelor degrees to open space in impacted courses and reduce time-to-degree.

- **Creating online intersessions**, three-week courses held between summer session and the fall semester (August intersession) and between fall and spring semester (winter intersession) enabling students to earn up to 3 credits in high-enrollment UCORE courses, helping to decrease time-to-degree.

Academic/Academic Support Area Budget Reductions
Forty-one percent (41%) of the shortfall in state allocations was met through budget reductions in academic and academic support areas (Figure 1). The cumulative effect of these reductions was the elimination of 581 positions between fall 2009 and fall 2011 (Figure 3). This includes 248 employees (including 27 tenure-track faculty) who lost their jobs and 333 open (vacant) positions that were eliminated. An emphasis on consolidating and streamlining administrative and support functions lessened the impact on instructional and research programs and resulted in the loss of fewer faculty than staff positions. These personnel reductions accounted for the vast majority of the reductions in academic and academic support areas.

Figure 3: Personnel Reductions between Fall 2009 and Fall 2011.

Employee Category	Vacant FTE	Filled FTE	Total FTE	Percent of Total FTE
Faculty				
Tenure Track	78	27	105	18%
Non-Tenure Track	15	51	66	11%
Administrative Professional	103	76	179	31%
Classified	137	94	231	40%
Total Reductions	333	248	581	100%

A summary of specific actions to meet the required academic and academic support area reductions follows. These actions were selected to minimize the impact of budget reductions on instructional and research programs.

Reduced Central Administration by Consolidating/Restructuring Vice Presidential Areas
- Reduced number of vice presidents from nine to five (one vice president position will remain vacant until the financial environment improves; the area currently reports directly to the president).

- Formed the Office of Student Affairs and Enrollment by combining the Office of Enrollment Management and the Division of Student Affairs, Equity, and Diversity.

- Formed the Division of Advancement and External Affairs by combining the Offices of Economic Development and Global Engagement, Advancement, and University Relations.

Reduced Academic Offerings
- Eliminated 1,080 courses from the course catalog (19.5% of courses in catalog)

- Phased out 17 degrees or options and curriculum:
    - BA in American studies
    - BA in psychology
    - BS in architectural studies, Spokane
    - MS in architecture, Spokane
    - MS in elementary education
    - MS in secondary education
    - School psychology state certificate
    - Diverse learners option in EdD
    - 5 of 12 options in BA in communications
    - 2 majors and 1 option of BS in agricultural and food systems
    - Doctor of design

- Eliminated three programs/departments:
    - **Theater and Dance.** The department and both the major and minor were phased out and the department closed July 2011; certified majors could complete their course of study.
    - **Community and Rural Sociology.** The department was phased out beginning in 2008 and closed in July 2010. (There were no students or majors within this department.)
    - **German.** The major was eliminated July 2011. All students certified in German had the opportunity to complete their course of study.

Consolidated/Reorganized Programs and Units
- Consolidated degrees or reduced requirements in six degrees/programs:
    - BS degrees in crop science, horticulture, and soil science consolidated into BS in integrated plant science.
    - BS in landscape architecture reduced from five to four year program.
    - Reduced credits required in agricultural education from 143 to 125.
    - BA in business reduced number of business courses required for graduation.
    - Reduced number of students admitted into BA education program from 120 to 80 students per year.
    - Nutrition and dietetics consolidated with exercise physiology and metabolism in Spokane.

- Consolidated nine academic departments/schools and two colleges:
    - Consolidated the departments of Comparative Ethnic Studies, Women's Studies, and American Studies.
    - Formed the School of Design and Construction in Pullman by combining the Departments of Interior Design, Landscape Architecture, Architecture, and Construction Management. Moved Spokane faculty to Pullman and eliminated the design doctorate in Spokane.
    - Formed the School of the Environment by combining the Department of Natural Resource Sciences and the School of Earth and Environmental Sciences.
    - Formed the College of Arts and Sciences by combining the College of Liberal Arts and the College of Sciences.

- Reorganized or phased out six academic units:
    - General Education Program reorganized/restructured, now UCORE
    - Phased out Speech and Hearing Science Clinic in Pullman
    - Moved statistics from CAHNRS into the College of Arts and Sciences (August 2009). Bi-State School of Statistics proposed (with University of Idaho).
    - Changed Department of Management and Operations to Department of Management. The new department and the Department of Marketing share one department chair and one administrative support person, saving administrative overhead expenses while allowing the management faculty to maintain their departmental identity (all of the better business schools among our peer institutions maintain a management department).
    - Formed the Department of Finance and Management Science by combining the Department of Finance, Insurance, and Risk Management with operations faculty from the former Department of Management and Operations.
    - Formed the Department of Entrepreneurship and Information Systems by combining the Department of Information Systems and the Center for Entrepreneurial Studies.

- Consolidated nine operational and service units:
  - Capital planning and all facilities operations
  - Local and global media relations
  - Student services and enrollment activities
  - Moved three branch libraries to central library

Additional Measures to Preserve and Enhance Academic Quality

Half of the revenue from new enrollment was used to increase capacity and preserve and enhance the quality of instructional programs and student support services. Issues associated with higher enrollment classes were targeted. A summary of the institution's efforts to preserve and enhance student learning and academic quality follows.

Sponsored professional development opportunities for faculty who teach

- Brought Professor Diane O'Dowd to Pullman (other campuses participated by video conferencing/streaming)
  - Best practices in large class instruction
  - STEM instruction

- Created website with best practices in large-class instruction atl.wsu.edu/large_classes

Increased support for faculty teaching with technology

- Updated technology in general education classrooms in summer 2012

- Created the teach.wsu.edu site

- Provided training sessions and pedagogy workshops for using technologies
  - Angel, Tegrity, webconferencing
  - Best practices and online course design
    - High enrollment strategies
    - Building online community
  - Creating an engaging online classroom
  - Seven principles of best practice

- Provided instructional designers to
  - Redesign large enrollment classes as hybrid courses, Com 102 and HD 205 (2011-12)
  - Provide one-on-one consultation with instructors to develop online courses
  - Offer customized trainings to departments
  - Provide asynchronous online tutorials

- Made personal response system "clickers" available at the university bookstore

- Implemented faculty interest groups in fall 2012 teach.wsu.edu/resources/faculty_interest.aspx

Continued Graduate School workshops for teaching assistants

Enhanced student support services
- Created the Office of Student Development and Retention to ease the transition to college and enhance the persistence, achievement, and graduation of students.

- Initiated Week of Welcome (WoW)—a weeklong series of campus events aimed at engaging incoming students. WoW includes concerts and picnics as well as program-specific orientation activities, enhancing the *ALIVE!* orientation that all new students attend.

- Developed a single website to connect students with the most appropriate University resources and support services.

Colleges initiated several efforts to support instruction
- College of Agricultural, Human, and Natural Resource Sciences (CAHNRS): Teaching grants for innovations in large class instruction.

- College of Veterinary Medicine (CVM): Launched college Teaching Academy and workshop series.

- College of Veterinary Medicine (CVM) and College of Arts and Sciences (CAS): Collaboratively managed Howard Hughes Medical Institute grant piloted a restructured lab syllabus for Bio 106 and Bio 107.

Expanded teaching awards and grants
- Teaching Awards universitycollege.wsu.edu/affiliates/teachingacademy/awards:
  - The annual WSU Distinguished Teaching Award first presented in 2009 to top full-time, non-tenure-track faculty members.
  - An Outstanding Adjunct Faculty Award added in 2012 recognizes innovative part-time adjunct faculty.
  - College teaching awards in CAHNRS, CAS, CVM, and the College of Engineering and Architecture (CEA).

- Provost Office provided teaching and learning grants for 2011-12 (oai.wsu.edu/ATL_News/Archive_2009_2011.html) and 2012-13, targeting large classes in general education (Samuel and Patricia Smith Teaching and Learning Grants).

Assessment of Changes and Actions Implemented
WSU has implemented actions, in a range of areas institution-wide, intended to address the budget shortfall while preserving and enhancing academic quality. Monitoring and assessing the impact of key changes will be part of WSU's upcoming comprehensive planning and assessment. In Standard 3 (Planning) and Standard 4 (Effectiveness and Improvement) of the next report, WSU will describe its evaluation of programs and services, as well as use of results, aligned with its 2014-2019 strategic plan, mission, and goals.

Response to Topics Previously Requested by the Commission (Addenda)

WSU received the following recommendations in response to the Spring 2009 Comprehensive Evaluation Report, with further information requested following the 2010 Progress Report:

Recommendation 2: *Implementation of the educational assessment plan remains inconsistent across the University, despite promising starts and a number of exemplary successes in selected programs. The Commission recommends that the University continue to enhance and strengthen its assessment process. This process needs to be extended to all of the University's educational programs, including graduate programs, and programs offered at the branch campuses (Standard 2.B).*

WSU's 2013 "Response to Recommendation Two: Educational Assessment," attached as Addendum 1 to this report, provides a detailed account of measures taken to implement an educational assessment plan consistently across the University, extending it to all the University's educational programs including graduate programs and programs offered at branch campuses. The University has achieved this through centralized coordination, a strengthened infrastructure for assessment, and by articulating and supporting departmental responsibilities for effective assessment. WSU can demonstrate progress in all aspects, as evidenced by 100 percent of all degree-granting programs reporting on assessment and use of assessment results in 2012. Similarly, institution and college leadership use assessment in decision-making and strategic planning on a regular, ongoing basis.

Recommendation 3: *Washington State University has embarked upon an aggressive strategy of institutional transformation and change. This is reflected, for example, in a significantly greater emphasis on research and graduate education, a restructured general education program, a comprehensive review that is leading to the elimination and/or enhancement of academic programs, and the creation of a new University College. In this context of substantive change, the Commission recommends that the University administration and its governing board pay particular attention to expectations that the process be participatory, respecting the views of all stakeholder groups in matters where they have direct and reasonable interest in order to sustain a structure that ensures the long-term stability and integrity of the institution (Standards 1.B.3, 6.A.3).*

Information on enhanced communication practices at the institution, particularly addressing key issues in recent years, is provided in WSU's Addendum II, Response to Recommendation Three: Communication, and other sections of this report.

WSU received the following recommendations in response to the May 2011 Year One Self-Evaluation Report:

Recommendation 1: *The committee encourages the institution to continue refining objectives, outcomes, and indicators to focus on those that will provide the most useful information in making resource and capacity decisions. (Standard 1.B.2)*

Recommendation 2: *The institution is encouraged to incorporate student learning outcomes data into the evaluation of both Core Theme achievement and overall Mission Fulfillment. (Standard 1.B.2)*

Recommendation 3: *As the institution begins its revisions for the next report, it should clarify the relationship between the core theme indicators and mission fulfillment. In particular, the distinction between the role of primary and secondary indicators is unclear, as is the question of whether all primary indicators (or both primary and secondary) roll into the definition of mission fulfillment or just a subset of "key indicators." (Standard 1.A.2, 1.B.2)*

In this report, Standard One has been revised to address these recommendations.

Updated Chapter One
Mission, Core Themes, and Expectations

Executive Summary (Eligibility Requirements 2-3)

1. **Authority.** The Revised Code of Washington (Title 28B RCW), Higher Education, designates Washington State University as a "state university" in Pullman, Washington, to "provide a higher education in such fields as may be established therein from time to time by the board of regents or by law, including instruction in agriculture or other industrial pursuits, mechanical arts and the natural sciences," (28B.30.015), and authorizes operation of its campuses (28B.45). Management of the University is vested in the board of regents (28.B.30.100).

2. **Mission and Core Themes.** A land-grant institution, Washington State University's clearly defined mission, vision, and values are tightly interwoven into the WSU strategic plan, adopted by the board of regents in 2008 and prominently published on the WSU website (strategicplan.wsu.edu and Reader Resources).

   Substantially all of its resources are utilized in support of its mission and goals (core themes). For example, Strategic Goal Two—*Provide a Premier Education and Transformative Experience that Prepares Students to Excel in a Global Society*—illustrates the emphasis of the institution's mission and resources to serve the educational pursuits of its students, appropriate to a degree-granting institution of higher education.

Standard One Update

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Core Themes—WSU Strategic Goals
WSU has identified the four goals from its 2008-13 strategic plan (strategicplan.wsu.edu) as core themes. In this report and institution-wide, "strategic goals" refers to the "core themes" used by the NWCCU.

Actions to Address NWCCU Recommendations from the Year One Evaluation (Spring 2011)
WSU received three NWCCU Recommendations from the Year One Evaluation conducted during the spring of 2011. A description of the actions taken by the University to address each recommendation follows.

Recommendation One: Continue Refining Objectives, Outcomes, and Indictors
The committee encourages the institution to continue refining objectives, outcomes, and indicators to focus on those that will provide the most useful information in making resource and capacity decisions. (Standard 1.B.2)

In response to Recommendation One, the focus of the performance indicators was sharpened and the number of performance indicators reduced from 86 to 36, plus four new indicators (bringing the total to 40 indicators).

In addition, Institutional Research designed two surveys to provide critical data for three of the performance indicators. Both surveys will be/were conducted during the 2012–13 academic year.

Graduating Students. The first is a survey of graduating students to provide data for the following indicators for Strategic Goal 2:

A. Percent of seniors who have completed one or more of the following:
- Research, scholarly, and creative activities with a faculty member outside of course or program requirements.
- Internship or practicum experience.
- International experience.
- Civic engagement activity.

B. Percent of students satisfied with:
- Academic experience (academic rigor and quality, faculty interactions, facilities, and equipment)
- Co-curricular experience (support services, campus life, etc.)

Climate survey. The second is an institution-wide climate survey to assess the environment for scholarship, learning, and work throughout WSU. It provides data required to assess progress toward achieving Strategic Goal 4.

Recommendation Two: Incorporate Student Learning Outcomes

The institution is encouraged to incorporate student learning outcomes data into the evaluation of both core theme achievement and overall mission fulfillment. (Standard 1.B.2)

To address Recommendation Two, the four new indicators below were added to ensure that assessment of student learning contributes to evaluation of mission fulfillment and Strategic Goal 2. Uses of assessment are also described in Addendum I.

a. Percent of undergraduate degree programs with all six program assessment elements in place, including use of student learning assessment results in decision-making or planning.

b. Percent of graduate and professional degree programs using student learning assessment results in decision-making and/or planning.

c. Percent of colleges and campuses using student learning assessment results in strategic planning and/or decision-making.

d. Evidence that University-level strategic planning and/or decision-making are informed by student learning assessment results.

Recommendation Three: Clarify Relationship between Indicators and Mission Fulfillment

As the institution begins its revisions for the next report, it should clarify the relationship between the core theme indicators and mission fulfillment. In particular, the distinction between the role of primary and secondary indicators is unclear, as is the question of whether all primary indicators (or both primary and secondary) roll into the definition of mission fulfillment or just a subset of "key indicators." (Standard 1.A.2, 1.B.2)

Concerns about the role of primary and secondary indicators and their relationship to mission fulfillment and the key (aspirational) indicators were addressed by defining four functional groups to replace the

secondary and primary indicator approach. Each of the 40 performance indicators is assigned to one or more of these groups. The four functional groups are:

Mission-Essential Indicators. A downward trend in any of these 12 indicators may be a sign that WSU is not fulfilling its mission and signals the need for closer investigation and an institution-wide plan to improve performance in the area measured by that indicator.

Regents' Key (Aspirational) Indicators. The regents selected 18 indicators to monitor institutional progress toward the University's aspirational goal of becoming an AAU institution.

State Performance Indicators. WSU is required to annually report its performance in 16 areas to the state. The state invited WSU to propose up to three institution-specific state performance indicators in 2012. The following mission-specific indicators differentiate WSU from other institutions in the state:
- o   Number of doctoral degrees awarded.
- o   Research and development and public service expenditures.
- o   Enrollments in electronic/distance courses.

Strategic Plan/Diagnostic Indicators. These 31 indicators are used to assess WSU's progress in achieving the objectives, and hence goals, of its strategic plan. They provide diagnostic information to aid in understanding and improving institutional performance in mission-essential and/or key (aspirational) areas.

The Standard One section of the Year One Report was revised to include the corrective actions described above. A revised Standard One Report follows.

1.A. MISSION

1.A.1 Mission Statement

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

WSU's 2008-13 strategic plan, which was approved by the regents in August 2008, is published at strategicplan.wsu.edu. The University's vision, mission, and values from the strategic plan include:

Vision
Washington State University will be recognized as one of the nation's leading land-grant research universities.

Mission
Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold:
- To **advance** knowledge through creative research and scholarship across a wide range of academic disciplines.

- To **extend** knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.

- To **apply** knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

Values

- **Quality and Excellence:** We are committed to maintaining quality and excellence in all our endeavors.

- **Integrity, Trust, and Respect:** We are committed to being an institution that demonstrates trust and respect for all persons and cultivates individual and institutional integrity in all that we do.

- **Discovery, Innovation, and Creativity:** We are committed to the pursuit of inquiry and discovery and to the creation and dissemination of knowledge.

- **Land-grant Ideals:** We are committed to the land-grant ideals of access, engagement, leadership, and service to bring the practical benefits of education to the state, nation, and global community.

- **Diversity and Global Citizenship:** We embrace a worldview that values diversity and cultural differences and recognizes the importance of global interdependence and sustainability.

- **Freedom of Expression:** We are committed to being a community that protects the free exchange of ideas while encouraging dialog that is constructive and civil.

- **Stewardship and Accountability:** We are committed to being ethical and responsible stewards of University resources and to being accountable for upholding the full scope of these values.

1.A.2 Mission Fulfillment

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

Two words frame any conversation about Washington State University's mission and strategic planning: "land-grant" and "research." Embedded in these terms is a wealth of history and tradition that draws our attention and efforts to our service role in the wider community outside our campuses and to the importance of our basic and applied research in fulfilling our mission. Given our mission, the University is clear that its "intention is to enhance the lives of people in Washington, the nation, and the world every day."

As part of its ongoing strategic planning process, WSU articulates and reviews the measurable indicators by which it evaluates adherence to its mission and progress toward fulfillment of its strategic goals (core

themes). The strategic planning committee, upon the recommendation of its subcommittees, and with input from the rest of the institution, has continued to refine the indicators to ensure that every strategic goal is supported by actionable objectives, and every objective is evaluated by one or more measurable indicators.

The entire set of indicators is continuously tracked by Institutional Research and updated as new data becomes available. Key indicators are posted on the WSU institutional website (ir.wsu.edu/Institutional%20Effectiveness; requires login) and are included in the materials provided to the board of regents prior to every board meeting.

Institutional Performance Indicators
WSU currently uses 40 indicators to monitor institutional performance, grouped as follows:

> **Mission-Essential Indicators**. These indicators assure basic mission fulfillment, defined as maintaining standards of quality and levels of productivity that support WSU's unique statewide role among Washington's higher education institutions. A downward trend in any of these 12 indicators may be a sign that WSU is not fulfilling its mission and signals the need for closer investigation and an institution-wide plan to improve performance in the area measured by that indicator.

> **Regents' Key (Aspirational) Indicators**. The regents use 18 indicators to monitor institutional progress toward the University's aspirational goal of becoming an Association of American Universities (AAU) institution.

> **State Performance Indicators**. WSU is required to annually report performance in 16 areas to the state. The state invited WSU to propose up to three institution-specific state performance indicators in 2012. The following mission-specific indicators were added to differentiate WSU from other institutions in the state:
> - Number of doctoral degrees awarded.
> - Research and development and public service expenditures.
> - Enrollments in electronic/distance courses.

> **Strategic Plan/Diagnostic Indicators**. These 31 indicators are used to assess WSU's progress in achieving the objectives, and hence goals, of the strategic plan. They provide diagnostic information to aid in understanding and improving institutional performance in mission-essential and/or regents' key aspirational indicators

The 40 institutional performance indicators are listed below in Figure A-1 by strategic goal (core theme). Many indicators are included in more than one of the above four categories.

Figure A.1. Performance Indicator Summary (August 1, 2012)

Performance Indicator	Mission Essential	Regents' Key	State Performance	Strategic & Diagnostic
Goal 1: Achieve national and international preeminence in innovation, discovery, and creativity				
1. Total Research Expenditures				
a. Dollars	X	X	X	X
b. Rank among public institutions		X		X
2. Federal Research Expenditures		X		X
3. Sponsored Research Dollars				
a. Awarded	X	X		X
b. Expended		X		X
4. National Academy Members		X		X
5. Faculty Awards		X		X
6. Publications/juried or adjudicated shows per tenured/tenure eligible faculty				X
7. Citations—H index				X
8. Sponsored Research Expenditures in identified/emerging areas				X
9. Sponsored Research Expenditures for interdisciplinary research/scholarship				X
Goal 2: Provide a premier education and transformative experience that prepares students to excel in a global society				
10. Student Headcount (all campuses combined)	X	X		X
11. Bachelor's Degrees Awarded				
a. Total			X	
b. High-demand fields			X	
c. Low income students			X	
12. Advanced Degrees Awarded			X	
13. Doctoral Degrees Awarded	X	X	X	X
14. Percent of seniors who have completed one or more of the following: research, scholarly, and creative activities with a faculty member outside of course or program requirements; internship or practicum experience; international experience; civic engagement activity	X			X
15. Percent of alumni who would recommend WSU to peers and family OR percent of alumni feeling that they received a premier education and transformative experience at WSU that prepared them to excel in a global society	X			
16. Percent of undergraduate degrees with all six program assessment elements in place, including use of student learning assessment results in decision-making or planning				X
17. Percent of graduate degree programs using student learning assessment results in decision-making or planning				X

18. Percent of colleges and campuses using student learning assessment results in strategic planning and/or decision-making				X
19. Evidence that university-level strategic planning or decision-making is informed by student learning assessment results				X
20. National Merit Scholars		X		
21. Average SAT Score (Pullman new freshmen)		X		
22. Top 10 percent in High School Class (Pullman new freshmen)		X		
23. *U.S. News* America's Best Colleges (rank among public institutions)		X		
24. *U.S. News* America's Best Colleges (Reputation score: 1 to 5 points)		X		
25. Freshmen Retention Rate				
a. All students	X	X	X	X
b. Low income			X	
26. Four-year Graduation Rate				
a. All students	X		X	X
b. Low income			X	
27. Six-year Graduation Rate				
a. All students	X	X	X	X
b. Low income			X	
28. Undergraduate Efficiency			X	X
29. Time to Bachelor's Degree			X	X
30. Credit to Bachelor's Degree			X	X
31. Enrollment in Electronic/Distance Education			X	X
32. Student Satisfaction: Percent of students satisfied with academic experience (academic rigor and quality, faculty interactions, facilities and equipment) and co-curricular experience (support services, campus life, etc.)	X			
Goal 3: Lead in relevant local, national, and global outreach and engagement				
33. Percent of seniors who have participated in a community-based project as part of a regular course				X
34. Total NSF research and development expenditures from industry	X			X
35. Number of start-up businesses from WSU research and outreach				X
36. Endowment (not including land-grant assets)		X		
37. Annual Giving		X		
Goal 4: Advance an environment of diversity, integrity, and transparency				
38. Results of regular institution-wide climate survey				X
39. Rank in Chronicle of Higher Education's "Great Colleges to Work For" survey	X			X
40. Annual progress on federal AA/EEO Goals				X
Total Number of Performance Indicators	12	18	16	31

1.B. CORE THEMES

1.B.1 Institution Identifies Core Themes

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

WSU has identified the four goals from its 2008-13 strategic plan (strategicplan.wsu.edu) as core themes. In this report and institution-wide, "strategic goals" refers to the "core themes" used by the NWCCU.

1.B.2 Established Objectives and Indicators for Core Themes

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

The 2008-13 strategic plan lists objectives for each of the four strategic goals (core themes). The performance indicators from Figure A-1 above used to assess progress in achieving each objective are identified in the following sections.

Strategic Goal 1: Innovation, Discovery, and Creativity

Description of Strategic Goal 1: Achieve National and International Preeminence in Innovation, Discovery, and Creativity
Strategic Goal 1 is the bedrock that underlies, though it does not fully comprise, the mission of every Research 1 Land Grant University. Goal 1 is reflected in our current capital campaign tagline: *Washington State University: Because the World Needs Big Ideas.* There have been times in its history when the institution as a whole—including faculty, administration, and regents—seemed to have divergent ideas about the relative weight of the components of WSU's mission. That time is past. The two most recent strategic planning cycles (2002-07, 2008-13), along with the board of regents in its on-going charge to President Floyd, have helped the whole University recognize the degree to which success in its entire mission relies on its strength in innovation, discovery, and creativity.

Strategic Goal 1 Objectives
There are four objectives for this goal, each chosen to direct attention and resources toward actions likely to enable WSU to fulfill the goal. Taken together, the essence of these objectives is that resources must go to hiring the best possible faculty and staff, and then to supporting their commitment to broad, robust, interdisciplinary programs in our identified and emerging areas of emphasis.

Acquiring the external funding, including two record-setting gifts, to build and resource the multidisciplinary Paul G. Allen School for Global Animal Health within the College of Veterinary Medicine, and then moving the School for Molecular Biosciences into that college, are examples of recent actions to promote the objectives of Strategic Goal 1.

Strategic Goal 1 Objectives
   a. Attract and retain a diverse faculty and staff of the highest academic stature.
   b. Promote programs of discovery and creativity that are broad and robust.

c. Invest in and promote identified and emerging areas of preeminence.
d. Support interdisciplinary programs that foster integrative and collaborative scholarship.

Performance Indicators for Strategic Goal 1 Objectives
Below are the performance indicators for each objective of Strategic Goal 1 and the rationale for their selection.

a. **Attract and retain a diverse faculty and staff of the highest academic stature.**
   - Number of National Academy members
   - Number of faculty awards
   - Number of publications/juried or adjudicated shows
   - Citations—H index
   - Sponsored research dollars
     - Awarded
     - Expended

   Rationale for these indicators
   The above performance indicators measure the ability of WSU faculty to compete with and be recognized by their peers. All indicators measure faculty excellence.

b. **Promote programs of discovery and creativity that are broad and robust**
   - Total research expenditures
     - Dollars
     - Rank among public institutions
   - Federal research dollars
   - Sponsored research dollars
     - Expenditures
     - Awarded

   Rationale for these indicators
   Upward trends in the number of dollars expended on and awarded for discovery and creativity along with the institution's rank for total research expenditures among public institutions suggest the presence of vigorous and healthy programs. Large values for these indicators suggest a larger breadth of programs.

c. **Invest in and promote identified and emerging areas of preeminence**
   - Sponsored research expenditures in identified/emerging areas of preeminence (global animal health, clean technologies, agriculture and plant sciences, brain behavior/sleep)

   Rationale for this indicator
   Sponsored research expenditures measure the level of activity and external recognition of preeminence in these emerging areas.

d. **Support interdisciplinary programs that foster integrative and collaborative scholarship**
   - Sponsored expenditures for "interdisciplinary" research/scholarship (including centers/institutes/laboratories)

Rationale for this indicator
Sponsored expenditures measure the level of activity and external recognition for interdisciplinary programs.

Strategic Goal 2: Premier Education and Transformative Student Experience

Description of Strategic Goal 2: Provide a Premier Education and Transformative Experience that Prepares Students to Excel in a Global Society
National and international preeminence in Strategic Goal 1 (innovation, discovery, and creativity) and Strategic Goal 2 (a premier education and transformative experience that prepares students to excel in a global society) are linked. World class faculty in the classroom, readily available research opportunities for undergraduates, and well-supported graduate students are examples of such connections. The five objectives supporting and defining this goal are intended to succinctly and comprehensively guide institutional action and decision-making toward goal fulfillment. With over 23,000 undergraduates and over 4,500 graduate and professional students, this goal touches nearly every element of the University and guides a vast array of initiatives.

Strategic Goal 2 Objectives
   a. Develop and support outstanding graduate programs.
   b. Ensure an infrastructure that supports excellence and adapts to advances in knowledge and technology.
   c. Provide high-impact learning experiences that engage students.
   d. Foster core competencies in our learners.
   e. Significantly improve retention and graduation rates of our students.

Performance Indicators for Strategic Goal 2 Objectives
Below are the performance indicators for each objective of Strategic Goal 2 and the rationale for their selection.

Overall Indicators for Strategic Goal 2
- *U.S. News* America's Best Colleges, rank among public institutions
- *U.S. News* America's Best Colleges, reputation score, 1 to 5 points
- Number of National Merit Scholars
- Average SAT Score of Pullman new freshmen
- Percent of Pullman incoming freshmen in top 10 percent of high school class
- Student headcount all campuses combined
- Bachelor's degrees awarded annually
  - Total
  - High-demand fields
  - Low income students
- Percent of alumni who would recommend WSU
- Enrollment in electronic/distance education

Rationale for these indicators
The above indicators are used to assess our national standing and reputation relative to peer institutions and evaluate progress toward AAU status.

a. **Develop and support outstanding graduate students**
- Number of doctoral degrees awarded annually
- Number of advanced degrees awarded annually

Rationale for these indicators
The University is emphasizing graduate education to grow and strengthen research, scholarship, and creativity. Upward trends in the number of doctoral and advanced degrees awarded are essential to achieving this goal.

b. **Ensure an infrastructure that supports excellence and adapts to advances in knowledge and technology**
- Student satisfaction: percent satisfied with:
    - Academic experience (academic rigor and quality, faculty interactions, facilities and equipment)
    - Co-curricular experience (support services, campus life, etc.)

Rationale for these indicators
Student satisfaction with their academic and co-curricular experiences suggests the adequacy of facilities, technology, and services.

c. **Provide high-impact learning experiences that engage students**
- Percent of seniors completing one of the following:
    - Research, scholarly, and creative activities with a faculty member outside of course or program requirements
    - Internship or practicum experience
    - International experience
    - Civic engagement activity

Rationale for these indicators
The engagement of students in the above listed activities/experiences is a key element of a premier education and transformative experience.

d. **Foster core competencies in our learners**
- Percent of undergraduate programs with all six program assessment elements of student learning in place
- Percent of graduate programs using student learning assessment results in decision making
- Percent of colleges and campuses using student learning outcomes assessment results in strategic planning and decision making
- Evidence that university-level decision making is informed by student learning assessment results

Rationale for these indicators
Assuring that student learning assessment is occurring and informing decisions and strategic planning throughout the University is essential to fostering competencies in our learners.

e. Significantly improve retention and graduation
- Freshman retention rate
  - All students
  - Low income
- Four-year graduation rate
  - All students
  - Low income
- Six-year graduation rate
  - All students
  - Low income

Rationale for these indicators
Growing retention and graduation rates are the product of high quality programs and suggest that students are satisfied with the academic and co-curricular experiences they receive.

Strategic Goal 3: Outreach and Engagement

Description of Strategic Goal 3: Lead in Relevant Local, National, and Global Outreach and Engagement
Strategic Goal 3 speaks to the University's commitment to engagement in the broader world and relates to the land grant ideals of our mission. To be credible, vital, and relevant in an increasingly complex and interconnected world, we must reach beyond campus borders. The institution embraces a world view that recognizes the importance of global interdependence, and this goal and its objectives speak to that. Not only must our students be given the tools to engage meaningfully with their local communities and beyond, but the University also recognizes its obligation to assist in policy formation and to bring its creativity to the marketplace.

Strategic Goal 3 Objectives
a. Prepare students to use their education to impact their communities, from local to global.
b. Consult with, assist, and learn from Washington and international business, organizations, and policy makers.
c. Fuel the new economy with innovative ideas.

Performance Indicators for Strategic Goal 3 Objectives
Below are the performance indicators for each objective of Strategic Goal 3 and the rationale for their selection.

Overall Indicators for Strategic Goal 3
- Endowment *(not including land-grant assets)*
- Annual Giving

Rationale for these indicators
A growing endowment and rising annual giving demonstrate the relevancy of the University in people's lives and communities, businesses, and industries throughout the region.

a. **Prepare students to use their education to impact their communities, from local to global**
- Percent of seniors who have participated in a community-based project as part of a regular course

Rationale for this indicator
First-hand experience is an essential element of preparing students to positively impact their communities.

b. **Consult with, assist, and learn from Washington and international business, organizations, and policy makers**
- Total NSF research and development expenditures from industry

Rationale for this indicator
Total expenditures from industry sources reported to the National Science Foundation measures the University's level of interaction with and service to businesses, organizations, and policy makers.

c. **Fuel the new economy with innovative ideas**
- Number of start-up businesses resulting from university research and outreach

Rationale for this indicator
A growing number of start-up businesses resulting from WSU research and outreach indicates that the University is fueling the new economy.

Strategic Goal 4: Diversity, Integrity, and Transparency

Description of Strategic Goal 4: Advance an Environment of Diversity, Integrity, and Transparency
The University believes that excellence flourishes in an environment of diversity, integrity, and transparency. When faculty, staff, and students live, work, and learn in a climate of trust, respect, and inclusion, they are free to devote their energy to the vital goals of the mission and strategic plan. The ethical character of our University—whether expressed in the classroom, the laboratory, the office, or the extended community—is central to sustaining and advancing our research and educational goals, to attracting and retaining creative and innovative faculty and students, and to connecting our work with the larger world. Without these foundations, we will not reach our highest aspirations.

Strategic Goal 4 Objectives
a. Be a responsible big enterprise known for best practices and high ethical standards.
b. Provide an exemplary environment for work and learning.
c. Foster an institutional culture in which diversity is the norm.

Performance Indicators for Strategic Goal 4 Objectives
Below are the performance indicators for each objective of Strategic Goal 4 and the rationale for their selection.

a. **Be a responsible big enterprise known for best practices and high ethical standards**
   - Results of a regular institution-wide climate survey (this data is being collected in 2012-13)

   Rationale for this indicator
   Employee and student satisfaction is essential to achieving this objective.

b. **Provide an exemplary work and learning environment**
   - Rank in the *Chronicle of Higher Education*'s "Great Colleges to Work For" survey
   - Results of a regular institution-wide climate survey (this data is being collected in 2012-13)

   Rationale for these indicators
   Faculty, staff, and student satisfaction is essential to achieving this objective.

c. **Foster an institutional climate of inclusion and diversity**
   - Annual progress on federal AA/EEO goals

   Rationale for this indicator
   Having every college and division across all campuses in compliance with federal affirmative action and equal opportunity goals is essential to achieving this objective (see public.wsu.edu/~forms/HTML/EPM/EP12_Equal_Employment_Opportunity_and_Affirmative_Action_Policy.htm).

Conclusion and Next Steps

Washington State University is planning proactively and wisely utilizing its assets to accomplish its mission and strategic plan. The University tracks 40 performance indicators to assure mission fulfillment, assess its progress in achieving the 2008-13 strategic plan and the aspirational goal of becoming an AAU institution, and satisfy state reporting requirements. Continuously analyzing the indicators and routinely using the information they convey to make decisions about priorities, programs, and budgets keeps the University's actions aligned with its mission.

The University is in the midst of developing a strategic plan for 2014-19. Provost Bayly formed a small group of deans, administrators, and senior faculty to critique the current plan and advise him on a planning process for the next five-year strategic plan. They have proposed the following planning process:

- The group will suggest updates and improvements to the current strategic plan. The primary focus will be the objectives and performance indicators.

- The initial changes proposed by the provost's group will be vetted and further improved at a spring 2013 workshop. Workshop participants will include a University-wide group of faculty, staff, and key administrators.

Chapter Two
Resources and Capacity

Executive Summary (Eligibility Requirements 4 through 21)

1. **Operational Focus and Independence.** The University's programs and services are all focused on higher education in the form of instruction, research, and the outreach and engagement that flow from its higher education mission.

   The University is governed by a board of regents appointed by the governor for fixed terms and approved by the state Senate. The regents independently appoint the president and delegate all other hiring decisions to that office. The board of regents, as a body, sets general policy for the University and ensures that the institution maintains the highest standards of quality and meets all accreditation standards.

2. **Nondiscrimination.** WSU is an equal opportunity/affirmative action institution and strives to ensure all policies and procedures conform to the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, and all other state and federal non-discrimination statues.

   One of WSU's core themes (Strategic Goal 4) commits the University to "embrace an environment of diversity, integrity, and transparency." Rights and responsibilities for students—as well as faculty and staff—are clearly stated, emphasized, and upheld to provide an environment free from discrimination and harassment of any nature, as outlined in key policies, including the student code of conduct handbooks and in human resources documents and programs, respectively.

3. **Institutional Integrity.** WSU's strategic plan calls for an "environment of trust and respect in all we do." To this end, WSU advocates and applies high ethical standards in managing and operating the institution and seeks to ensure equitable treatment of all students, employees, and constituencies. The key legal statutes, WSU policies, standards, and trainings that guide the University system-wide are outlined in 2.A.22.

4. **Governing Board.** WSU has effective systems and processes in place for governance with clearly defined authority, roles, and responsibilities for leadership and constituencies. A 10-member board of regents has overall authority for governance of the University, with broad responsibilities for the University's financial and physical operations, academic programs, student affairs, and human resources. The board appoints the president to serve as the chief executive officer of the University. (See regents general powers and duties[1] and 2.A.4) The board receives its authority from Chapter 28B.30, Revised Code of Washington, and is subject to the general laws governing state agencies. Regents are appointed by the governor with the consent of the Washington State Senate. Regents have no contractual or employment relationship or personal financial interest with WSU.

5. **Chief Executive Officer.** The university president, Elson S. Floyd, Ph.D., is WSU's chief executive officer. The president derives authority from the board of regents and the state of Washington and has a full-time responsibility to WSU. The president is designated by law as Secretary Ex Officio of the board of regents and is the chief executive officer of WSU by delegation of authority from the regents. The president administers policies approved by the board of regents and serves as the advisor to the board on policies and operations.

6. **Administration.** The board-appointed president sets the general direction of WSU's state-wide system and appoints the provost and senior leadership as necessary to carry out presidential responsibilities. (See University's Organizational Chart in Reader Resources). The president works with and through the University Council, which includes four vice presidents and three chancellors of branch campuses, in addition to the executive director of planning and budget, the director of intercollegiate athletics, the director of internal audit, and the director of legal affairs and special counsel, all of whom report to the president. (See 2.A.1 exhibit for members and purposes of the University Council.) These administrators work collaboratively with the president to foster fulfillment of the institutional mission and achievement of strategic goals.

7. **Faculty.** WSU employs appropriately qualified faculty members sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

   WSU has more than 1,500 faculty, in both full-time and part-time capacities, with a faculty to student ratio of 15 to 1. The University has more than 900 tenured or tenure-track faculty. A national or international search is required for the hiring of a tenure-track faculty member, and a terminal degree is usually required. (Nearly 90 percent of instructional faculty members with a professor title hold a doctorate.) All faculty members are evaluated annually on their performance during the previous calendar year. Annual reviews are intended to be developmental as well as evaluative and to provide information about areas in which performance needs improvement.

8. **Educational Program.** A core component of the WSU mission is "to extend knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society." As such, WSU offers more than 200 fields of study for undergraduates, as well as 47 doctoral degree programs and 66 master's degree programs. Mission-appropriate content and rigor is assured by curricular review processes, with additional oversight provided by the Faculty Senate's program approval process, other external program review, and, for graduate degrees, the Graduate School. WSU offers only recognized fields of study and uses standard degree designators and CIP codes.

9. **General Education and Related Instruction.** WSU's newly revised, 34 credit general education program went into effect fall 2012 for entering freshmen, and will take effect fall 2013 for all undergraduate students (transfer and others) who will earn a bachelor's degree. General education requirements, now known as University COmmon REquirements (UCORE) were restructured in light of current national literature and models, as well as to address concerns at WSU. The new general education program includes:

   - **A vertically integrated course of study:** to introduce and reinforce skills as students progress through the coursework. Final courses allow students to demonstrate mastery (see general education curriculum map, 2.C.10).

   - **Requirements integrated with majors:** up to three courses may integrate general education and the major.

   - **A required first-year course and a senior capstone experience:** foundational courses and inquiry-based learning in the disciplines are complemented by a diversity requirement that embraces both American and global issues. (See also 2.C.10.)

- Every major and every graduate degree requires a planned program of study in that specialization, all of which are published in the University's catalogs.

10. **Library and Information Resources.** WSU Libraries are dedicated to supporting the teaching, learning, and research needs of students, faculty, and staff by collecting and making resources available in support of the mission of Washington State University. The collection is comprised of over 2.5 million monographs and bound serial volumes, and 48,529 serial titles are maintained in library holdings. Collection levels support the needs of disciplines based on the level of degree offered by WSU. Libraries at the regional campuses maintain core collections to support the academic programs at those campuses.

    Enhanced access to the collection continues to be a focus for the Libraries. Since 2008, the Libraries have spent between 65 and 89 percent of materials expenditures on electronic resources accessible anywhere, at any time. All WSU campus libraries are open an average of 72 hours per week, providing services and access to the physical collection. Reference services support the research and information needs of constituents, available on all campuses via email, telephone, and in person. WSU Libraries now have nearly two decades of experience in successfully supporting distance students in what is now known as the Global Campus.

11. **Physical and Technological Infrastructure.** The physical facilities at all WSU campuses are accessible, safe, secure, and support the University's mission and goals as outlined in the strategic plan.

    In the past four years, over 630,000 square feet in new construction have been added to the campuses. An additional 135,000 square feet have undergone major renovation. Major and minor capital funding provided by the state totaling $326 million, coupled with $25 million in private donations, have resourced these efforts. The state funding included minor capital funding to address deferred maintenance.

    WSU Information Services (IS) continually provides the University community with comprehensive, reliable, and secure technology systems to meet the expectations and needs of faculty, staff, and students across all campuses. The University community's expectations of technology systems are high and the infrastructure needed to support those expectations continues to expand and grow, including replacing aging legacy systems with enterprise systems and enhancing the infrastructure needed to support these systems. WSU Information Services' ability to provide technology systems to the University community is guided by the IS strategic plan (see 2.G.8).

12. **Academic Freedom.** WSU publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibilities that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

    For WSU students, freedom of expression is one of WSU's core values, and that freedom is central to the educational mission of the institution. Students' rights to free speech and assembly, and the responsibilities that those rights entail, are specifically described in the Student Standards and Accountability Handbook. Additionally, for faculty and staff the Faculty Manual, maintained by the Faculty Senate and approved by the board of regents, clearly affirms academic freedom (Sec. II.A & II.B) and also protects the rights of staff and administrators.

13. **Admissions.** Admission requirements are outlined in multiple places in the WSU Catalog and University website (see 2.C.1 and 2.C.3). Admissions requirements (see also 2.D.5) are consistent across all publication forms (catalog, web, admissions materials).

    The admission policies and procedures for the University are uniform for all students. The process is governed by institutional policies that apply to all students. The Office of Admissions is responsible for the evaluation of academic credentials in the admission process and for notifying applicants of their admission status.

14. **Public Information.** WSU makes information available to students and the public on its website, wsu.edu, including course catalog information; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. It also publishes information in regard to its mission and core themes, including the WSU strategic plan and institutional data.

15. **Financial Resources.** Through active, strategic management—as summarized in the preface—WSU was successful with regard to staying within its budget, even when faced with mid-year or mid-cycle reductions. The University has continued to reduce costs while also providing more access to Washington students and increasing the number of students enrolled, as well as increasing its grant and contract funding. These actions have resulted in increased assets, increased capital and net assets, and increased operating revenues from fiscal year 2010 to fiscal year 2011.

    The University is required to annually document its fiscal position, including reserves, risks, debt obligations, and funding breadth, through independently audited financial statements. (See 2011 WSU Financial Report in section 2.F.1.)

16. **Financial Accountability.** WSU is proud of its long-standing audit record of 12 years in a row with no findings. The Washington State Auditor's Office annually performs an accountability audit of WSU, as well as other agencies of the state. The audit evaluates internal controls and determines whether or not the University has complied with state laws and regulations as well as its own internal policies and procedures. No other state university in Washington has gone as long as WSU without an audit finding. This is a testament to the culture of compliance at WSU and is reflective of the collective efforts of support staff throughout the University.

    The Washington State Auditor's Office also audits the University's financial statements. The most recent audit for fiscal year 2011 concluded the financial statements present fairly, in all material respects, the respective financial position of the University. There were no findings on the financial statement audit either. The University has also gone 12 consecutive years without a financial statement finding. (See section 2.F.7.)

17. **Disclosure.** WSU discloses to the Commission all required information. The director of institutional accreditation is the University's Accreditation Liaison Officer (ALO) and is responsible for communicating all required information to the Commission.

18. **Relationship with the Accreditation Commission.** WSU accepts the NWCCU standards for accreditation and policies of the Commission and agrees to comply with these standards and

policies. WSU agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Following each subsection of Standard Two, WSU has provided a table of exhibits. Numbers in superscript indicate that links, documents, or support are available using the table at the end of that subsection.

2.A. GOVERNANCE

2.A.1 System of Governance

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

WSU has effective systems and processes in place for governance with clearly defined authority, roles, and responsibilities for leadership and constituencies. Key structures and processes are designed to provide regular, systematic discussion and input from faculty, staff, administrators, and students as part of institution-wide decision-making.

Roles and Responsibilities
- **Regents**. A 10-member board of regents has overall authority for governance of the University, with broad responsibilities for the University's financial and physical operations, academic programs, student affairs, and human resources. The board appoints the president to serve as the chief executive officer of the University. (See regents general powers and duties[1] and Subsection 2.A.4)

- **President**. The board-appointed president sets the general direction of WSU's state-wide system and appoints the provost and senior leadership as necessary to carry out presidential responsibilities. (See organization chart[2].)

- **University Council of Vice Presidents and Chancellors (Senior Staff)**. The president works with and through the University Council, which includes vice presidents, chancellors, and presidential appointees with expertise and delegated authority in specifically defined areas of presidential responsibility, to coordinate the discharge of presidential responsibilities. (See exhibit for members[3] and purposes of the University Council.)

- **Faculty Senate**.[4] Established by the board of regents, the Faculty Senate serves as the legislative body of the faculty that considers and makes recommendations on curricular and educational policies and other academic matters to the president and appropriate administrative officials, and through the president to the board of regents.

- **Presidential Committees**.[5] Eighteen presidential committees are appointed by the president to provide advice and recommendations in specifically defined areas of presidential responsibility either directly to the president or through other general administrative officers.

- **Special Committees and Task Forces**. Faculty, staff, students, and administrators are regularly appointed to special committees or task forces by the president and other administrative officers to provide them with advice and recommendations on special initiatives and issues. Some recent examples include:

- o Integration of colleges of liberal arts and sciences (2011-12)
- o Creation of the School of the Environment (2009-2011)
- o Selection of a new student information system institution-wide (2010-12)
- o Tuition committee (ongoing)
- o Budget cuts (2005-2012)

- **President's Student Advisory Board**. Members are appointed by the president to bring to the president's attention issues of interest to students and to provide the president with a student perspective on University issues and challenges.

- **Constituency Groups**.[6] The president also regularly meets with a variety of faculty, staff, student, alumni, and external advisory and constituency groups to hear their concerns and views and gain their perspective on University issues and challenges. (See exhibit 1 for summary of goals, roles, responsibilities, and membership of major constituent groups.)

Communication Vehicles[7]
To systematically inform the University community about management of significant issues or initiatives at the institution or state level, WSU leadership and key constituency groups use vehicles such as:

- Public forums, video-streamed and archived.
- Daily online news announcements and articles, also archived.
- Presidential communication includes his *Perspectives* column, email, letters, tweets, and news releases.
- Minutes posted online by faculty senate and other key constituencies.

Exhibits 2.A.1

#	System of Governance	Evidence
1	WSU Board of Regents general powers and duties	regents.wsu.edu/general-powers/index.html
2	WSU Organizational Chart	president.wsu.edu/orgcharts/index.html
3	University Council of Vice Presidents and Chancellors (Oct. 2012) Description of Authority, Roles, and Responsibilities of Key Individuals and Constituencies	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.01_University-Council_Oct-2012.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.01_Description_of_Authority_and_Executive_Roles.pdf
4	Faculty Senate	facsen.wsu.edu/committees/constitution_bylaws.html
5	Presidential Committees	president.wsu.edu/committees/index.html
6	Constituency Groups	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.01_Constituency_Groups.pdf

7	Communication Vehicles	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.01_Communication_Vehicles.pdf experience.wsu.edu

2.A.2 Multi-Campus Governance

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

WSU began in 1890 as a single campus in Pullman and became a four-campus system when campuses in Spokane, Tri-Cities, and Vancouver were added in 1989. The Pullman and Spokane campuses have operated as a single campus with two locations since 2004. Tri-Cities and Vancouver remain separate campuses with growing local autonomy. The current governance system and policies has enabled each campus to develop a unique character and focus that is responsive to the needs of their community.

Roles and Responsibilities
- **Regents.** The board of regents has overall authority for governance, as described in 2.A.1, of all campuses in the WSU multi-campus system.

- **President.** WSU's multi-campus system is administered by the president on behalf of the board of regents. The president, in consultation with the University Council, sets the general direction of WSU's statewide system, develops and approves policies and procedures, and resolves issues.

- **Chancellors.**[1] The chancellors of the Spokane, Tri-Cities, and Vancouver campuses are appointed by the president and, with delegated authority from the president, are responsible for administering and managing campus operations, facilities, personnel, and budget.

- **Campus Councils.** Each chancellor works with and through a Campus Council made up of key campus administrators to formulate and coordinate plans and policies for the development and operation of their individual campus. The nature of the individual campus councils vary depending upon the size, structure, and context of the campus. In each case the council is responsible for implementing overall University policy within the context, mission, and character of the individual campus. Each council is also responsible for communicating and coordinating with the other campuses in the University.

- **Vice Presidents.** The president delegates authority to the vice presidents for system-wide leadership, coordination, and oversight of activities within their respective areas of responsibility. The vice presidents work with appropriate counterparts on each campus in carrying out this responsibility. See section 2.A.11 for more on executive leadership roles.

- **Campus Advisory Councils.** Each campus has an advisory council representative of diverse community interests and formally appointed by the president and the chancellor. Council members participate in an advisory role and are not part of the formal governance of Washington State University.

Campus/System Operations

Basic operational functions and services such as libraries, facilities operation and maintenance, and student services must be provided at each individual campus. Some of these functions are more effectively provided by the campus while others are best executed in a centralized, University-wide manner. The exact distribution of such functions varies from campus to campus depending on resources, staffing, and need.

Generally, campuses have responsibility for the following functions:

- student services
- facilities maintenance and operations
- campus security
- human resource services
- fundraising and community relations

Whereas, for efficiencies, other functions are centralized within the University, such as:

- payroll
- accounts payable
- student records
- institutional research
- legal services
- information technology and infrastructure
- libraries

Multi-campus Academic Governance

Multi-campus academic programs are governed by the following principles:

1. Academic program quality is the primary responsibility of the appropriate academic unit(s).
   a. Academic departments and schools are system-wide, with few exceptions.[2] Appointment, tenure, and promotion recommendations for faculty are made by the department chair or school director and academic dean in concert with the campus vice chancellor for academic affairs.

   b. Academic units, including programs, departments, schools, and colleges may be established and centered on any WSU campus.

   c. Doctoral education is a system-wide responsibility. Graduate degrees are offered by location as approved by the Higher Education Coordination Board (i.e., the Ph.D. is only offered in Pullman, but the Ed.D. is offered statewide); however, graduate students may be located anywhere within the statewide system depending upon the flexibility and resources of the program. The Graduate School does not require that students reside in Pullman for any specified period of time. The graduate faculty is (i) system-wide and (ii) responsible for the academic criteria and standards associated with graduate degrees.

2. Campus budget administration is the responsibility of the campus chancellor.

Specific policies and responsibilities for key activities associated with multi-campus academic planning, programs, faculty, budgets, facilities, and space are enumerated in Executive Policy 29.[3]

Analysis and Reexamination

Feedback from administrators, faculty, staff, and students suggests that multi-campus governance as described above is functioning well on all campuses for campus operations, tenure and promotion of faculty, and Pullman–Spokane academic program delivery and administration. The appropriate balance of local autonomy and centralized control of academic programs and personnel on the Tri-Cities and Vancouver campuses have been an ongoing topic of discussion among chancellors, deans, and vice chancellors since the last NWCCU visit in 2009.

Although the fundamental concept of "one university, geographically distributed" has facilitated the development of the multi-campus system thus far, the evolution of individual campuses and the multi-campus system has reached a point where an examination of the current governance system and policies is warranted. The role of each campus and the future governance of the multi-campus system will be major considerations in the development of the University's next strategic plan.

Exhibits 2.A.2

#	Multi-Campus Governance	Evidence
1	Chancellors, 2013 Dr. Lisa Brown, Spokane Dr. Richard Pratt, Tri-Cities Dr. Mel Netzhammer, Vancouver	 spokane.wsu.edu/aboutWSUSpokane/leadership/brown.html tricity.wsu.edu/chancellor/academicaffairs.html admin.vancouver.wsu.edu/office-chancellor/about-mel-netzhammer
2	School of Engineering and Computer Science (SECS) at Vancouver	The School of Engineering and Computer Science (SECS) at Vancouver is a tenure-unit independent of like WSU engineering units. The SECS is part of the College of Engineering and Architecture, but has separate ABET accreditation.
3	Executive Policy 29	hrs.wsu.edu/utils/File.aspx?fileid=4095

2.A.3 Compliance with Commission Standards
Including Impact of Collective Bargaining Agreements, Legislative Actions, and External Mandates

The institution monitors its compliance with the Commission's standards for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Compliance with Commission Standards

WSU monitors compliance with the Commission's standards for accreditation and expectations in several ways. To stay current on Commission expectations, WSU sends a team to attend the annual NWCCU conference and report to administration, faculty, and staff leaders on implications for the institution. WSU's Accreditation Liaison Officer is a resource for the University to ensure compliance with Commission standards. A standing committee, the Accreditation, Assessment, and Academic

Program Review Committee,[1] meets bi-weekly to coordinate accreditation and assessment and to promote systematic communication and compliance with Commission standards.

Legislative Actions and External Mandates
WSU complies with local, state, federal, and external mandates. The government relations staff[2]—federal and state, under the Office of the President—along with the provost's office, continually monitor legislative actions to assure that WSU remains in compliance with Commission standards (see exhibit). For example, in pertinent cases, WSU government relations staff references the NWCCU standards in an ongoing dialogue with policymakers and with other agencies, such as the Washington Student Achievement Council, and formerly, the Washington Higher Education Coordinating Board.[3]

Collective Bargaining
While collective bargaining is available by law to most employees of WSU, only a small number of civil service staff and non-student temporary/hourly employees are covered by collective bargaining units.[4] Collective bargaining agreements are for two-year periods coinciding with the state of Washington's biennial fiscal period. WSU's Labor Relations Officer reviews collective bargaining agreements for NWCCU accreditation standards.

Washington Federation of State Employees covers approximately 378 employees spread across campuses (see exhibit for a list of current bargaining units and agreements[5]). Negotiations for the collective bargaining agreements for the 2013-2015 biennium were completed on September 30, 2012.

Exhibits 2.A.3

#	Compliance with Commission Standards	Evidence
1	WSU Accreditation, Assessment, and Academic Program Review Committee Larry James, Vice Provost for Academic Affairs Mary Wack, Vice Provost for Undergraduate Education Jane Sherman, Vice Provost for Academic Policy and Evaluation Ken Vreeland, Special Assistant to the Provost and Executive Vice President Kimberly Green, Interim Director of Institutional Accreditation, Director of Assessment of Teaching and Learning Patricia Sturko, Associate Dean, Graduate School Lap Lam, Director of Institutional Research	accreditation.wsu.edu
2	Office of the President: Government Relations Associate Vice President of External Affairs and Chief Legislative Officer Director of State Relations Director of Federal Relations	governmentrelations.wsu.edu/Meet-the-Staff.html governmentrelations.wsu.edu/state-relations governmentrelations.wsu.edu/federalrelations

3	Washington Student Achievement Council (formerly Washington Higher Education Coordinating Board)	wsac.wa.gov governor.wa.gov/boards/profiles/7258389.asp
4	Collective Bargaining Units across WSU	accreditation.wsu.edu//exhibits/2013-year-three-report/2.A.03_Collective_Bargaining_Units_at_WSU.pdf
5	Collective Bargaining Agreements, current: Agreement with WSU Police Guild (PG) and the Washington Federation of State Employees (WFSE)	(wfse_CBA_final_2011-2013) WSU Police Guild 2011-13 CBA

Governing Board

2.A.4 Governing Board – Constitution and Role

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

The composition of the WSU board of regents is set out in state statute, which provides for a 10-member governing board, one of whom is a student member. Board members are appointed by the governor and are confirmed by the state senate. Except for the student regent who holds a one-year term beginning in July, regents hold six-year terms of office from the first day of October and until the governor appoints a successor.[1]

All board members are expected to maintain high ethical standards and to conduct the business of the state only in a manner that advances the public interest. The majority of board members have no contractual, employment, or financial interest in the institution. Matters of this nature are otherwise governed by the Ethics in Public Service Act,[2] which regulates board members' conduct with respect to conflicts of interest, use of state resources, political activities, confidential information, and receipt of gifts.

Board membership includes broad representation from the state's citizenry, including business, education, and civic leaders. The current board members and their terms are outlined in the table below, and profiles of each board member are available on the board's website.[3]

Regents	City	Terms of Appointment
Theodor P. Baseler	Seattle	2006-2007, 2009-2014
Scott E. Carson	Federal Way	2007-2013
Harold A. Cochran	Walla Walla	2007-2009, 2009- 2015
Ryan Durkan	Seattle	2011-2017

Francois X. Forgette	Tri-Cities	2005-2007, 2007-2013
Laura M. Jennings	Seattle	2005-2009, 2009-2015
Constance M. Niva	Seattle	2003-2008, 2008-2014
Rafael B. Pruneda	Othello	2012-2013
Ron Sims	Seattle	2011-2017
Michael C. Worthy	Vancouver	2006-2012

The regents' powers and duties derive from state statute. Chapter 28B.30 RCW vests the regents with the authority for governance of the University and charges the regents with broad responsibilities for its financial and physical operations, academic programs, student affairs, and human resources. The student regent participates fully in the business of the board, except for actions relating to the hiring, discipline, or tenure of faculty members and personnel. The board's specific statutory duties may be found in RCW 28B.30.150.[4]

Exhibits 2.A.4

#	Governing Board – Constitution and Role	Evidence
1	RCW 28B.30.100	apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.100
2	Ethics in Public Service, RCW 42.52	apps.leg.wa.gov/rcw/default.aspx?cite=42.52
3	Board of Regents website	regents.wsu.edu/regent-profiles
4	RCW 28B.30.150	apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.150

Additional Resource	
Board of Regents website	regents.wsu.edu

2.A.5 Governing Board – Allocation of Authority

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

The board of regents exercises its authority as a committee of the whole. As provided for in Chapter 42.30 RCW[1] and as formalized in its rules, the board takes final action only in regular or special meetings, which are conducted in conformance with the laws of the state of Washington. Six members constitute a quorum for the transaction of business.

Individuals may act on the board's behalf only under authority that has been properly delegated by the board. State statute allows the regents to delegate to the president, or his designee, any of the powers

and duties vested in them by law. Over time, the regents have delegated some of their powers and duties to the president or his designee by resolution in accordance with RCW 28B.10.528.[2]

Additionally, consistent with state statute, in 1997, the board established bylaws for its organizational purposes and to carry out its governance responsibilities. The regents' powers and duties are visible in the charges to the current board committees, which are contained within the bylaws.

The board committees consist of the executive committee, academic and student affairs committee, external affairs committee, and finance and audit committee.[3] These committees facilitate the business of the board, communicate with University administration, study issues of concern to the board and matters that are brought before the board, and provide recommendations to the board for approval. No committee may act for the board on matters requiring board action, except the executive committee, which may act on behalf of the board only in emergency situations.

Exhibits 2.A.5

#	Governing Board – Allocation of Authority	Evidence
1	Links to RCW 42.30 and WAC 504-07-010	apps.leg.wa.gov/rcw/default.aspx?cite=42.30 apps.leg.wa.gov/wac/default.aspx?cite=504-07-010
2	RCW 28B.10.528	apps.leg.wa.gov/RCW/default.aspx?cite=28B.10.528
3	Board committee charges	regents.wsu.edu/bylaws/article3.html

2.A.6 Governing Board – Institutional Policies

Institutional and Board Policies—The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

As appearing in the board of regents bylaws,[1] the board reviews and establishes a broad array of business, academic, and health and safety policies, which provide guidance and direction for administrators, faculty, staff, and students throughout the institution. Holding six to eight meetings yearly, the board is able to exercise its responsibilities for oversight of institutional policies on a routine and consistent basis.

Also contained within the bylaws are the board's organizational and operating rules. Since their adoption in 1997, the board has periodically revised and updated its bylaws as necessary to reflect current practices and to enable it to carry out its governance responsibilities.

Exhibit 2.A.6

#	Governing Board – Institutional Policies	Evidence
1	Board of Regents Bylaws	regents.wsu.edu/bylaws/index.html

2.A.7 Governing Board – Evaluation of Chief Executive Officers

Hiring, Evaluation, and Delegation of Authority to the Chief Executive Officer. The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Responsibility for hiring the president rests solely with the board of regents, as is prescribed in RCW 28B.30.150(2). Expectations are primarily set during the board's annual retreat and as needed at regularly scheduled meetings. The board's executive committee is responsible for monitoring the president's performance, and the board as a whole evaluates the president yearly.

The regents delegate to the president authority over matters pertaining to the general business and financial affairs, organization, and management of the University. Additionally, the regents routinely delegate authority to the president, or the president's designee, to carry out specific policies or decisions acted upon the board.

Exhibit 2.A.7

#	Governing Board – Evaluation of Chief Executive Officers	Evidence
1	RCW 28B.30.150(2)	apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.150

2.A.8 Governing Board – Performance Review

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

The executive committee is the governance committee of the board. As such, it is responsible for recommending policies to the board that affect its performance and its members in service to the University.

WSU is a member of the Association of Governing Boards of Universities and Colleges (AGB),[1] a source of good practice guidelines for many board activities, including evaluating its performance. The board most recently reviewed its effectiveness and organizational performance during the fall of 2011. All board members completed a board evaluation survey,[2] and board members subsequently analyzed and discussed their performance during their November 17, 2011, executive committee meeting. The board also holds annual retreats where it engages in yearly planning activities. Through discussions held at the retreats, there are opportunities to consider the major issues confronting the University, identify the board's needs, and ensure board members are receiving the information that will provide them critical oversight of the institution. Additionally, the board uses its committee structure to efficiently and effectively facilitate the business of the board by consistently studying and discussing issues of concern to the board and the institution.

Exhibits 2.A.8

#	Governing Board – Performance Review	Evidence
1	Association of Governing Boards of Universities and Colleges	agb.org
2	2011 Board Survey Instrument	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.08_2011_Board_Survey_Instrument.pdf

Leadership and Management

2.A.9 Leadership and Management – System of Leadership

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

Since NWCCU last visited WSU in 2009, there have been significant organizational changes. In August 2010, three vice president positions were eliminated to reduce costs and streamline operations. Five presidential areas were consolidated into the following two areas:

- **Student Affairs and Enrollment**, combining the Office of Enrollment Management and the Division of Students Affairs, Equity, and Diversity

- **Advancement and External Affairs**, combining the Offices of Economic Development and Global Engagement, Advancement, and University Relations

These changes and their rationale are more fully presented in an August 2010 letter to the WSU community from President Elson Floyd.[1] An organizational chart of WSU's current system of leadership is included in the exhibits.[2]

Exhibits 2.A.9

#	Leadership and Management – System of Leadership	Evidence
1	President's Letter to University Community, 8/2010	from.wsu.edu/president/2010/08-13/announcement.html
2	WSU Organizational Chart, 2010–present	president.wsu.edu/orgcharts

2.A.10 Leadership and Management – Chief Executive Officer

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

President[1]

The president is WSU's chief executive officer. The president derives authority from the board of regents and the state of Washington and has a full-time responsibility to WSU. The president is designated by law as Secretary Ex Officio of the board of regents and is the chief executive officer of WSU by delegation of authority from the regents. The president administers policies approved by the board of regents and serves as the advisor to the board on policies and operations. The president of WSU, together with the provost, vice presidents, and chancellors, administers the University according to its missions and plans for its future. Other functions of the chief executive officer include:

- Leadership in developing policies and organization for teaching, research, and outreach programs.

- Public representation of the University, including representation before the legislature and other state agencies.

- Responsibility for the general welfare of students; the development, operation, and maintenance of buildings, lands, and equipment; financial matters pertaining to development, operation, and maintenance of the University; and the administration of regulations adopted by the board of regents.

- Responsibility delegated by the board of regents for all appointments, promotions, salaries, leaves, resignations, and dismissals.

- Presiding at meetings of the general faculty.

In addition to the vice presidents and chancellors, the executive director of planning and budget, the director of intercollegiate athletics, the director of internal audit, and the director of legal affairs and special counsel also report to the president. (See WSU organizational chart.[2])

Dr. Elson S. Floyd[3] is serving as Washington State University's tenth president. He came to WSU in May 2007 after serving as president of the four-campus University of Missouri for four years and president of Western Michigan University for more than four years. President Floyd also held administrative positions at the University of North Carolina at Chapel Hill, the Washington State Higher Education Coordinating Board, and Eastern Washington University.

Exhibits 2.A.10

#	Leadership and Management – Chief Executive Officer	Evidence
1	Office of the President	president.wsu.edu
2	WSU Organizational Chart	president.wsu.edu/orgcharts
3	President Elson Floyd Biography and Resume	president.wsu.edu/about-floyd president.wsu.edu/about-floyd/resume.html

2.A.11 Leadership and Management – Leadership Positions

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Vice Presidents

Vice presidents are responsible to the president for an operational area assigned to them by the president. The duties and responsibilities, and required qualifications for vice presidents, are outlined in human resources documents.[1]

President Floyd has surrounded himself with talented, experienced, and well-qualified vice presidents. Existing areas of vice presidential responsibility are outlined in detail in the exhibits (2.A.11).[2] Table 2.A.11 below lists the current vice presidents and their qualifications.

Table 2.A.11 Current WSU Vice Presidents and Chancellors and Their Qualifications

Name	Title	Terminal Credentials	In Current Position Since	Biographic Information
Warwick Bayly	Provost and Executive Vice President	Ph.D. Physiology, University of Liège, Belgium	November 2008	provost.wsu.edu/ faculty_staff/Bayl y.html
Nancy Magnuson	Interim Vice President, Research and Interim Dean of the Graduate School	Ph.D. Immunology, Washington State University	May 2012	officeofresearch. wsu.edu/About.as px
John Fraire	Vice President, Student Affairs and Enrollment	M.A. Education, Harvard University; M.A. History, Western Michigan University	August 2010	hrs.wsu.edu/utils/ File.aspx?fileid=2 416
Roger Patterson	Vice President, Business and Finance	B.A. Business Administration, University of Georgia	June 2010	wsutoday.wsu.ed u/pages/publicati ons.asp?Action=R elease&Publicatio nID=20269
Viji Murali	Vice President, Information Service and Chief Information Officer	M.S. Computer Science, University of Arizona	August 2007	infomedia.wsu.ed u/vp

Vacant	Vice President, Advancement and External Affairs		Division currently reports to President Floyd	
Lisa Brown	Chancellor, WSU Spokane	Ph.D. Economics, University of Colorado	January 2013	spokane.wsu.edu /aboutWSUSpokane/leadership
Richard Pratt	Interim Chancellor, WSU Tri-Cities	Ph.D. Zoology, Virginia Polytechnic Institute and State University	September 2012	tricity.wsu.edu/chancellor/academicaffairs.html
Mel Netzhammer	Chancellor, WSU Vancouver	Ph.D. Communication, University of Utah	July 2012	admin.vancouver.wsu.edu/office-chancellor/about-mel-netzhammer

Chancellors

The chancellors of WSU Spokane, WSU Tri-Cities, and WSU Vancouver report to the president and are responsible through the president for representing the campus to the board of regents and the state legislature. They are responsible for representing their campuses to the local and statewide community and for development and fundraising for their campuses. The chancellors are directly responsible for campus administration and management and for campus academic planning, programs, and budget. Information about current chancellors is provided in Table 2.A11 (above).

Deans

Each of WSU's 11 colleges is led by a dean who serves as the college's chief academic and administrative officer.[3] Each dean reports directly to the provost and executive vice president and leads his or her college's research, teaching, service, and development programs and activities.

Each college dean is responsible for:

- Ensuring the academic integrity of all educational programs.
- Excellence in teaching, research, and service.
- Effective administrative and fiscal management of the college.
- Soliciting major gifts to the college.
- Representing the college to a wide range of campus, community, and professional constituencies.

The chief executive officers of WSU Extension, the Libraries, and the Honors College also have the title of dean and report to the provost and executive vice president. Other administrative positions at the University support the executive leadership including department chairs, academic heads, and directors.[4]

Exhibits 2.A.11

#	Leadership and Management – Leadership Positions	Evidence
1	Position Description of Vice President	hrs.wsu.edu/utils/file.aspx?fileid=846
2	Vice Presidential Roles and Responsibilities	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.11_VP_Roles_and_Responsibilities.pdf
3	List of Current Deans	publishing.wsu.edu/mailing-services/admin.html#AcademicDeans
4	List of Academic Administrators	provost.wsu.edu/administrative_list

Academics – Policies and Procedures

2.A.12 Academics – Policies and Procedures

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

Communication with Students
University academic policies are discussed with all new and incoming undergraduate students as part of their mandatory student orientation and with graduate students during voluntary orientation sessions provided by the Graduate School and at orientation sessions delivered by individual departments. Students are informed that the academic policies can be found in the WSU Catalog,[1] on the Registrar's Office website[2] in a searchable format, and, for graduate students, on the Graduate School's website and in student handbooks provided by each department.[3] The regulations listed in the catalog are maintained by the Registrar's Office and include all revisions, as approved through the Faculty Senate. Additional efforts are made to inform and incorporate awareness of academic regulations throughout a student's academic life:

- Advisors discuss academic regulations with students during one-on-one conversations, phone calls, and email exchanges.

- References to academic regulations are included in explanations of processes, such as cancellation of enrollment[4] and academic deficiency.[5]

Communication with Faculty, Chairs, and School Directors
The letter of initial offer for a faculty position states that the Faculty Manual[6] is the primary source of information about University policies for faculty members. The Faculty Manual is maintained by the Faculty Senate with all revisions approved by the board of regents. A few other academic policies appear in the University Course Catalog, the Executive Policy Manual (EPM), and the Business Policies and Procedures Manual (BPPM). Many other tools also help communicate and elaborate University policies.

Each year, the provost issues guidelines for annual reviews, annual progress toward tenure reviews, tenure and promotion reviews, and sabbaticals. (See also section 2.B.6.)

- A session on faculty performance expectations is included in new faculty orientation.[7] A manual that helps faculty members to understand their responsibilities is also distributed at this orientation.[8]

- Two workshops on tenure and promotion, and one workshop on promotion to professor, are offered each year by the Provost's Office.[9]

- A standardized web-based annual review form (WORQS[10]), used throughout the University, also helps faculty members to understand what is expected of them.

- A frequently-asked-questions document[11] clarifies University policies for fixed-term (non-tenure accruing) faculty.

- A series of training workshops for new department chairs and school directors helps to clarify University policies for administrators. The provost's website also contains a variety of documents that clarify policies for both faculty and administrators.[12]

Exhibits 2.A.12

#	Academic Policies and Procedures	Evidence
1	WSU Catalog	catalog.wsu.edu/General/PriorCatalogs
2	Policies, Registrar's Office	registrar.wsu.edu/Registrar/Apps/AcadRegs.ASPX catalog.wsu.edu/General/AcademicRegulations
3	Graduate School, Academic Policy Reference	gradschool.wsu.edu/Documents/PDF/PoliciesAndProceduresManual2012-2013.pdf
4	Cancellation of Enrollment Policy	registrar.wsu.edu/Registrar/Apps/Cancel.ASPX
5	Academic Deficiency Policy	cacd.wsu.edu/students/academic-deficiency-and-reinstatement
6	Faculty Manual	facsen.wsu.edu/faculty_manual
7	New Faculty Orientation	provost.wsu.edu/newfaculty_orientation
8	Faculty Evaluation Document: Guide to WSU's Policies and Procedures for Evaluating Tenure-track Faculty Members	provost.wsu.edu/manuals-forms/ManualonFacultyEvaluation.pdf
9	Promotion and Tenure Workshops	hrs.wsu.edu/tenure
10	WORQS	worqs.wsu.edu

11	FAQs for Fixed Term Appointments	provost.wsu.edu/manuals-forms/FAQsabouttemporaryfaculty.pdf
12	Training Workshops for Chairs and Directors	hrs.wsu.edu/Department+Chairs+and+Directors+Workshops

2.A.13 Academics – Access and Use Policies of Library and Information Resources

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

Access and Use Policies of Library and Information Resources

The libraries provide resources to constituents on all WSU campuses. Policies regarding access and use of library and information resources are provided on the libraries policies page[1] accessible on the libraries website, and selectively available as handouts at service points. The Access Services Working Group[2] reviews access policies institution-wide on an ongoing basis. There are two primary means for enforcing such access policies: requiring authentication of a WSU Network Identification and password when accessing electronic resources from off campus, and requiring a WSU identification card to access print materials.

Exhibits 2.A.13

#	Access and Use Policies of Library and Information Resources	Evidence
1	WSU Libraries Policies	wsulibs.wsu.edu/General/policies.html
2	Access Services Working Group	wsulibs.wsu.edu/sites/default/files/Librarygroups.htm#WG

2.A.14 Academics – Transfer-of-Credit Policy

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

Washington State University awards transfer credit for college-level academic work completed at regionally-accredited institutions. Military credit is awarded lower-division elective credit, based on recommendations from the American Council on Education (ACE) guidelines.[1]

The University maintains a robust transfer course equivalency website[2] to assist students in planning their transfer courses in advance and to maximize efficiency in the transfer process. This website is widely published in recruitment publications and other materials sent to prospective students.

Additionally, transfer evaluators and enrollment counselors are available to assist prospective students both on-site by appointment at community and technical colleges statewide, and on-site on all of the WSU campuses. WSU is a member of the Intercollege Relations Commission[3] in the state of Washington and fully participates in all of the agreements statewide relative to transfer mobility.

At the Graduate School, transfer credit must be approved by the student's committee, the program director, and the Graduate School.[4]

Exhibits 2.A.14

#	Transfer-of-Credit Policy	Evidence
1	Transfer-of-Credit Policy	catalog.wsu.edu/Catalog/Content/Admission.pdf
2	Transfer Center Transfer Course Equivalency	transfer.wsu.edu admission.wsu.edu/transfer/credits.html and webapps.wsu.edu/ais/myinfoservices/darwintce/
3	Washington Intercollege Relations Commission	washingtoncouncil.org/icrc.htm
4	Graduate School Transfer Policy	gradschool.wsu.edu/Documents/PDF/TransferPolicy(2012).pdf

Students – Policies and Procedures

2.A.15 Students – Rights and Responsibilities

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

Undergraduate Students

Student rights and responsibilities are primarily contained in Washington Administrative Code Sections 504-26-001 through 504-26-602[1] (Standards of Conduct for Students). The code is published online on the Student Standards and Accountability website[2] and linked from a variety of locations throughout the University web presence.[3]

The code is also published in hardcopy and distributed free to students as part of an academic year planner/calendar. The Student Handbook, published online by the Office of the Dean of Students, includes the Standards of Conduct as well as other important information for student success.[4] New students are given information regarding the code during *Alive! Orientation*,[5] and Residence Life staff provide follow up training and information about the code for first-year residents.

Other policies that outline student rights and responsibilities—including information about Title IX, illegal discrimination and harassment, equal employment opportunity and affirmative action, the Americans with Disabilities Act, and faculty–student and supervisor–subordinate relationships—are published in the University's Executive Policy Manual[6] and annually issued in the form of a letter signed jointly by the president and provost.[7]

Statements on reasonable accommodations for students with disabilities and on academic honesty are provided for the use of faculty in all course syllabi; the provost issues an annual memorandum to the

faculty reminding them of the importance of including these statements in course materials, and the statements are also advertised in the employee newsletter each semester.[8]

Washington Administrative Code 504-26-602 mandates the review of the Standards of Conduct for Students every three years; any person may also petition for revision, repeal, or establishment of a rule. Public comment is included in that process. The Standards of Conduct are administered by the Office of Student Standards and Accountability, through administrative officers and a Conduct Board[9] that includes faculty, staff, and students. The appeals process is administered by an Appeals Board,[10] also inclusive of faculty, staff, and students. The Office of the Attorney General provides legal advice and interpretation of the code to the Office of Student Standards and Accountability.

Graduate Students
The Graduate School publishes its policies regarding student rights and responsibilities in Chapter 12 of its Policies and Procedures Manual.[11] Student handbooks are provided to students online or during graduate program orientation. To ensure that all University policies, including the grievance procedures,[12] are administered in a fair and consistent manner, graduate and professional students may appeal the final decision of the dean of the Graduate School to the provost if the appeal is based on procedural irregularities.

Professional students within the College of Pharmacy[13] and the College of Veterinary Medicine[14] follow their own college policies and procedures for the review of academic issues. Appeal of these college-level decisions can be made to the Graduate School following the same procedure as above.

Exhibits 2.A.15

#	Students' Rights and Responsibilities	Evidence
1	504-26-001 through 504-26-602	apps.leg.wa.gov/wac/default.aspx?cite=504-26-001
2	Office of Student Standards and Accountability	conduct.wsu.edu
3	Student Standards and Accountability handbook	conduct.wsu.edu/media/308232/StandardsOfConduct2012-2013.pdf
4	Student Handbook	conduct.wsu.edu/media/282812/student%20handbook%20081712.pdf
5	*Alive!* Student Orientations	alive.wsu.edu
6	Executive Policy Manual	public.wsu.edu/~forms/manuals.html
7	President's and Provost's EEO and Affirmative Action Policy Statement	oeo.wsu.edu/media/352833/2010EEOAAPolicyStatement.pdf
8	Provost's Policy Reminder Statement	provost.wsu.edu/manuals-forms/RemindersofPolicies2010.pdf
9	Student Conduct Board	conduct.wsu.edu/conductboard
10	Student Conduct Appeals Process	conduct.wsu.edu/appealsboard

11	Graduate School PPM, Chapter 12	gradschool.wsu.edu/CurrentStudents/Policies AndProcedures/Chapter12
12	Graduate and Professional Student Grievance Procedures (PDF)	gradschool.wsu.edu/Documents/Pdf/Grievanc eProcedures.pdf
13	College of Pharmacy Student Handbook College of Pharmacy Ombudsman	pharmacy.wsu.edu/currentstudents/pharmfil es/studenthandbook12-13.pdf pharmacy.wsu.edu/currentstudents/ombuds man.html
14	College of Veterinary Medicine Policies and Procedures, Handbooks, and Other Resources	www.vetmed.wsu.edu/academic/studentsCur rent.aspx

2.A.16 Students – Admission and Placement Policies

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

Undergraduate Admission Policies

Freshman Admission
Freshman applicants are considered for admission based on:
- academic records.
- official transcripts of all work completed through at least grade 11.
- standardized test scores (ACT or SAT).
- completion of a specific college preparatory curriculum[1] prescribed by the former Higher Education Coordinating Board, now the Washington Student Achievement Council.

Additional factors include grade trends and the strength of the student's curriculum, including senior year course work, and letters of recommendation. Applicants who received some or all of their high school education through home-based instruction are considered based on official scores from the SAT or ACT, official transcripts from all high schools and colleges attended, and an academic high school resume or an official transcript from the GED exam. More detailed information can be found in the University catalog[2] and at admission.wsu.edu.

"Assured Admission" is granted to freshman applicants whose cumulative high school grade point average is 3.5 or higher, or who are in the top 10 percent of their graduating class. Students are still required to complete the prescribed college preparatory curriculum, as indicated above, to be considered for this program. More detailed information is available at assured.wsu.edu.[3]

Admission of Students with Extraordinary Talents[4]
Washington State University makes educational opportunities available to students whose extraordinary talents have the potential to enrich our intellectual, cultural, and social environments, but whose overall academic credentials may not qualify them for regular admission. WSU departments, colleges, or programs may request special consideration for students who possess extraordinary talents in areas such as music or athletics, or who have earned recognitions in science, math, or artistic competitions.

Transfer Student Admission
Transfer applicants are considered for admission based on their academic performance at all colleges they have attended. Factors in the review process include cumulative grade point average, grade point average in academic courses, and grade trends. Students who have completed the Direct Transfer Associate's (DTA) Degree[5] or the Associate of Science Transfer (AS-T) Degree from a regionally accredited post-secondary institution in Washington are generally admitted. Students with associate's degrees from other institutions are admitted as space allows, based on an academic performance review.

Transfer students who have completed less than a year of college-level, academic-transferable work are also asked to provide their high school records and standardized test scores for review.

Adult Student Admission
Washington State University recognizes that students who have been away from the classroom for extended periods of time may have special needs. Therefore, in accordance with the policies set forth by the Washington Student Achievement Council, applications from students who are 25 years of age or older may be considered for admission on the basis of alternative criteria.

Admission Appeals Process
Appeals to admission decisions are occasionally granted for students in unusual situations. Appeals are considered by the Admissions Subcommittee of the Academic Affairs Committee of the Faculty Senate. More detailed information can be found at wsu.edu/fas.[6] This website is included in the admission decision letters to all students who are denied admission.

Undergraduate Placement Policies
WSU has specific placement policies for entering students taking writing and mathematics courses and a system of course prerequisites to ensure students are adequately prepared to succeed in their coursework. These policies and practices govern all campuses.

Writing Placement[7]
All students who need to enroll in first-year writing (English 101 or 105) must take the writing placement exam; all entering Honors College students take the Honors College Writing Diagnostic. Annually, 3,000–4,000 WSU students take these exams for placement into first-year writing courses offered at WSU Pullman, Vancouver, Tri-Cities, and Online.

Math Placement[8]
Math placement was significantly revised in 2011 based on assessment of student performance in first math courses at WSU and cross-validation of placement exams. As a result, the placement tests have been reduced from six to two: ALEKS and the College Board Advanced Placement Calculus AB test.

Continuation and Termination from Education Programs – Academic Deficiency Regulations
Academic regulations for academic deficiency are available in the catalog and at the Center for Advising and Career Development (CACD) website.[9] The regulations were revised for fall 2012 based on a review of student transcripts. The analysis indicated that the previous academic regulation required dismissal of more students than was academically necessary. The 2012 revision allows students more time to improve a poor grade point average (GPA) and persist to graduation.

Academic deficiency is identified when student grades are posted at the end of each academic term (fall and spring). Academic deficiency is not processed for summer session as it is not considered an academic term. Additional resources on the procedures and communications are available in the exhibits.[10]

A 2010 assessment of student experience led to an adjustment of the required seminar for first-time deficient students.[11] It is now a much more academically focused seminar designed to help students identify key areas that need improvement. A subsequent qualitative study is currently underway to investigate deficient students' experiences.

Graduate Student Admissions and Placement Policies
The graduate student admissions process is managed by the Graduate School in coordination with graduate programs throughout the University. The Graduate School uses an online application and payment system. Chapter 4 of the Graduate School's policies and procedures manual[12] describes the admission policies in detail, along with the Graduate School's application website.[13] Individual programs may have additional, more stringent entrance requirements as published on their respective websites. International applicants have additional English proficiency and financial verification requirements, which are listed on the checklist for international students.[14] The Graduate School's policy statement for denial of admission and re-admission is also listed on the Graduate School's policies and procedures website.

Once admitted, students must follow the policies related to enrollment and general academic requirements. Academic standards for specific programs may be more rigorous and are published in the program's student handbook; however, at minimum, all degree-seeking graduate students must maintain continuous enrollment, a 3.0 GPA, and complete their degree within the required time limits. Students must submit a program of study that guides the student through his/her academic program. Policies for probation, dismissal, and reinstatement are found in the Graduate School policies. Student complaints related to academic progress may be made through the Graduate School's grievance process.

Professional Degree Programs
Professional degree programs at WSU outline specific admission criteria for prospective students. Each program highlights admission criteria and application processes specific to their disciplines on their respective websites:

Doctor of Pharmacy[15]   pharmacy.wsu.edu/prospectivestudents
Doctor of Veterinary Medicine[16]   www.vetmed.wsu.edu/prospectiveStudents/admissions.aspx

The WSU Doctor of Pharmacy (PharmD) requires three years of pre-pharmacy studies followed by four years of professional education, regardless of prior degrees.

Exhibits 2.A.16

#	Academics – Admission and Placement Policies	Evidence
1	College Prep Curriculum Requirements	wsac.wa.gov/sites/default/files/RevisedMCAS OverviewParents-April2011_1.pdf
2	University Catalog	catalog.wsu.edu
3	Assured Admission	assured.wsu.edu
4	Admission of Students with Extraordinary Talents	catalog.wsu.edu/Catalog/Content/Admission. pdf (page 6)
5	DTA AST	admission.wsu.edu/transfer/associates.html
6	Admissions Appeals Process, Faculty Senate	wsu.edu/fas
7	Writing Placement Policies and Documents Validation of Writing Placement	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.16_Validation_of_Writing_Placem ents.pdf universitycollege.wsu.edu/units/writingprogra m/units/writingassessment/freshevaluations
8	Math Placement	math.wsu.edu/placement/welcome.php
9	Center for Advising and Career Development	cacd.wsu.edu/students/academic-deficiency-and-reinstatement
10	Academic Continuation and Termination Procedures Sample Portal Message to Academically Deficient Students	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.16_Continuation_and_termination _from_Academic_programs.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.16_Academic_Deficient_Portal_M essage.pdf
11	Assessment of Deficient Student Seminar	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.16_Fall_2010_Deficient_Student_E xp_Compiled_Rein_Survey_Data_Sp-Fall2010.pdf
12	Grad School Policies and Procedures Admissions (Chapter 4) Enrollment & leave (Chapter 5) Academic Requirements (Chapter 6)	gradschool.wsu.edu/CurrentStudents/Policies AndProcedures
13	"Apply" Site for Graduate Students	gradschool.wsu.edu/FutureStudents/Admissio n/Apply.aspx

14	Graduate School Checklist for International Students	gradschool.wsu.edu/FutureStudents/Apply#InternationalRequirements
15	Doctor of Pharmacy	pharmacy.wsu.edu/prospectivestudents
16	Doctor of Veterinary Medicine	www.vetmed.wsu.edu/prospectiveStudents/admissions.aspx

Additional Resources	
Study of Math Performance and Test Validation	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.16_Math_Study_2009.pdf
Study of 2011-12 Placement Success	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.16_Math_Placement_2011-2_brief_report.pdf
Graduate School Grievance Process	gradschool.wsu.edu/Documents/Pdf/GrievanceProcedures.pdf

2.A.17 Students – Policies Related to Co-curricular Activities

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

Undergraduate Students
Student Involvement, the office with delegated authority to administer student organization records and their annual recognition process, publishes and distributes a manual of policies affecting student organizations on an annual basis.[1] These policies are also included in education and training programs for student organization leaders and University advisors, which are offered annually.

The University has recently initiated changes in the Washington State Administrative Codes (WAC) that more clearly articulate the use of University facilities and the sanctions for violations of University policies. The Standards of Conduct for Students,[2] contained in the WAC, also include standards for the corporate and individual conduct of students in recognized organizations.

The Standards of Conduct are published in the Student Handbook, an online document found on the Office of Student Standards and Accountability website[3] and the Office of Student Affairs and Enrollment website.[4] The Standards of Conduct are also included in a free planner available to students at the bookstore at the beginning of each school year, and the Dean of Students' Office places an ad in the *Daily Evergreen* newspaper at the beginning of each semester informing students of the standards and how they can access them. If changes to the code are being considered, it is widely advertised and students are encouraged to provide input.

Sports and Intramurals
WSU Sport Clubs are a unique group of student clubs housed under University Recreation. These student-led clubs follow departmental, University, and state policies as described in the Sport Club

Handbook.[5] Students who form teams to participate in intramural sports through the recreation department are provided access to sport rules and program policies via the Intramural Handbook, published annually online.[6]

Fraternity and Sorority Life
The Center for Fraternity and Sorority Life (CFSL)[7] works to advise and educate fraternal organizations on policies and procedures as outlined by the law of the State of Washington, in the Standards of Conduct for Students, and chapter insurance policies. While designed for individual students, Washington Administrative Codes apply and are occasionally tailored to residential fraternal organizations. Documents specific to the fraternity/sorority community include the Relationship Agreement, Group Accountability Statement, Hazing Compliance Policy, and the University Approved Housing application for residential organizations.

The Relationship Agreement[8] is distributed and discussed each January with the installation of new chapter officers. As the contractually binding document between each fraternity/sorority and Washington State University, the Relationship Agreement outlines the expectations of chapters to be in good standing with the CFSL and University. In addition to these documents, the CFSL staff educates students on the FIPG, the policy for all North American Interfraternity and National PanHellenic Conference organizations outlining the regulations to be in compliance with inter/national organization insurance policies. The Relationship Agreement and supporting documents can be found on the CFSL website.[9]

Student Publications[10]
The Daily Evergreen has served as "the student voice" since it was founded in 1895. The annual yearbook, *Chinook*, is also produced by students in Student Publications. Students also provide oversight and programming for two campus radio stations, KUGR and KZUU.

In all cases, students have access to faculty or staff advisors who guide them on legal and ethical issues. As articulated in the Statement of Policies for WSU's Board of Student Publications and approved by the WSU board of regents, students have the undeniable right as guaranteed by the First Amendment of the U.S. Constitution to speak, write, and publish their sentiments freely on all subjects and shall be free from censorship. The Statement of Policies clearly states that students working within Student Publications bear the legal responsibility for what they speak, write, and publish. Student employees within Student Publications are trained on the Statement of Policies at the beginning of each semester and the entire campus community can reference the document at any time on the Student Publications website.[11]

Graduate Students
Any co-curricular activity can be designated as a registered student organization (RSO).[12] Many of WSU's graduate student discipline or professional organizations are RSOs. This designation indicates that they have gone through the University's approval process and their relationship with the University is formalized.

The Graduate and Professional Student Association (GPSA)[13] is the representative body for graduate and professional students at Washington State University. The primary role of GPSA is to provide academic and professional support services and programs. Through active participation and membership in numerous University committees and organizations, the GPSA provides graduate and professional

students with representation and a forum to express concerns. The GPSA constitution outlines the relationship of the GPSA and the Graduate School.[14]

Exhibits 2.A.17

#	Policies Related to Co-curricular Activities	Evidence
1	Student Organization Policies	studentinvolvement.wsu.edu/organizations
2	Standards of Conduct for Students	conduct.wsu.edu/media/282812/student%20handbook%20081712.pdf
3	Student Standards & Accountability Office website	conduct.wsu.edu
4	Office of Student Affairs and Enrollment website	saed.wsu.edu
5	Sport Club Handbook	sportclubs.wsu.edu/media/46803/2012-13_scf_manual.pdf
6	Intramural Sports Handbook	imsports.wsu.edu/im-sports-handbook.aspx
7	Center for Fraternity and Sorority Life (CFSL)	gogreek.wsu.edu
8	Residential Relationship Agreement	asiscms1.wsu.edu/media/40600/2012%20Residential%20Relationship%20Agreement.pdf
	Non-Residential Relationship Agreement	asiscms1.wsu.edu/media/40675/Non%20Residential%20Relationship%20Agreement%20(2012).pdf
9	Center for Fraternity and Sorority Life Forms & Documents	gogreek.wsu.edu/current-students/forms-and-documents
10	Student Publications	sp.wsu.edu
11	Statement of Policies for WSU's Board of Student Publications	sp.wsu.edu/pub-board/policies
12	Registered Student Organizations (RSOs) Portal	myrso.wsu.edu
13	Graduate and Professional Student Association (GSPA) Portal	studentinvolvement.orgsync.com/org/gpsa
14	GPSA Constitution	studentinvolvement.orgsync.com/org/gpsa/Org_Bylaws

Human Resources

2.A.18 Human Resources – Fair and Equitable Treatment Policies

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

Among WSU's core values, as adopted in the strategic plan,[1] are integrity, trust, and respect. We are committed to being an institution that demonstrates trust and respect for all persons and cultivates individual and institutional integrity in all that we do. WSU is committed to the fair and equitable treatment of its employees and students.

Personnel Processes
Personnel processes are outlined and published in the Business Policy and Procedures Manual (BPPM), most notably in Chapter 60.[2] Other relevant policies are published in the Executive Policy Manual.[3]

Periodic Review
The Office of Human Resource Services (HRS) periodically reviews personnel policies and works in conjunction with the Office of Procedures, Records, and Forms to revise or update policies as required. The date of the most recent review and/or policy change is indicated on the published policy. Additional reviews occur to comply with changes in state or federal regulations. (See section 2.B for more on Human Resources.)

Recruitment
The recruitment process is driven by our commitment to equal employment opportunities and affirmative action, documented in Executive Policy 12.[3]

Environment Free From Discrimination and Harassment
WSU's commitment to maintaining an environment free from discrimination and harassment is articulated in Executive Policy 15.[4] In 2012, training related to discrimination and sexual harassment became mandatory for all faculty, administrative professional, and civil service classified staff, with refresher training required every five years.[5]

Office for Equal Opportunity (OEO)[6]
OEO's mission is to carry out investigative and monitoring activities to ensure equal employment opportunity and respect for civil rights at WSU. OEO promotes improvements in relevant policies and procedures and conducts affirmative, proactive activities that educate, train, and inform the WSU community in equal employment opportunity, civil rights, and access issues. OEO also seeks to assist University units to detect and address relevant issues before they become problems and to provide accurate statistical data about complaints.

Exhibits 2.A.18

#	Human Resources – Fair and Equitable Treatment Policies	Evidence
1	Strategic Plan Values	strategicplan.wsu.edu

2	BPPM Chapter 60 - Personnel	public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.00_Contents.htm
3	Executive Policy Manual	public.wsu.edu/~forms/HTML/EPM/EP00_Introduction_and_Table_of_Contents.htm
4	Executive Policy #12 EEO/AA	public.wsu.edu/~forms/HTML/EPM/EP12_Equal_Employment_Opportunity_and_Affirmative_Action_Policy.htm
5	President's Perspective column related to mandatory training	president.wsu.edu/blog/perspectives/?p=564
6	Office for Equal Opportunity	oeo.wsu.edu

2.A.19 Human Resources – Work Conditions, Rights, and Evaluation Policies

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

Staff

WSU staff members receive copies of their position descriptions outlining the duties of the position as well as performance expectations. Staff are notified of the policies and procedures during new employee orientation and have access to the HRS website and WSU policies/procedures. Staff members are reviewed on an annual basis (unless their collective bargaining agreement precludes evaluations—see section 2.B.2).

Additional information regarding conditions of employment is provided to faculty and administrative professional personnel via their offer letters,[1] in the Faculty Manual,[2] and in the Administrative Professional Handbook.[3] Staff from the human resource services office provide training to managers and supervisors related to performance appraisals.

Training for managers and supervisors is provided by HRS service teams, who offer their expertise in all areas of employment and human resource topics, including organizational effectiveness, employee relations, performance appraisal, classification/compensation and recruitment, leave processes, and training and development.

Policies regarding faculty and staff evaluation are described in 2.B.6.

Faculty

Faculty are informed of criteria and procedures for retention, promotion, and termination in written policies in the Faculty Manual and Provost's Guidelines[4], which are provided to each faculty member upon employment at WSU, reviewed as part of new faculty orientation by the Vice Provost for Faculty Affairs, referred to during annual reviews and promotion and tenure processes, and maintained in current and accessible form on the Provost Office's webpages. A summary of these procedures and links are provided in the exhibits.[5]

Exhibit 2.A.19

#	Work Conditions, Rights, and Evaluation Policies	Evidence
1	Sample offer letters for various employment types and conditions	hrs.wsu.edu/Letters
2	Faculty Manual Section III.D.4-5 for faculty promotion	facsen.wsu.edu/faculty_manual
3	Administrative/Professional Employee Handbook	hrs.wsu.edu/APHandbook
4	Provost's Guidelines on Tenure and Promotion	provost.wsu.edu/manuals-forms/2012%20Tenure%20and%20Promotion%20document.pdf
	A Guide to WSU's Policies and Procedures for Evaluating Faculty Members	provost.wsu.edu/manuals-forms/ManualonFacultyEvaluation.pdf
5	Summary of policies for faculty promotion and termination	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.19_Summary of Policies for Faculty Promotion.pdf

2.A.20 Human Resources – Security of Human Resource Records

The institution ensures the security and appropriate confidentiality of human resources records.

Personnel records are maintained in a secure environment and in accordance with State of Washington rules outlined in WAC 357-22, as well as with best practices.[1]

- Access to personnel records (both paper and electronic) is tightly controlled and limited to those who are in positions that require such access.
- Payroll, benefit, and medical leave records are maintained separately from personnel records and are also tightly controlled in a secure environment.

WSU follows a records retention schedule for all records, including personnel. The retention schedule for personnel records is described in detail in BPPM 90.[2]

Exhibits 2.A.20

#	Security of Human Resource Records	Evidence
1	Washington Administrative Code (WAC) 357-22	apps.leg.wa.gov/WAC/default.aspx?cite=357-22&full=true
2	Payroll and Personnel Records Retention Schedule	public.wsu.edu/~forms/HTML/BPPM/90_Records/90.01_Payroll-Personnel_Records_Used_Campus-Wide.htm

Institutional Integrity

2.A.21 Institutional Integrity – Policies Related to Announcements, Statements, and Publications

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

Open dialogue and communication with faculty, staff, and students are essential to upholding the fundamental University values of institutional integrity and accountability as expressed in the strategic plan. WSU uses a variety of ways to ensure that internal audiences stay informed of critical issues, become aware of intended policy changes, and have the opportunity to provide feedback as part of our shared system of governance. These include:

- Regular meetings of the president and provost with various faculty, staff, and student groups (see 2.A.1 Exhibit 1).

- Public addresses and forums for faculty, staff, and students available at experience.wsu.edu/Floyd/Floyd.aspx.

- Communication vehicles to University-wide and targeted audiences (described in the following section)

University Communications
WSU deploys several communication vehicles to systematically inform our University community on issues of direct impact, which includes a leadership response or interpretation when appropriate.

Marketing and Creative Services[1] operates as the University's centralized marketing office whose responsibility includes ensuring that all areas of the University are in accordance with its mission, programs, and services by representing itself clearly, accurately, and consistently. With all publications targeted for incoming (pre-enrolled) students, the central marketing office works directly with designated academic area representatives on an annual basis to assure their integrity. Many of these publications include a list of academic majors and minors offered at WSU[2] (which matches the official list provided by the Registrar's Office). The central marketing office also works directly with these individual departments to maintain accuracy and integrity of the messaging to students and the public.

University Relations[3] coordinates other internal and external communication to the campus community and the public through press releases, a newservice, online newsletters, and annual publications; these include WSU News, University Publishing, Experience WSU, and the *Washington State Magazine*. Colleges, campuses, and other offices have communication directors to ensure that communication is accurate and consistent.[4]

The Registrar's Office oversees the printed publication of the WSU catalog, in addition to the online catalog webpage.[5] The catalog includes the "Schedules of Study"[6] that are listed in the catalog for every degree option, and these listings demonstrate that the academic programs can be completed in a timely

fashion. The catalog is reviewed at least once a year to assure its integrity in all representations of the University's mission, programs, and services.

Exhibits 2.A.21

#	Policies Related to Announcements, Statements, and Publications	Evidence
1	Marketing and Creative Services	marketing.wsu.edu
2	WSU Academics	academics.wsu.edu

3	University Relations
	    WSU News Center
	    Experience WSU
	    Washington State Magazine
		university-relations.wsu.edu/about.html
		wsutoday.wsu.edu
		experience.wsu.edu
		wsm.wsu.edu/about.php

4	Communication Directors of Colleges, Campuses, and Offices	news.wsu.edu/default.asp?PageID=457
5	WSU Catalog	catalog.wsu.edu
6	Schedules of Study	schedules.wsu.edu

2.A.22 Institutional Integrity – High Ethical Standards, Policies, and Grievance Procedures

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

High Ethical Standards and Policies
WSU's strategic plan calls for an "environment of trust and respect in all we do." To this end, WSU advocates and applies high ethical standards in managing and operating the institution and seeks to ensure equitable treatment of all students, employees, and constituencies. Below are key legal statutes, WSU policies, standards, and trainings which guide the University system-wide.

- Ethics in Public Service, under Washington State Legislature's Chapter 42.52 RCW,[1] apply to all dealings with the public, the Commission, and external organizations, as well as internal and individual behavior. WSU's Business Policies and Procedures Manual[2] summarizes the state law and cross-references related University policies and procedures.

- Key WSU policies, including Policy Prohibiting Discrimination and Sexual Harassment,[3] Policy on Faculty–Student and Supervisor–Subordinate Relationships,[4] and Equal Employment Opportunity and Affirmative Action Policy.[5] The Faculty Manual also addresses ethics.[6]

- Regular trainings provided to employees in FERPA[7] and Prevention of Harassment and Abuse.[8]

- The Standards of Conduct for Students[9] apply to all WSU students from admission to graduation, whether on or off campus. (See also 2.A.16 and 2.A.17.)

- The Graduate School provides a grievance policy and guidelines for good practices in graduate education to help ensure that faculty and students share the responsibility for creating a supportive learning environment.[10] (See also 2. A.16.)

Grievance Resources and Processes
Grievance resources are widely available on WSU's website.

- **Staff.** HRS provides guidance and advice on personnel processes for staff, including complaint processes. The HRS website[11] describes the grievance procedures and the many University-provided resources to help handle grievances.

- **Faculty**. The Provost's Office's website provides guidelines[12] for the grievance procedures and resources available to faculty.

- **Undergraduate Students**. The Academic Regulations include processes by which students may address academic grievances. The Code of Conduct for Students includes the regulations governing appeals of Conduct Boards and administrative hearings. On its website, the Office of the Dean of Students[13] includes information on its role as an advocate and advisor for students experiencing challenges with University systems and policies. The Ombudsman[14] also provides information on informal grievance resolution services for students.

- **Graduate Students.** The Graduate School has grievance and appeal procedures for graduate students and an appeal process for professional students to resolve differences that may arise during the pursuit of an advanced degree.[15]

In general, WSU attempts to resolve all grievances at the lowest possible level, closest to where the problem arises. Therefore,

- **Faculty and staff** are encouraged to discuss a grievance with the offending party, then with their department chair or supervisor, and then with the dean or director before using a University-wide resource.

- **Students** are encouraged to discuss conflicts with one another or with staff directly; Student Affairs staff provide support, coaching, and intervention when necessary. Graduate and professional students are encouraged to work with the major professor or advisor to resolve matters, and as necessary, the department chair or college dean. The Graduate School serves as an impartial arbitrator to resolve these matters at the lowest possible level before a formal grievance is filed.

- If a University-wide resource is needed, WSU provides two ombudsmen that help to resolve grievances in an informal manner, as well as through formal mechanisms.

Grievance Mechanisms: Reports and Review

WSU ensures grievances are addressed in a fair and timely manner, with resources that include the Office of Equal Opportunity, the Ombudsman Office, the Faculty Status Committee, the Office of Research, and the Internal Auditor. These units provide annual reports and recommendations to the Provost Office, where senior leadership reviews them to determine if needs are being met and to take action as needed.[16]

HRS provides an annual report and summary of exit interview data to the University Council as well. The dean of the Graduate School regularly reviews the results of grievances filed by graduate students and follows up with the appropriate individuals and/or administrative units if warranted. While recent reports do not indicate shortcomings in respect to grievance mechanisms, WSU desires to increase communication and continuing effectiveness, ensuring a system that implements improvements as needed. For example, Student Affairs is reviewing Student Standards and Accountability data (fall 2012)[17] to assess effectiveness and to examine equity of outcomes for students.

Exhibits 2.A.22

#	High Ethical Standards, Policies, and Grievance Procedures	Evidence
1	Ethics in Public Service, under Washington State Legislature's Chapter 42.52 RCW	apps.leg.wa.gov/rcw/default.aspx?cite=42.52
2	WSU Business Policies and Procedures Manual: Summary of Ethics Law and Policies (BPPM 10.21)	public.wsu.edu/~forms/HTML/BPPM/10_Organization/10.21_Summary_of_Ethics_Law_and_Policies.htm
3	Policy Prohibiting Discrimination and Sexual Harassment (EP 15)	public.wsu.edu/~forms/HTML/EPM/EP15_Discrimination_and_Sexual_Harassment.htm
4	Policy on Faculty-Student and Supervisor-Subordinate Relationships (EP 28)	oeo.wsu.edu/media/352866/EP28[1].pdf
5	Equal Employment Opportunity and Affirmative Action Policy (EP12)	public.wsu.edu/~forms/HTML/EPM/EP12_Equal_Employment_Opportunity_and_Affirmative_Action_Policy.htm
6	Faculty Manual	facsen.wsu.edu/faculty_manual
7	FERPA Training (required every three years for every employee with access to student records)	ronet.wsu.edu/Main/Apps/FERPATest.ASP
8	Discrimination and Sexual Harassment Prevention (required for every employee every five years)	hrs.wsu.edu/dshp (training requires login)
9	Standards of Conduct Letter, Office of Student Conduct	standards.wsu.edu/media/308232/StandardsOfConduct2012-2013.pdf

10	Graduate Student Rights and Responsibilities Guidelines for Good Practices in Graduate Education	gradschool.wsu.edu/Documents/PDF/GraduateStudentCodeofRightsandResponsibilities.pdf gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.22_Graduate_Student_Code_of_Rights_and_Responsibilities.pdf
11	Human Resources Service	hrs.wsu.edu
12	Provost Guidelines, Grievance Procedures	provost.wsu.edu/GrievanceProcedures.pdf
13	Office of the Dean of Students	deanofstudents.wsu.edu
14	WSU Ombudsman	ombudsman.wsu.edu
15	Graduate School Grievance Procedures	gradschool.wsu.edu/Documents/Pdf/GrievanceProcedures.pdf
16	2011 Ombudsman Office Annual Report	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.22_2011_Ombudsman_Office_Annual_Report.pdf
17	Student Standards and Accountability data (fall 2012)	Available spring semester

Additional Resources	Evidence
Ethics, Conflict of Interest, and Technology Transfer EP 27	public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm
Access Center for Students with Disabilities	accesscenter.wsu.edu
Dean of Students	deanofstudents.wsu.edu
Quick Reference Guide for personnel and student concerns, Pullman Campus	accreditation.wsu.edu/exhibits/2013-year-three-report/2.A.22_Quick_reference_guide_for_personnel_and_student_concerns.pdf

2.A.23 Institutional Integrity – Conflicts of Interest

The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff.

The University's governing board members and all employees are subject to state law as well as WSU's clearly defined policies for faculty and staff regarding ethics in public service and conflicts of interest. The Revised Code of Washington (RCW 28B.30.140)[1] establishes that "no employee or member of the university board of regents shall be interested pecuniarily, either directly or indirectly, in any contract for any building or improvement at said university, or for the furnishings of supplies for the same." Additionally, the Ethics in Public Service Law (RCW 42.52)[2] establishes a code that is applicable to all state officers and employees. The law includes many provisions, beginning with "No state officer or state employee many have an interest, financial or otherwise, direct or indirect, or engage in a business or transaction or professional activity, or incur an obligation of any nature, that is in conflict with the proper discharge of the state officer's or state employee's official duties."

Responsibility for compliance with state ethics law and WSU policy rests with the individual employee. Thus, the University promotes ethics training at all levels of employment in an effort to educate and protect employees, and to ensure compliance along with strong internal controls. New employees are provided an introduction to the law, and open enrollment training sessions are held throughout the year. The Office of Internal Audit is available to provide guidance and also publishes an informative website that employees may access when seeking clarification.[3]

WSU has several offices that help ensure that the University is compliant with policies and standards, including the Office of Internal Audit, the Office of the Ombudsman, Human Resource Services, and the Office for Equal Opportunity, as well as a Conflict of Interest Review Committee.[4] Violations of policy are addressed in an appropriate manner following investigation.

WSU does not permit employees to supervise or to participate in employment decisions (including hiring/appointment decisions) affecting family members, household members, intimate partners, or state-registered domestic partners. The University has a nepotism policy (BPPM 60.14)[5] intended to minimize the potential for conflict of interest.

The University also has Executive Policy 28[6] that provides guidance to faculty and staff regarding conflicts of interest that may arise between professional responsibilities and personal relationships in an employment or academic environment. Likewise, the Graduate School has a policy regarding faculty and staff who wish to pursue an advanced degree[7]; the policy covers issues related to potential conflicts of interest that may arise due to a faculty or staff in a student role.

The Faculty Manual[8] sets forth a Faculty Code of Professional Ethics as scholars, researchers, and instructors and describes key aspects of Washington State's Ethics in Public Service Law, including uses of public equipment, intellectual property, outside activities and financial interests, and use of confidential information.

Exhibits 2.A.23

#	Conflicts of Interest	Evidence
1	RCW 28B.30.140 Employees, Board Members, to have no interest in contracts	apps.leg.wa.gov/RCW/default.aspx?cite=28B.30.140
2	RCW 42.52 Ethics in Public Service	apps.leg.wa.gov/RCW/default.aspx?cite=42.52
3	WSU Office of Internal Audit Ethics in Public Service	internalaudit.wsu.edu/ethicsinpublicservice.html
4	Conflict of Interest Review Board (Presidential Committee) Executive Policy 27 Ethics, Conflict of Interest, and Technology Transfer	president.wsu.edu/committees/conflict-of-interest.html public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm
5	BPPM 60.14 Nepotism Policy	public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.14_Nepotism.htm
6	Executive Policy (EP28) on Faculty-Student and Supervisor-Subordinate Relationships	oeo.wsu.edu/media/352866/EP28[1].pdf
7	Graduate School Policy for faculty and staff who wish to pursue programs of study leading to advanced degrees at WSU	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter4/GradStudyForFacStaff.aspx
8	Faculty Manual Ethics in Public Service, pp 17-20	facsen.wsu.edu/faculty_manual/Section_II.pdf

2.A.24 Institutional Integrity – Intellectual Property

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

The University encourages and supports faculty creativity and development of intellectual property and has policies and procedures in place to manage the issues relating to ownership, protection, commercialization, and revenue sharing from such intellectual property developed by University employees. These University policies are developed with a view to promote research and development within a framework of a system of rewards and incentives for the creation and development of intellectual property while giving due consideration to its responsibilities as a public land-grant university in the state of Washington.

Chapter 35 of the University's BPPM[1] describes the University's policies in this area. University faculty receive detailed guidance via Section IV "University Policies Affecting Faculty" of the Faculty Manual in Sub-Sections IV-F through IV-K[2] that delineate the University's policy on intellectual property covering patents, copyrights, trademarks, and instructional materials, as well as rights in instructional media such as films, videotapes, and other scholarly materials. Graduate students (both master's and doctoral level)

enrolled at the University are advised of their rights and obligations regarding intellectual property issues in the Graduate Policies and Procedures Manual (Chapter 11, Section C).[3]

The University's Office of Intellectual Property Administration (OIPA),[4] in conjunction with the WSU Research Foundation (WSURF),[5] manages and commercializes all the intellectual property that is generated at the University. OIPA serves the University and its employees by promoting the transfer of technologies, encouraging the disclosure of intellectual property, conducting preliminary reviews of commercial potential of invention disclosures, and managing initial copyright and patent protection prior to assigning the intellectual property to WSURF for commercialization. OIPA works closely with the WSURF, a private nonprofit 501(c)3 organization responsible for the commercialization and licensing of inventions and other University intellectual property. In association with WSURF, OIPA monitors invention disclosures, patent status, license agreements, marketing efforts, federal reporting, and royalty income and distribution.

Exhibits 2.A.24

#	Intellectual Property	Evidence
1	Intellectual Property (BPPM 35)	public.wsu.edu/~forms/HTML/BPPM/35_Intellectual_Property/35.35_Copyrighting_and_Marketing_Original_Material.htm
	EPM 27	public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm
2	Faculty Manual, Section IV-F through IV-K	facsen.wsu.edu/faculty_manual/Section_IV_909.pdf
3	Graduate Policies and Procedures Manual (Chapter 11)	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter11/PatentsCopyrights.aspx
4	Office of Intellectual Property Administration (OIPA)	oipa.wsu.edu
5	WSU Research Foundation (WSURF)	wsurf.org

2.A.25 Institutional Integrity – Representation of Accreditation Status

The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status.

Representation of Accreditation Status

WSU leadership endeavors to understand and accurately apply NWCCU terms and policies, including its current accreditation status[1] in all its internal and external communication. Concrete actions to ensure accuracy include the following:

- WSU's Accreditation Liaison Officer (ALO) works with the Accreditation Committee and the Provost's Office to maintain webpages that accurately communicate the institution's

accreditation status and process and avoid speculation on future accreditation actions or status using the language and guidelines provided by the NWCCU.

- WSU leadership periodically updates the board of regents and campus and college leadership on the status of institutional accreditation and the process. For example, in 2012, accreditation status updates were provided to the regents in March, August, and November.[2]

- The Office of Assessment of Teaching and Learning[3] and the Graduate School[4] both include information orienting the academic programs to accreditation and the current status and process, without speculation on future status or actions, using the language and guidelines provided by the NWCCU.

Exhibits 2.A.25

#	Representation of Accreditation Status	Evidence
1	Provost's Office Accreditation Website	accreditation.wsu.edu
2	Provost's Office Accreditation Website (summary of accreditation status and recent actions)	accreditation.wsu.edu/reports-and-archives.html
3	Office of Assessment of Teaching and Learning accreditation and undergraduate program assessment	atl.wsu.edu/reporting_and_accreditation/reporting_accreditation.html
4	Graduate School Accreditation and Graduate Programs	gradschool.wsu.edu/facultystaff/assessment

2.A.26 Institutional Integrity – Integrity of Contracts for Products or Services

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

Contractual Agreements, General
WSU has robust policies and procedures regarding contracting with external entities. The policies and procedures regarding processing University contracts are set forth in the Business Policies and Procedures Manual (BPPM 10.11),[1] which describes WSU's clearly defined roles and responsibilities regarding authority for negotiating and signing contractual agreements.

Contracts with external entities for products and services are generally processed through either Purchasing Services or the Contracts Office in the Office of Business and Finance. The employees staffing these offices have experience and education that qualifies them to perform contracting on behalf of the University. These individuals attend trainings hosted by both the University and the State of Washington specifically regarding contracting in the University setting.

Additionally, WSU has a regulated system of delegation of contracting authority, which is described in detail at BPPM 10.10[2] including these safeguards to ensure that contractual agreements serve the mission and goals of WSU:

- Contracting authority may only be delegated by the University president, pursuant to the authority granted him by the board of regents. Any person proposed for delegated contracting authority must be considered and approved by the Office of the Vice President for Business and Finance.

- Upon approval, he or she will only be granted contracting authority upon the completion of contracts training, administered by the contracts manager. The contract training is tailored by the contracts manager to meet the expected scope of the delegation. A sample contracts training can be viewed on the Contracts Office web page under the title "Reviewing and Processing Contracts through Business & Finance."[3]

- Each delegate is given a letter of delegation, signed by the University president, detailing the scope of the delegation.[4] Delegates acting outside the scope of their delegation are subject to corrective action.

In consultation with the Office of the Attorney General, the Contracts Office provides guidance on contracting to the contracting delegates and the Purchasing Services Office, as needed. This guidance includes sample contract provisions[5] and sample template agreements.[6]

The sample template agreements include fields for setting forth the parties' rights and responsibilities as one of the central functions of the contract. Both the contract templates and the sample contract provisions illustrate an emphasis on maintaining institutional integrity by, among other things,

- Closely regulating payments and, in particular, avoiding payment for goods and services prior to receipt of the goods and services;

- Retaining intellectual property rights;

- Avoiding liability beyond that which the University is legally authorized to accept and for which it has insurance coverage;

- Avoiding waivers of sovereign immunity;

- Retaining rights to University trademarks and logos; and

- Contractual acknowledgment of the statutory rights and responsibilities of the parties.

To supplement the above described guidance, the contracts manager is always available to assist in the negotiation and drafting of contracts. In consultation with the Attorney General's Office, the Vice President for Business and Finance, and other University departments as needed, the contracts manager advises delegates on the acceptable parameters of University contracts, including the permissible scope and the requirements placed on contracting by University policies and procedures.

WSU's Office of Internal Audit conducted a review of contracts processed by both the Contracts Office and Purchasing Services during fiscal year 2012, and concluded that the "financial and management controls over the processes for administration of contracts at Washington State University generally provides assurance that business and service contracts are properly executed in compliance with applicable laws, policies, and regulations."

The audit provided recommendations related to the delegation letters and training; those recommendations are currently being implemented. Also provided was a recommendation related to the internal contracts database; staff members are exploring options with regard to pursing a more comprehensive system.

Contractual Agreements, Educational Courses or Programs
WSU does not contract with any external organizations to provide credit-bearing courses or programs for WSU.

Exhibits 2.A.26

#	Integrity of Contracts for Products or Services	Evidence
1	BPPM Processing Contracts 10.11	public.wsu.edu/~forms/PDF/BPPM/10-11.pdf
2	BPPM Delegation of Contractual Authority 10.10	public.wsu.edu/~forms/HTML/BPPM/10_Organization/10.10_Delegation_of_Contractual_Authority.htm
3	Sample of Contracts Training	contracts.wsu.edu/Forms.html
4	List of Delegates: with links to letters describing authority granted	contracts.wsu.edu/DelegateList.html
5	Sample Contract Provisions	contracts.wsu.edu/Terms.html
6	Sample Contract Templates	contracts.wsu.edu/Forms.html

2.A.27 Academic Freedom – Policies and Responsibilities

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

WSU publishes and adheres to policies regarding academic freedom that protect its constituencies from inappropriate internal and external influences, pressures, and harassment. The Faculty Manual, maintained by the Faculty Senate and approved by the board of regents, clearly affirms academic freedom.[1]

- Section II.A. states, "Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties." Further, teachers "are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

- The stated policy of WSU on freedom of expression is given in section II.B.2: "It is the policy of Washington State University to support and promote the rights of all individuals to express their view and opinions for or against actions or ideas in which they have an interest, to associate freely with others, and to assemble peacefully."

- WSU policy aligns with the American Association of University Professors' Statement of Principles on Academic Freedom and Tenure.[2] (See also section 2.A.28.)

WSU also clearly communicates to faculty members the expectations to behave responsibly and ethically in all that they do, and requires regular training in FERPA and prevention of discrimination and sexual harassment in order to protect constituencies.[3] (See also section 2.A.22.)

Exhibits 2.A.27

#	Academic Freedom: Policies and Responsibilities	Evidence
1	Faculty Manual (see section II)	facsen.wsu.edu/faculty_manual/Section_II.pdf
2	American Association of University Professors (AAUP) 1940 "Statement of Principles on Academic Freedom and Tenure" and its revisions.	aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm
3	FERPA Training (required every three years for every employee with access to student records)	ronet.wsu.edu/Main/Apps/FERPATest.ASP
	Discrimination and Sexual Harassment Prevention (every employee every five years)	hrs.wsu.edu/dshp (training requires login)

2.A.28 Academic Freedom – Promotion of Freedom and Independent Thought

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

Faculty

As a premier research institution, WSU is strongly committed to knowledge generation (see Goal 1 of the strategic plan). Tenure-track and research faculty are not just encouraged to share their scholarship with others, they are required to do so. The requirement that these faculty members engage in research and scholarship, and the standards for the annual evaluation of faculty performance, are set forth in the WSU Faculty Manual, adopted by the WSU board of regents. The University is committed to the 1940 "Statement of Principles on Academic Freedom and Tenure" by the American Association of University Professors and its revisions.[1]

The Faculty Manual,[2] maintained by the Faculty Senate and approved by the board of regents, clearly affirms academic freedom.

The stated policy of WSU on freedom of expression is given in section II.B.2.: "It is the policy of Washington State University to support and promote the rights of all individuals to express their view and opinions for or against actions or ideas in which they have an interest, to associate freely with others, and to assemble peacefully."

Students

Freedom of expression is one of WSU's core values, and that freedom is central to the educational mission of the institution. Students' rights to free speech and assembly, and the responsibilities that those rights entail, are specifically described in the Student Standards and Accountability Handbook.[3] Students are encouraged to practice balancing vigorous debate, civility, and exploration of new ideas in and out of the classroom. Student organizations are approved on an all-comers basis, so long as relevant institutional requirements are met. Student publications, including the *Daily Evergreen* (WSU's student newspaper), the *Chinook* yearbook, and online media, are protected from censorship or institutional pressure through vigorously defended policy.[4] (See also 2.A.17.)

Graduate Students

Research and scholarship is an integral part of graduate student training. The Graduate School promotes high ethical standards among graduate students engaged in research activities and supports faculty in their efforts to educate students in the responsible conduct of research. Responsible research involves establishing an environment that fosters open communications, promotes best practices, and cultivates a culture of integrity and scholarship. Consequently, all students are required to take the Responsible Research training.[5] All graduate student theses and dissertations represent the independent research of the student and Graduate School policy requires that they must be defended orally in an academic environment that is open to the public. Doctoral students must submit their dissertation to UMI Dissertation Publishing for publication upon acceptance. No material in the dissertation may be restricted in any way; the dissertation must be made available through the Washington State Libraries and UMI for inspection by any interested parties.[6]

Staff and Administrators

The rights of staff and administrators to freedom of expression is protected by section II.B.2 of the Faculty Manual, quoted above. To the extent that staff and administrators engage in scholarship, they are free to share their findings with others.

Exhibits 2.A.28

#	Promotion of Freedom and Independent Thought	Evidence
1	American Association of University Professors (AAUP) 1940 "Statement of Principles on Academic Freedom and Tenure" and its revisions	aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm
2	Faculty Manual	facsen.wsu.edu/faculty_manual/Section_II.pdf

3	Student Standards and Accountability Handbook	standards.wsu.edu/media/308232/Standards OfConduct2012-2013.pdf
4	Student Publications Board Policies	sp.wsu.edu/pub-board/policies
5	Responsible Research Training, Graduate School	gradschool.wsu.edu/CurrentStudents/ResearchIntegrity
6	Graduate School Policies and Procedures, Chapter 8: Doctoral Policies Graduate School Policies and Procedures, Chapter 11: Special Issues Concerning Research	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter8/DoctoralPolicies.aspx gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter11

2.A.29 Academic Freedom – Objectivity of Scholarship

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

Objectivity of Scholarship

As stated in Section II of the Faculty Manual, Washington State University subscribes to the 1940 Statement of Principles on Academic Freedom and Tenure[1] with 1970 Interpretive Comments of the American Association of University Professors with the 1987-1990 revisions.

The faculty code of professional ethics is also published in the Faculty Manual, Section II.[2] The code, which sets the expected standard of performance, states:

> Faculty members, guided by deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry. Those who have instructional responsibilities are responsible to the University, their departments, and their students to perform in a conscientious and ethical manner all instructional tasks assigned to them. (p.16)

The Office of the Vice President for Research/Dean of the Graduate School publishes the policies related to research and ethics,[3] including the State Ethics Act, which provides guidance for researchers regarding the use of state resources, gifts, confidential information, compensation for outside activities, honoraria, etc. Intellectual property agreements are also covered, and policies governing intellectual property are published in the University's BPPM Chapter 35,[4] as well as in the Faculty Manual, Section IV.[5]

Derivative Scholarship

In accordance with WSU's Policy on Research Misconduct,[6] the Office of Research investigates accusations of misconduct. A failure to cite the original source in derivative scholarship would violate this policy and potentially subject the violator to sanctions. When the Office of Research conducts research misconduct inquiries and investigations, a committee prepares a report (after data analysis and interviews) and sends it to the respondent and the complainant. If an inquiry report recommends an investigation, and the Research Integrity Officer (VP for Research) and Deciding Official (Provost) concur, then reports are sent to the applicable funding agency (if the complaint involved funded research).

Exhibits 2.A.29

#	Objectivity of Scholarship	Evidence
1	AAUP 1940 Statement of Principles on Academic Freedom and Tenure	aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm
2	Faculty Code of Professional Ethics	facsen.wsu.edu/faculty_manual/Section_II.pdf
3	State Ethics Act and Research	officeofresearch.wsu.edu/Policies.aspx
4	Intellectual Property Policies and Procedures, BPPM, Chapter 35	public.wsu.edu/~forms/HTML/BPPM/35_Intellectual_Property/35.00_Contents.htm
5	Faculty Manual, Section IV	facsen.wsu.edu/faculty_manual/Section_IV_909.pdf
6	Research Misconduct Policy EP 33	public.wsu.edu/~forms/HTML/EPM/EP33_Responding_to_Allegations_of_Research_Misconduct.htm

2.A.30 Finance – Financial Policies and Integrity

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

The governing structure of Washington State University is established in the Revised Code of Washington (RCW) 28B.30.095[1] and RCW 28B.30.150[2] which vests all management of the University in the board of regents:

> The management of Washington State University and its experiment stations, the care and preservation of all property of which the institution shall become possessed, the erection and construction of all buildings necessary for the use of said university and stations, and the disbursement and expenditure of all money provided for said university, shall be vested in the board of regents, constituted as provided in RCW 28B.30.100; said regents and their successors in office shall have the right to cause all things to be done necessary to carry out the provisions of this chapter or as otherwise provided by law.

The president of Washington State University has delegated authority from the board of regents "to act in matters relating to the general business and financial affairs, academic affairs, organization, and management of Washington State University effective May 21, 2007."[3]

Under the authority of the president, the University has developed a robust set of written policies and procedures that govern all financial or financially-related transactions. These are codified within the Business Policies and Procedures Manual (BPPM) and the Executive Policy Manual (EPM). These policies cover the breadth of management responsibilities and include, for example:

- Internal Controls
- Delegations of Authority
- Accounting for WSU Monies
- Expenditure Transfers
- Cash Handling and Fiscal Responsibilities for Grants and Contracts
- Fundraising

The EPM includes policies on budget responsibility, risk management, and the WSU Board of Regents Policy on Debt Management, among many others. These policies are available online for easy access by all employees.[4] The State of Washington defines eligible investments for WSU's operating portfolio.[5]

Exhibits 2.A.30

#	Financial Policies and Integrity	Evidence
1	Management: RCW 28B.30.095	apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.095
2	Purpose: RCW 28B.30	apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.015
3	WSU Board of Regents Meeting May 4, 2007, President's Delegated Authority (page 6)	regents.wsu.edu/meeting-minutes/2007
4	General Powers and Duties of the Board of Regents	apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.095 apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.100 apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.150
	Delegation of Authority to President Elson S. Floyd May 4, 2007 meeting	regents.wsu.edu/meeting-minutes/2007
	Business Policy and Procedures Manual (Table of Contents)	public.wsu.edu/~forms/PDF/BPPM/01-01.pdf
	Internal Controls	public.wsu.edu/~forms/PDF/BPPM/10-04.pdf
	Delegation of Authority	public.wsu.edu/~forms/PDF/BPPM/10-10.pdf
	Summary of Ethics Policies	public.wsu.edu/~forms/HTML/EPM/EP31_Debt_Management_Policy.htm

	Accounting for WSU Monies	
	Expenditure Transfers	
	Cash Handling	
	Fiscal Responsibilities for Grants and Contracts	
5	Eligible Investments, State of Washington	treasury.wsu.edu/docs/wastate_eligible_investments.pdf?0.12942956859611743

2.B. HUMAN RESOURCES

2.B.1 Qualified Personnel

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

WSU offers a quality work and learning environment, employing nearly 3,400 well-qualified administrative/professional, classified, and civil service staff across its four campuses. Staff employment numbers are down 10 percent from three years ago; eroding state support forced necessary staff reductions, which the University has managed to meet largely through attrition. In the face of this challenge, efficiency measures, consolidations, and modified business practices have allowed WSU to maintain sufficient personnel to effectively support the University and its operations.

Efficiency measures, consolidations, and modified business practices that have increased efficiency span across areas, including, for example:

- Colleges decreased administrative overhead and increased clerical support efficiencies by implementing new service center models. For example,

  - In CLA, CAHNRS, and CEA, geographically-located business centers now serve multiple units to support grants management and processing, finance operations such as purchase and travel, and personnel functions such as hiring and payroll. The colleges each implement a shared responsibility model to make sure that units are being served adequately, that administrative staff had an opportunity to work in their areas of specialization, and that staff maximize use of standardized best practices to efficiently complete administrative functions with fewer staff. Position audits have provided information to help new staffing models operate effectively. Other colleges have made changes to allow programs to share administrative and clerical support, reducing administrative overhead.

  - Colleges and campuses have significantly reorganized advising to serve students with fewer staff. (See 2.D.10.)

- Institution-wide, new uses of technology have allowed units to reduce operating costs, streamline access, and move from paper-based procedures to electronic formats and adjusting procedures. Examples include an all-electric internal communications policy and electronic forms for travel.[1]

- Business and Finance has modified business practices and implemented many efficiency measures. Some representative examples include:

    o Efficiencies in purchasing, gained through working with the state legislature, allow greater flexibility by increasing direct buy and formal solicitation limits, such that purchases under $10,000 can be made more expeditiously by the requisitioning department. The previous limit was $5,000, and a high percentage of purchases fall between $5,000 and $10,000. The higher limit thus allows central purchasing staff to focus efforts on higher dollar purchases and other value-added activities.

    o New front-load waste trucks requiring only one operator have recently replaced rear-load trucks requiring two operators; the savings in manpower allowed us to expand our recycle collection efforts in University-owned resident apartments, thus improving our waste diversion and reducing costs of waste disposal. Other equipment purchases, such as riding scrubbers, allow the custodial operation to cover more area with fewer people.

Strong Audit Record

WSU is proud of its long-standing audit record of 12 years in a row with no findings—a direct reflection of the abilities and dedication of our highly capable support staff.

- **Performance Audits**: The Washington State Auditor's Office annually performs an accountability audit of WSU, as well as other agencies of the state. The audit evaluates internal controls and determines whether or not the University has complied with state laws and regulations as well as its own internal policies and procedures. The most recent accountability audit for fiscal year 2010[2] marked the 12th consecutive year in which WSU had no audit findings. This is a record among the state's universities—that is, no other University has gone that long without an audit finding. This is a testament to the culture of compliance at WSU and is reflective of the collective efforts of support staff throughout the University.

    For fiscal year 2011, the State Auditor's office opted not to perform an individual accountability audit of WSU and instead chose selected areas in which they would perform a state-wide audit. That audit report is expected by January 2013.

- **Financial Statement Audits**: Additionally, the Washington State Auditor's Office audits the University's financial statements. The most recent audit for fiscal year 2011 concluded the financial statements present fairly, in all material respects, the respective financial position of the University. There were no findings on the financial statement audit either. The University has also gone 12 consecutive years without a financial statement finding. (See 2.F.7.)

- **Internal Auditing**: Internal Audit[3] provides within the University an independent appraisal function that measures and evaluates the efficiency and effectiveness of internal controls and operating activities, assisting the WSU community in the proper discharge of their responsibilities by providing analyses, appraisals, recommendations, and pertinent information concerning the activities reviewed. This office is an ongoing resource to all units to help ascertain effectiveness and efficiency.

Job Descriptions

Position vacancy announcements include the required qualifications and are posted on the WSU online recruitment website[4] and are accessible to anyone at any time. Notifications are also published in relevant journals, newspapers, publications, and websites. Vacancy notices clearly state job criteria and instructions for applying for the position.

Procedures for recruitment and selection of personnel are outlined on the HRS website[5] and in the Business Policies and Procedures Manual (BPPM 60.11, 60.17-18).[6] Staff position descriptions are developed by the employing department and are reviewed by HRS prior to recruitment to ensure that they accurately reflect the duties, responsibilities, and authority of the position. Recognizing that job duties may change over time, our policies include provisions for review to ensure that positions are appropriately classified.[7]

HRS oversees staff recruitment processes and, after a search is closed, provides the hiring department with data to assess recruitment and outreach. The Office for Equal Opportunity monitors recruitments for fair and equitable treatment of prospective employees.

Exhibits 2.B.1

#	Qualified Personnel	Evidence
1	All Electronic Communications	from.wsu.edu/urel/crimsoncomm/july09/policy.html
	E-forms for Travel	public.wsu.edu/~forms/eforms.html
2	Performance Audit Report, 2010	sao.wa.gov/auditreports/auditreportfiles/ar1005002.pdf
		accreditation.wsu.edu/exhibits/2013-year-three-report/2.B.01_SAO-WA-gov_audit-report_WSU_2010_ar1005002[1].pdf
3	WSU Internal Audit	internalaudit.wsu.edu
4	Washington State University Employment Opportunities	wsujobs.com
5	Administrative and Classified Staff Recruitment	hrs.wsu.edu/APCSRTK%20Main
	Faculty Recruitment	hrs.wsu.edu/FRTK%20Main
6	BPPM 60.11 Recruitment and Selection of Faculty Personnel	public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.11_Recruitment_and_Selection_of_Faculty_Personnel.htm
	BPPM 60.17 Recruitment and Selection of Administrative Professional Personnel	public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.17_Recruitment_and_Selection_of_Administrative_Professional_Personnel.htm
	BPPM 60.18 Recruitment and Selection of Classified Positions	public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.18_Recruitment_and_Selection_of_Classified_Positions.htm

| 7 | BPPM 60.02 Classification and Reclassification | public.wsu.edu/~forms/HTML/BPPM/60_Pers onnel/60.02_Classification_and_Reclassificati on.htm |

2.B.2 Administrators and Staff Evaluations

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

The provost provides an annual notification to the University community stating the importance of the annual review process.[1] Staff members are reviewed on an annual basis. HRS provides training on conducting performance reviews and writing accurate position descriptions. Policy and procedural guidelines are included in WSU's Business Policies and Procedures Manual.[2] Some administrative professional staff use WORQS,[3] the online review and query system, for the annual review process.

The University recognizes the right of employees to negotiate collective bargaining agreements. A collective bargaining agreement precludes evaluations for a limited number of WSU employees (280 employees under Washington Federation of State Employees in 2012). Not having a formal performance appraisal does not limit the employees or supervisor's ability to address concerns, training, performance standards, and expectations or behavioral issues.

Exhibits 2.B.2

#	Administrators and Staff Evaluations	Evidence
1	Provost's Annual Guidelines/ notification on value of annual review process	accreditation.wsu.edu/exhibits/2013-year-three-report/2.B.02_Annual_Review_Jan2012_ProvostGuidelines.pdf
2	BPPM 60.55 Performance Management Evaluations	public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.55_Performance_Management_Evaluations.htm
3	WORQS Online Annual Review Form	worqs.wsu.edu/documentation/WORQSManual.pdf

2.B.3 Professional Development

The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

WSU provides a range of opportunities and support for the professional development of faculty, staff, administrators, and other employees to enhance their effectiveness.

Staff, Administrators, and Other Employees
HRS provides an employee training and development[1] program that includes online training, instructor-led training, and video-conferenced training opportunities throughout the academic year. Topics include

discrimination and sexual harassment prevention, new employee orientation, supervisor training, and other work-related training for faculty, staff, and administrators. HRS's training plan is periodically reviewed and updated.

Permanent staff are eligible to apply for paid professional leave[2] after five years of active service to the University since their last leave. Requests are competitively ranked and must be advantageous to the University in terms of improved instruction, research, or public service; not all requests are funded. All professional leave requests must be accompanied by an effort to secure external funding, per updated professional leave and retraining guidelines circulated by the provost (9-7-12).[3]

The Washington Administrative Code 357-34 establishes rules related to staff training and development. In accordance with these rules, staff are allowed up to 96 hours of release time for professional growth and development.[4] In addition to traditional instructor-led classroom training, HRS provides an online training resource which includes training materials and books as well as supervisory training in accordance with state statute. Training surveys are automatically sent after completion of online training courses and HRS sends surveys to participants of instructor-led training. Survey results are used to improve course offerings.

Many units provide their staff with ongoing professional development. See section 2.D.10 for examples of professional development for advisors.

Annually, the Graduate School sponsors a one-day graduate student teaching workshop presented by the WSU Teaching Academy. The workshop is designed to offer graduate students more personalized contact and individual consultations with expert faculty about best teaching strategies for the college classroom.

Faculty and Faculty Leadership
WSU encourages all faculty members to have a mentor or mentoring committees (at the discretion of the unit) to help them with their professional development. WSU also has a relatively generous professional and retraining leave policy (sabbatical) to assist with the professional growth and renewal of the faculty.

As with permanent staff, permanent faculty are eligible to apply for a paid professional leave after five years of active service to the University since their last leave. Requests are competitively ranked and must be advantageous to the University in terms of improved instruction, research, or public service; not all requests are funded. All professional leave requests must be accompanied by an effort to secure external funding, per updated professional leave and retraining guidelines circulated by the provost (9-7-12).

WSU has a wide range of opportunities for professional development, including:

- **Faculty Leadership Academy**. Initiated in the fall of 2011 by the Provost's Office, this academy is for faculty nominated by their department heads and deans as having leadership potential. The academy assists faculty in their early or middle careers to develop the skills, knowledge, and aptitudes essential to assist them in future University and academic leadership roles. Specific training in the arenas of conflict negotiation, negotiation skills, and understanding and overcoming implicit bias in the workplace is included. Participants also participate in a series of

workshops intended to familiarize them with the complexities of academic management, including training in human resources, University finances, and legal affairs.

- **New Department Chairs Workshop**. This workshop series is offered by the vice provost of faculty affairs and HRS every fall to help new department chairs develop professionally to fulfill their new responsibilities.

- **ADVANCE by National Science Foundation**.[5] The ADVANCE grants support women in STEM fields, very broadly defined to include the social sciences and agricultural sciences as well as the more traditional STEM disciplines. To promote career-long excellence and address work/life transition points, WSU ADVANCE provides grants and external mentor programs within four major initiatives:

  1. Work/Life Support
  2. Preparing and Recruiting a Diverse Faculty
  3. Leadership Training
  4. Institutionalizing Transformation

- **Faculty Associations**.[6] WSU leadership encourages active associations that support faculty along their career paths and meets regularly with groups such as the Association of Faculty for Diversity and the Association of Faculty Women.

- **College Support**. Colleges support faculty development in diverse ways. For example, the College of Veterinary Medicine has a teaching academy. Other colleges offer internal grants, for example the College of Agricultural, Human, and Natural Resource Sciences (CAHNRS) offers grants to fund teaching innovations or course revisions.

Exhibits 2.B.3

#	Professional Development	Evidence
1	WAC 357-34 Employee Training and Development	apps.leg.wa.gov/WAC/default.aspx?cite=357-34
2	Professional and retraining leave policy (sabbatical) to assist with the professional growth and renewal of the faculty and staff	facsen.wsu.edu/faculty_manual/Seciii_amended102512.pdf and facsen.wsu.edu/faculty_manual/Section_V_amended102512.pdf
3	Provost Memo 9-7-12 and Professional Leave and Retraining Leave Guidelines 2013-14 for Faculty and AP Staff	provost.wsu.edu/manuals-forms/ltrheadProfessional%20LeaveRetrainingweb.pdf
4	BPPM 60.72 Release Time for Training	public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.72_Release_Time_for_Training.htm
	BPPM 60.71 Training and Development	public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.71_Training_and_Development.htm
	Training and Development Plan	hrs.wsu.edu/File/Training%20and%20Development%20Plan.pdf

5	ADVANCE at WSU	advance.wsu.edu
6	Association of Faculty Women Association of Faculty for Diversity	wsu.edu/afw afd.wsu.edu

2.B.4 Qualified Faculty to Achieve Educational Objectives and Continuity

Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Consistent with its mission and strategic goal 2, WSU employs appropriately qualified faculty[1] sufficient in number to achieve its educational objectives, oversee academic policies, and assure the integrity and continuity of all academic programs.

Qualified Faculty

WSU has more than 1,500 faculty, in both full-time and part-time capacities, with a faculty to student ratio of 15 to 1. The University has more than 900 tenured or tenure-track faculty. A national or international search is required for the hiring of a tenure-track faculty member, and a terminal degree is usually required. Of the instructional faculty members holding the titles of assistant professor, associate professor, or professor, 98 percent have the appropriate terminal degree in their fields, and 89 percent of those faculty members hold a Ph.D. Of those with Ph.D.s from American institutions, more than 95 percent are from research universities. In addition, 7.2 percent hold Ph.D.s from international institutions. Of instructional faculty, including those in non-tenure track positions, approximately 86 percent hold appropriate terminal degrees and 75.4 percent hold Ph.D.s.

WSU Instructional Faculty Headcounts, Fall 2011[2]

Instructional faculty, 2011	Full Time	Part Time
1. Regents Professor	21	6
2. Professor	334	17
3. Associate Professor	293	7
4. Assistant Professor	230	5
5. Senior Instructor	16	2
6. Instructor	103	132
7. Lecturer	2	15
8. Clinical Professor	7	4
9. Clinical Associate Professor	55	10

10. Clinical Assistant Professor	99	27
11. Visiting Assistant Professor	3	1
12. Adjunct Faculty		198
Total	**1163**	**424**

The faculty members who teach WSU students are strong researchers and scholars, contributing to the University's educational and research goals. For example:

- WSU ranked 37th among public universities in number of national academy members (with 9) and 49th in prestigious faculty awards (with 9), as reported in 2010 by the Center for Measuring University Performance.

- WSU faculty members are actively engaged in research; total research expenditure per faculty member increased from $117,616 in FY 2000 to $426,507 in FY 2011. Similar numbers for grant and contract revenue per faculty member were $135,136 in 2000 and $248,124 in FY 2011. Many WSU faculty members are officers in their national organizations, editors of prestigious journals, or organizers of prestigious conferences.

Sufficient Faculty to Achieve Educational Objectives
WSU has minimized cuts to faculty and non-tenure-track instructors and implemented proactive improvement items and other measures to support quality instruction with higher enrollment. (See Preface.)

Undergraduate Programs
The sufficiency of faculty numbers in the wake of serious state budget cuts (as described in the preface) is carefully monitored through course management processes. Each year, the Provost's Office and the associate deans of the colleges, together with Institutional Research and the Registrar's Office, plan and track course capacity in general education courses and the top 100 largest courses. New sections are added as needed to ensure that current students and each incoming class can maintain a full schedule of courses that keep them on track to their degrees. Time-to-degree data for the last five years[3] shows that despite the severe cuts, students' educational progress has not been affected. The mean time-to-degree for new fulltime freshmen between 2008 and 2012 has dropped slightly, from 4.48 to 4.38 years. A similar pattern holds for fulltime transfer students, with most sub-groups maintaining or decreasing time-to-degree.

To further ensure sufficiency of faculty numbers in the face of reduced state support and growing undergraduate student numbers, a budgeting model to provide new resources to academic colleges went into effect beginning in AY 2012-13 (FY 13). This model is not intended to reallocate existing base budgets, but rather distribute new tuition revenue from increased undergraduate enrollment. Colleges receive these new instructional resources via a formula comprising number of increased undergraduate credit hours taught and number of baccalaureate degrees graduated above a 2010-11 baseline level. This direct funding—allocating a significant portion of the new tuition revenue generated by increased undergraduate enrollments directly back into the colleges to support instruction—helps provide colleges and departments with the resources need to plan faculty hiring to meet the projected demand.[4]

WSU also hires non-tenure-track faculty, which include those in clinical, senior instructor, and instructor appointments (see chart above). The policies and procedures governing the hiring of these contingent faculty can be found in Section V of the faculty manual.[5] This section includes appointment types, titles, compensation, annual reviews, and rights and responsibilities for fixed term and indefinite term instructional faculty.

Sufficient Resources for New or Expanding Programs

- **New Undergraduate Programs**. To ensure that new or expanding programs have sufficient numbers of faculty to achieve their educational objectives, the University has a comprehensive curriculum review and approval process, which includes the college and University administration and the Faculty Senate. This process is explained in the Faculty Senate's Education Policies and Procedures.[6] New and/or expanding program requests must include a thorough analysis and description of resources and personnel, including faculty/staff arrangements and assessment; that approval process is being reviewed and updated in 2012-13.[7]

- **New Graduate Programs**. Similar to undergraduate programs, new graduate program requests require extensive review and approval by the college and University administration, the Dean of the Graduate School, and the Faculty Senate. The process includes review for adequate resources, including faculty. Regarding the critical mass of faculty engaged in research and scholarly productivity for a doctoral program, Graduate School policy[8] states, "Critical mass is defined as a *minimum* of 7 faculty in a single program or in closely related programs at a given campus *and* the availability of additional graduate faculty (including adjunct) in related disciplines…Graduate faculty within the program may be physically located at other campuses and function as major advisors at those sites if authorized by program bylaws; however, the program is responsible for maintaining academic rigor, which will be reviewed during program assessment…National norms and external program evaluators suggest that a total of 10 to 12 faculty members in direct support of a doctoral program is more appropriate."

In addition, the Graduate School requires that each graduate program faculty develop by-laws[9] to assist in the administration of their graduate program. The by-laws determine what faculty members are eligible to work with graduate students in their program and in what capacity (i.e., chair committees, co-chair committees, serve as committee member only, etc.). The criteria for participation of graduate faculty, types of graduate faculty participation, and descriptions of graduate faculty roles and responsibilities should be clearly defined in the bylaws of each program.

Exhibits 2.B.4

#	Qualified Faculty to Achieve Educational Objectives and Continuity	Evidence
1	Faculty Manual Section III (see page 5)	facsen.wsu.edu/faculty_manual/Section_III_updated.pdf
2	WSU Instructional Faculty Data, 2011	accreditation.wsu.edu/exhibits/2013-year-three-report/2.B.04_Faculty-Counts_2011_Summed-TT_IR.xlsx

3	5-year Time to Degree Report	accreditation.wsu.edu/exhibits/2013-year-three-report/2.B.04_5-Year_NewFresh NewTransfer_Time-To-Degree PRINT 31OCT2012.xls
4	New Academic College Budgeting Model	accreditation.wsu.edu/exhibits/2013-year-three-report/2.B.04_Sharing%20Tuition%20from%20New%20Enrollment_2012.pdf
5	Indefinite Term and Fixed Term Faculty Policies and Procedures	facsen.wsu.edu/faculty_manual/Section_V.pdf
6	Faculty Senate's Education Policies and Procedures for Program Approval	facsen.wsu.edu/eppm/MajorMinors.pdf
7	Approval process for new undergraduate programs (graphical chart in Visio)	accreditation.wsu.edu/exhibits/2013-year-three-report/2.B.04_Visio-New Degree Program Approval Process Diagram LPL Revised 10-1-12A.pdf
8	Graduate School Policies and Procedures for program approval	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter3/DoctoralPrograms.aspx
9	Graduate School Policies and Procedures Regarding Bylaws	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter1/GovernanceOfGradProg.aspx

2.B.5 Faculty Responsibilities and Workload

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Through the Faculty Resources website[1] maintained by the Provost Office, HRS webpages, and communications from the colleges and departments, WSU communicates faculty responsibilities and workload commensurate with the institution's expectations.

Tenured and Tenure-Track Faculty

Typically, the faculty workload is assumed to be evenly divided between teaching and scholarship with a somewhat lesser service expectation (e.g., 45 percent teaching, 45 percent scholarship, and 10 percent service). A 100 percent teaching load for a tenure-track faculty member is four courses per semester, although this fixed numerical assignment can be reduced for a variety of reasons such as teaching particularly large courses, teaching without assistance, or teaching a laboratory course. Most tenure-track faculty members have a 50 percent or less commitment to teaching, teaching two or fewer courses per semester with the rest of their workload through research and service. Workloads can be adjusted for post-tenure tenure-track faculty members who wish to have a heavier assignment in one or two particular areas with lesser assignments in the other areas.

In unusual cases, faculty workloads and responsibilities are described in the initial offer letter for the faculty appointment.

Non-tenure-track Instructors
Expectations for instructional faculty on fixed-term or indefinite appointments (such as clinical faculty and instructors) are described in the FAQs for Temporary Faculty[2] and the Faculty Manual, Section V, Policies and Procedures for Temporary Faculty.[3] While workloads vary somewhat by department, the typical teaching expectation for fulltime instructional faculty ranges between four and five classes each semester, taking into account an array of conditions impacting instruction of specific courses.

Exhibits 2.B.5

#	Faculty Responsibilities and Workload	Evidence
1	Faculty Resources	faculty.wsu.edu
2	FAQs about Temporary Faculty	provost.wsu.edu/manuals-forms/FAQsabouttemporaryfaculty.pdf
3	Section V of the Faculty Manual	facsen.wsu.edu/faculty_manual/Section_V_amended102512.pdf

2.B.6 Evaluation of Faculty

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The processes and standards involved in all faculty reviews are described in the Faculty Manual,[1] in departmental and college tenure and promotion documents, and in the instructions on the provost's website,[2] issued annually. For annual reviews of faculty, it is expected that approved criteria for the college and department or other unit are developed within the framework of these criteria (Faculty Manual, section III, D.3-5)[3] but are more specific to the function of the individual unit. The Faculty Manual (Section III, D.5.d)[4] provides a template for a teaching portfolio that suggests multiple measures that may contribute to evaluation of teaching, which is adaptable for University and discipline contexts. The portfolio is often used in the tenure and promotion process.

Annual Review
Each year all faculty members are evaluated on their performance during the previous calendar year. Most faculty members report their achievements on WORQS,[5] the University's standardized web-based annual review form. (Currently the College of Business uses a similar, separate system for faculty evaluations, designed to facilitate reporting for its professional accreditation.) WORQS also allows administrative access to all primary evaluation data. The department chair, often in consultation with a faculty committee, summarizes and evaluates the performance of each faculty member. If the faculty

member resides on a regional campus, the department chair consults with the appropriate director/administrator at that campus. The chair provides the faculty member with a written assessment of his/her performance and assigns a number on a five-point scale.

Annual reviews are intended to be developmental as well as evaluative and to provide information about areas in which performance needs improvement. A faculty member may attach a written response to the annual review if (s)he believes the review is unfair or inaccurate. The annual review and any attachments are sent to the dean who evaluates the case and assigns his or her own rating. If the annual review rating falls below 3.0, defined as "meets expectations" on the annual review scale, the faculty member may receive a letter from the dean which explicitly identifies the areas of performance that need improvement by the time of the next annual review. The chair and dean work with the faculty member to devise a plan for how to improve performance. If performance does not change by the next annual review, the faculty member may be referred to the provost for discipline as described in section II.F of the Faculty Manual. The faculty member may also disagree with the dean's review. The provost must send a written response to all disagreements in the annual review."

Pre-Tenure Reviews

In addition to the annual review, all pre-tenure tenure track faculty members receive an annual progress-toward-tenure review, and an intensive pre-tenure review, usually in their third year on the faculty. The intensive pre-tenure review is a dry-run for the tenure review. In addition, tenured faculty members receive an intensive review when they stand for tenure and its accompanying promotion to associate professor, for promotion to professor, and possibly for promotion to Regents Professor. Because of these annual and intensive reviews, WSU does not have a separate post-tenure review process.

Non-Tenure Track Instructional Faculty

Like other WSU employees, instructional faculty on contracts are reviewed annually. Instructional faculty on fixed term or indefinite appointments (including temporary faculty hired on one- to three-year renewable contracts and temporary faculty holding ranked titles who will be rehired, such as instructor or senior instructor) are included in the formal annual review process per the Faculty Manual (Section V). Additionally, non-tenure-track faculty members receive intensive promotional reviews when they stand for the promotions that are available to faculty members in their track, such as senior instructor.

Exhibits 2.B.6

#	Evaluation of Faculty	Evidence
1	Faculty Manual	facsen.wsu.edu/faculty_manual
2	Faculty Information	provost.wsu.edu/prospective-faculty.html#faculty
3	Faculty Manual, (section III, D.3-5)	facsen.wsu.edu/faculty_manual/Seciii_amended102512.pdf
4	Faculty Manual, Section III, D.5.d	facsen.wsu.edu/faculty_manual/Seciii_amended102512.pdf

| 5 | WORQS Online Annual Review Form | worqs.wsu.edu/documentation/WORQSManual.pdf |

2.C. EDUCATION RESOURCES

2.C.1 Appropriate Content and Rigor

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

Content, Rigor, Mission-Related

Determining the mission-appropriateness of new or expanding degree programs begins with the department or school, college, and regional campus. They assess the sufficiency of faculty and resources to create or continue programs based upon department or school, college, campus, and University strategic plans.[1]

Mission-appropriate content and rigor is assured by curricular review processes:

- For new or changed programs, the Faculty Senate reviews at three levels: Catalog Subcommittee,[2] Academic Affairs Committee[3] or Graduate Studies Committee,[4] and the full Senate.

- Writing in the Major (known as "M courses") course review provides formative feedback using a rubric to determine whether courses meet the criteria for M course designation. Annually, the M course committee reviews 20 percent of existing M courses as well as applications for new courses.[5]

- General education ("UCORE") course review (see section 2.C.9 and 2.C.10).

- Periodic review of curricula by faculty to prepare for specialized accreditation by professional or disciplinary standards (in one-third of undergraduate programs in 2012).[6]

- Ongoing program, departmental, school, or college assessments.

Additional scrutiny is provided:

- Through the Faculty Senate program approval process.

- By external review of program content for professional or specialized accreditation in recognized fields of study (in 2012, one-third of WSU's undergraduate programs are professionally accredited).[6]

- By ensuring WSU's requirements for ratio of credits devoted to the major course of study remains consonant with IPEDS peer institutions.

Clearly Identified Student Learning Outcomes
Student learning outcomes for all degrees are printed in the catalog in the relevant departmental section of the catalog, accompanied by four-year schedules of studies.

Recognized Fields of Study and Degree Designators
WSU offers only recognized fields of study, and uses standard degree designators and CIP codes.

Graduate and Professional Programs
New graduate degree proposals must be reviewed by an institutional review and approval process[7] that involves the Provost Office, Graduate School, and Faculty Senate. As part of this review, proposals must clearly demonstrate how the new degree is consistent with the University mission. Changes or additions to graduate programs or certificates, requirements, and degrees are generally initiated by discipline-specific faculty and administrators, and follow the institutional process for curricular changes.[8]

The Graduate Studies Committee, composed of faculty from the different colleges and representative graduate students, reviews all curricular proposals. Proposals and rationale for changes and/or additions must demonstrate that adequate resources and advising are available for students to attain the advanced knowledge and training expected for the level of the degree program or certificate.

The curriculum review process assesses new and revised course offerings and program curricula proposed by faculty to ensure graduate and professional academic standards are maintained, as well as the adequacy of resources such as faculty, equipment, space, support services, library facilities, and student support. WSU's graduate and professional programs have identified student learning outcomes that indicate what students should learn before completing their programs. These outcomes are part of each program's assessment plan. Graduate and professional programs that are professionally accredited (20% in 2012) have further external review of program content.[9]

Online and Distance Learning
All online and distance degrees offered for credit are housed in a WSU academic department and college, and are approved by the Faculty Senate and the WSU board of regents. Approval for all new online and distance degrees follows established procedures, including the same academic requirements and assessment as those delivered on campus. The Global Campus[10] is a new central portal of access to all WSU online degree programs (August 2012).

Exhibits 2.C.1

#	Appropriate Content and Rigor	Evidence
1	Program Approval Process	facsen.wsu.edu/eppm/NewProgramReviewProcess.pdf
	New Program Proposal Template	facsen.wsu.edu/eppm/New_Program_Proposal_Template.doc
	New Program Locations Document	facsen.wsu.edu/eppm/NewLocations.pdf
2	Faculty Senate Catalog Subcommittee	facsen.wsu.edu/committees/faculty_senate_committees/catalog_subcommittee.html
3	Faculty Senate Academic Affairs Committee	facsen.wsu.edu/committees/faculty_senate_committees/academic_affairs.html

4	Faculty Senate Graduate Affairs Committee	facsen.wsu.edu/committees/faculty_senate_committees/graduate_studies.html
5	Writing in the Major Review	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.01_Mform_2012.pdf
	RM Course Review Outcomes	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.01_M-Course_review_2010-2011ReportFINAL.pdf
6	List of Professionally Accredited Undergraduate Programs, page iii	catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf
7	Graduate School Review Process	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter3/EstablishingNewPrograms.aspx
8	Graduate School Program Alterations	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter3/AlterationsToPrograms.aspx
9	Graduate School Policies and Procedures	gradschool.wsu.edu/Documents/PDF/PoliciesAndProceduresManual2012-2013.pdf
10	Global Campus	globalcampus.wsu.edu

2.C.2 Publication of Learning Outcomes

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

Degree and program learning outcomes are published annually in the WSU Catalog.[1] WSU's program approval process requires all new degree programs to state expected student learning outcomes.[2]

In addition:

- Expected student learning outcomes for courses are stated in the course syllabi provided to enrolled students.

- The Catalog Subcommittee checks for learning outcomes on all course syllabi submitted for approval to the Faculty Senate.

- During the review of all general education courses (2011-2013), faculty reviewers verify that expected learning outcomes are contained in all syllabi approved for the new University Common Requirements.[3]

In order to better ensure consistency among various policy documents regarding learning outcomes on syllabi, the following steps were implemented beginning in fall 2012:

- The provost's annual reminder to faculty regarding educational policies explicitly states that learning outcomes are required in all course syllabi (beginning August 2012).[4]

- The All-University Writing Committee verifies the presence of learning outcomes on all syllabi submitted for Writing in the Major courses (two courses in every department).[5]

- The Educational Policies and Procedures Manual[6] will be updated to conform with the general education (UCORE) language requiring learning outcomes on all course syllabi (pending Faculty Senate approval).

- Undergraduate programs make their student learning outcomes available to students (83% of programs in 2012; targeting 100% in 2013)[7] in addition to the publication of learning outcomes for all degree programs in the WSU Catalog (100%).

Graduate and Professional Programs

WSU graduate and professional programs identify and publish expected course, program, and degree learning outcomes on their websites, in program student handbooks,[8] in their assessment plans, and in individual course syllabi, which are made available to students in classes, on course websites, through the Angel online learning environment,[9] and as requested at the department level. Professional programs generally post their student learning outcomes on their websites and/or publish them in their student handbooks to meet regional and discipline-specific accreditation requirements.

The Graduate Studies Committee includes student learning outcomes as an element that should be included in a course syllabus in its Guidelines for Syllabus Creation[10] document.

In spring 2012 the Graduate School reviewed all doctoral programs, including student handbooks and other information provided to students, as part of its program review process. Program directors and chairs were provided with a student handbook template and reminded to include student learning outcomes in their handbook, which is made available to all enrolled students.

Exhibits 2.C.2

#	Publication of Learning Outcomes	Evidence
1	WSU Catalog	catalog.wsu.edu
2	New Program Approval, Faculty Senate	facsen.wsu.edu/eppm/NewProgramReviewProcess.pdf
3	Outcomes on Syllabi	advising.wsu.edu/Content/Files/wsu-advising/ucore%20handbook%205-21-12.pdf
4	Provost's Annual Policy Notice Page 3: Learning Outcomes required on syllabi	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.02_Provost_Annual_Message-Reminders_Aug2012.pdf
5	M Course Review/AUWC Criteria	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.02_M-CourseReviewform2012_AUWC-Criteria.pdf

6	Educational Policies and Procedures Manual	facsen.wsu.edu/eppm
7	Undergraduate Programs Providing Student Learning Outcomes	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.02_2012_UG-Program_Assessment_Reports_WSU-Summary_FINAL.pdf
8	Graduate School Policies and Procedures	gradschool.wsu.edu/Documents/PDF/PoliciesAndProceduresManual2012-2013.pdf
9	Angel Learning Environment	angel.wsu.edu
10	Guidelines for Syllabus Creation	vpue.wsu.edu/policies gradschool.wsu.edu/Documents/PDF/GuidelinesforSyllabus.pdf

2.C.3 Degrees Reflect Student Achievement

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

Academic Credit

Documented student achievement, credit, and course grades are based upon explicit definitions and policies rooted in national norms. WSU's definition of academic credit, found in academic rule 27 of the WSU catalog,[1] adheres to NWCCU and federal policies.[2]

Academic credit is a measure of the total minimum time commitment required of a typical student in a specific course. For the WSU semester system, one semester credit is assigned for a minimum of 45 hours. The expected time commitment may include: 1) time spent in scheduled course activities organized by an instructor (lectures, discussions, workbooks, videotapes, laboratories, studios, fieldwork, etc.), 2) time spent in group activities related to course requirements, and 3) time spent in reading, studying, problem solving, writing, and other preparations for the course. The minimum in-class time commitment, based on a 15-week semester and a traditional format, should follow these guidelines: 1) lecture—1 hour of lecture per week for each credit hour, 2) laboratory—3 hours of laboratory per week for each credit hour, 3) studio—2 hours of studio work per week for each credit hour, 4) ensemble—4 hours of ensemble work per week for each credit hour. The minimum time commitment for independent study is 3 hours of work per week for each credit hour. Courses taught in different time frames than the 15-week semester or in a different format need to define how the time commitment leads to the achievement of stated course goals. Achievement of course goals may require more than the minimum time commitment.

All courses, whether campus-based, hybrid, or completely online, during the regular academic year or during the summer, follow this definition of credit.[3] All credit determinations are originated by the academic departments and are reviewed and approved by the committee process of the Faculty Senate. Any new course, or any existing course that undergoes specified changes, is reviewed in a process that includes reverification of credits. Changes include increase in credits, shift to variable credits, or change in lecture-lab ratios; prefix or number change; cross-listing with another department; inter-institutional cooperative listing; conjoint listing; and general education or writing in the major status.[4] Student course

grades are based on explicit weighting of course activities as percentages of the final grade. This is a policy required of all courses, as enforced by the curricular approval and review processes of the Faculty Senate,[5] and ensures that student effort is factored into the credit structure. Through these procedures, WSU has a continuous review process, in which a portion of the curriculum is reviewed each year for compliance with credit policies. In academic year 2011-2012, approximately 400 courses were reviewed.

Undergraduate Degrees

The criteria for the award of bachelor's degrees are based on the indicators of student achievement (see Academic Rule 114).[6] They cover both quantity and quality of learning, general education and specialization in a major, appropriate study beyond the associates' level (upper division hours), and restriction of certain types of credit. All University degrees awarded adhere to these criteria, which are programmed into the degree audit system.

Graduate Degrees

All credits and degrees are based on documented student achievement and are awarded in a manner consistent with institutional policies. Requirements for credit assignment, academic courses and syllabi, curricula and related changes, and degrees are found in the Faculty Senate Education Policies and Procedures[7] and in the Graduate School Policies and Procedures.[8] Specifically, chapter three provides information regarding credits related to special projects, final exams, directed study, and research.[9] Credit load requirements can be found in chapter five.[10] Chapter seven[11] of the Graduate School's policies outlines the minimum requirements for the master's degree and chapter eight[12] outlines the minimum requirements for the doctoral degree.

In addition, the Graduate School is a participating member of the national Council of Graduate Schools,[13] which publishes best practices, national benchmarking, and publications related to the administration of graduate schools. The Graduate School also has a list of its peer institutions[14] and frequently queries those institutions through review of their websites or direct communication with institutional officials if questions arise as to whether or not we are reflecting educational norms.

The Graduate School, in conjunction with program faculty, the Faculty Senate Curriculum Committee, and the Graduate Studies Committee,[15] review all graduate program courses and curriculum proposals to ensure academic rigor and consistency with University policy. Certificate and degree programs are designed to meet the stated student learning outcomes for the program. All curricular proposals must demonstrate that adequate resources and advising are available for students to attain the advanced knowledge and training expected for the level of the degree program.[16]

Exhibits 2.C.3

#	Degrees Reflect Student Achievement	Evidence
1	Academic Rule 27	catalog.wsu.edu/General/AcademicRegulations/ListBy/27
2	NWCCU Policies on Credit Hour	nwccu.org/Standards%20and%20Policies/Policy%20on%20Credit%20Hour%20November%202012.pdf
3	Policies, Summer Session Planning Guide (see pages 8-9)	summeradmin.wsu.edu/PDF/Front.pdf

4	Major Curricular Change Form	ronet.wsu.edu/ROPubs/Forms/MajorCurricularChangeForms-Course/MajorCurricularChangeForm-Course.pdf
	Minor Curricular Change Form	ronet.wsu.edu/ROPubs/Forms/MinorCurricularChangeForms/MinorCurricularChangeForm.pdf
5	New Program Approval	facsen.wsu.edu/eppm/NewProgramReviewProcess.pdf
6	Academic Rule 114 (see page 218)	WSU Catalog; registrar.wsu.edu/Registrar/Apps/AcadRegs.ASPX
7	Faculty Senate Education Policies and Procedures	facsen.wsu.edu/eppm
8	Graduate School Policies and Procedures	gradschool.wsu.edu/Documents/PDF/PoliciesAndProceduresManual2012-2013.pdf
9	702 Credit, 700/800 Research Level Credit	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter3/DefinitionOfGradLevel.aspx
10	Appropriate Levels of Registration (Credit Load)	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter5/AppropriateLevels.aspx
11	Program of Study, Graduate School, Chapter 7	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter7/TheProgramOfStudy.aspx
12	Program of Study, Graduate School, Chapter 8	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter8/TheProgramOfStudy.aspx
13	National Council of Graduate Schools	cgsnet.org
14	Graduate School List of Peer Institutions	ir.wsu.edu/Peers
15	Graduate Studies Committee	gradschool.wsu.edu/FacultyStaff/Committee
16	Establishing New Programs, Graduate School, Chapter 3	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter3/EstablishingNewPrograms.aspx

2.C.4 Degrees Have Coherent Design; Requirements Published

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

Undergraduate Programs

"Depth, breadth, and integration of learning" is the University's seventh Goal of the Baccalaureate, the framework that governs undergraduate study.[1] The coherently-designed structure for undergraduate degrees consists of the University Graduation Requirements,[2] the general education requirements, the writing requirements, and the requirements for the major. Electives in some instances provide additional breadth or depth. All of these requirement frameworks are vertically integrated through four years, and taken together provide both breadth and depth to the degrees. In particular:

- Approval of new degree programs is a multi-level process (see above, 2.C.1, and below, 2.C.5) that involves consideration of course sequencing (especially distinctions between lower- and upper-division work) as well as of breadth and depth of study.

- A minimum of 40 upper-division credits is required, ensuring advanced study beyond the equivalent of the associate level.

- As part of WSU's 2012 undergraduate program assessment initiative, all undergraduate programs have a curriculum map, a matrix aligning student learning outcomes with the courses in the program of study (see response to Recommendation 2, 2009).

Synthesis of Learning

Synthesis of learning is achieved through the capstone requirement in general education, as well as by senior seminars, internships, and other culminating experiences within majors.

Admission and Graduation Requirements Clearly Defined and Published

Admission and graduation requirements are outlined in multiple places in the WSU Catalog and on the corresponding University website (see also 2.C.1 and 2.C.3).

- Admissions requirements (see also 2.D.5) are consistent across all publication forms (catalog, web, admissions materials).

- University graduation requirements are spelled out in the catalog (pp 28 and 40) and on corresponding websites (Academic Rule 114).[3] They form the basis for the electronic degree audit system which apprises students and advisors in real time of progress toward the chosen degree and of remaining requirements.

Graduate and Professional Programs

Admission and graduation requirements are defined and published on the Graduate School's application website,[4] in the policies and procedures manual,[5] and in the catalog. All graduate and professional degree programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. The core of the Doctor of Philosophy (Ph.D.) program, for example, must include the most advanced courses appropriate to the field of study. In addition to the core

requirements, the program must include a minimum of 20 research credits and a total of at least 72 credits for the degree.

Each Ph.D. program has its own core course requirements of the appropriate breadth and depth, with a sequencing of courses and research credits that lead to a final defense and dissertation, which demonstrate a synthesis of learning required for the degree. Programs often publish the program design (i.e. sequence of courses) in their handbooks and on their websites. Individual programs of study listing specific course requirements are required for each graduate student. The program of study[6] is developed by the student in coordination with and approved by the student's academic committee chair and committee members. The program director/chair must also approve the program of study to ensure that the minimum program requirements are met. The approved program of study is filed with the Graduate School, where it is reviewed for the minimum degree requirements of the Graduate School. The program of study must have Graduate School approval before the student can complete the graduate degree.

Exhibits 2.C.4

#	Degrees Have Coherent Design; Requirements Published	Evidence
1	Goals of the Baccalaureate	ugr.wsu.edu/faculty/7goals.html
2	University Graduation Requirements	catalog.wsu.edu/Catalog/Content/UniversityGraduationRequirements.pdf
3	Requirements for Undergraduate Degrees; Academic Rule 114	catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf pages 28, 40, 318; also rules 106, 108, 109
4	Graduate School Application Website	gradschool.wsu.edu/FutureStudents/admission/Apply.aspx
5	Graduate School Policies and Procedures	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures
6	Graduate School Program of Study Policies and Procedures	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter6/ProgramOfStudy

2.C.5 Educational Resources, Curriculum, and Assessment

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

With shared governance as the basic operating principle of WSU, decisions regarding the academic mission of the University are made jointly by the administration and the faculty. All tenure-track faculty and indefinite-term instructional faculty are represented on the Faculty Senate[1] and its committees. (See 2.B.4 for breakdown of instructional faculty by category.)

Curriculum
WSU faculty have a lead role in the design, approval, implementation, and revision of curriculum. Most academic units have a curriculum committee of faculty who develop, revise, and assess the curriculum for their unit. The Faculty Senate reviews and approves all course and curriculum changes, as well as new courses, degrees, and locations (where degree programs are offered) (see 2.C.1). The leaders of the Senate meet regularly with the president and the provost.

Selection of New Faculty
The process involved in faculty hiring is standardized and monitored by Human Resource Services. All hiring of tenure-track faculty members requires a national or international search. A search committee, composed primarily of faculty members and usually chaired by a faculty member, is charged with conducting the search and ranking candidates.

Faculty Assess Student Learning
The Faculty Senate's Education Policies and Procedures state that faculty associated with each undergraduate or graduate program must develop a plan for assessing the quality of the students about to receive that degree.[2] See WSU's response to Recommendation 2 on Educational Assessment, which describes the key role of faculty in the University's assessment system (section on "Departmental and Program Responsibility").

Undergraduate Programs
In addition to assessing student learning in their courses, teaching faculty are responsible for assessment of student learning within their program. Faculty fulfill this by developing learning outcomes, measuring student performance, communicating learning outcomes and expectations to students, and acting on assessment results.

WSU has prioritized further development of effective systematic assessment and use of data (see Addendum for response to Recommendation 2, 2009), including:

- In 2011-2012, assessment responsibilities were clarified in departments, colleges, campuses, and the institution to ensure clear, shared understandings, particularly the key roles of chairs and faculty (see Wheel of Assessment Roles[3]).

- Through annual reports written by faculty, degree programs self-assess their assessment system and processes, including use of assessment results. In 2012, 87 percent of programs shared assessment results with faculty and/or departmental committee for assessment.[4] All undergraduate programs have a foundation of effective assessment in place, developed by faculty: student learning outcomes aligned with the Seven Goals, a curriculum map, and direct and indirect measures.[4]

- Faculty doing program assessment can consult with the Office of Assessment of Teaching and Learning (ATL) to plan and implement undergraduate program assessment, find good practice resources and models, and get assistance developing and implementing pilots and interpreting data. Faculty assessment committees in departments and colleges may also consult with ATL.[5]

- General education curriculum was developed by a committee[6] composed of faculty and is assessed by faculty, as described in section 2.C.9 and 2.C.10.

Graduate Programs

Graduate programs and their faculty are governed by graduate program bylaws, written and approved by the program faculty and reviewed and approved through the Faculty Senate. Faculty who are approved as graduate faculty participants of a program are eligible to participate in curriculum and program development, course delivery, and mentoring and assessment of graduate students in the program. Program faculty also may participate in the Graduate School's program review and assessment process.

Every graduate program is required to have an assessment plan that describes the programs objectives, student learning outcomes, and the data that will be collected to evaluate the program's outcomes. Graduate program faculty participate in the analysis of the student assessment data, which may include preliminary examinations, projects, thesis and dissertation defenses, annual academic reviews, TA evaluations, exit interviews, post-graduation surveys, and other assessment activities. The Graduate School website provides assessment tools,[7] as well an assessment coordinator and secured SharePoint site[8] to support faculty in the program review and assessment process.

In 2012, 100 percent of graduate and professional programs submitted an assessment plan and/or assessment review report to the Graduate School with analysis documenting how assessment is being used to improve student learning outcomes and enhance decision making at the department and college level.

Professional Programs

Two colleges offer professional programs in pharmacy and veterinary medicine. Teaching and evaluation of student learning outcomes/sub-outcomes occurs throughout the Doctor of Pharmacy (PharmD) program. The program has a curriculum map indicating the courses in which each outcome and sub-outcome is taught and evaluated. Assessment of student learning and of the curriculum is mandated by the Accreditation Council for Pharmacy Education (ACPE)[9] and is executed through a variety of methods and activities identified in the Curriculum Assessment Plan.

Curricular mapping for the Doctor of Veterinary Medicine (DVM) program is explicitly laid out in relation to learning objectives that must be met during the fourth year clinical rotations and the required nine clinical competencies. The program is in the process of conducting vertical integration exercises that map teaching of curricular topics in relation to body systems. The mapping is organized in relation to summative learning objectives in the clinical setting. Student achievement is included in outcome assessment per the accreditation requirements of the American Veterinary Medical Association's Council on Education.[10]

Exhibits 2.C.5

#	Educational Resources, Curriculum, and Assessment	Evidence
1	Faculty Senate	facsen.wsu.edu
2	Educational Policies and Procedures Manual, Assessment of Student Learning Policy	facsen.wsu.edu/eppm/AssessmentStudentLearning.pdf

3	Wheel of Assessment Roles in Undergraduate Programs (model for faculty discussion and adaptation to each program's context)	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.05_Wheel_of_Assessment_Roles_UG_Progs_WSU_Draft_10-8-12_ATL.pdf
4	WSU-wide Summary of Undergraduate Program Assessment Reports for 2012 • Data on assessment systems and faculty involvement: sections 5, 6, and 7 • Data on foundation of program assessment: section 3 • Data on use of assessment results: section 4	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.05_2012_UG-Program_Assessment_Reports_WSU-Summary_FINAL.pdf
5	Office of Assessment of Teaching and Learning	atl.wsu.edu
6	General Education committee members in 2011-12	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.05_GeneralEducationCommittee_2011-12.pdf
	2012-13	ugr.wsu.edu/faculty/ucorecommittee.html
7	Graduate School Program Assessment	gradschool.wsu.edu/FacultyStaff/Assessment
8	Graduate School Program Review and Assessment SharePoint Site	sharepoint.ogrd.wsu.edu/ProgramAssessment/SitePages/Home.aspx (requires login)
9	Accreditation Council for Pharmacy Education (ACPE)	acpe-accredit.org
10	Doctor of Veterinary Medicine Curricular and Outcomes Assessment Accreditation Requirements	avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/coe-pp-requirements-of-accredited-college.aspx

2.C.6 Library and Information Resources Integrated into Learning Process

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

Since information literacy is an outcome of all undergraduate degrees, and included in the Seven Goals of the Baccalaureate[1] (see 2.C.9 and 2.C.10), faculty work with librarians to ensure that library and information resources are integrated into the learning process. The strong assessment orientation of the library instruction team, in partnership with faculty, ensures an ongoing process of improvement in the construction of information literacy tasks and course assignments, and in identifying emerging instructional needs regarding information literacy.

General Education and Information Literacy
The faculty-led course approval process for the new general education program[2] (UCORE, see 2.C.9 and 2.C.10) requires that course proposals meet the NWCCU standard. Proposals that do not meet standards are returned for revision. The initial approval process in AY 2011-12 stimulated significant faculty dialogue around the role of physical libraries, online information resources, and the mapping of information literacy skills within the overall curriculum.

One outcome of the dialogue was the formation of a faculty group in spring 2012 to pilot the assessment of information literacy outcomes using work submitted for WSU's writing portfolio. The group is developing a University-wide rubric to assess information literacy outcomes that reflect the diversity of disciplinary approaches.

Library Resources to Integrate Resources into Courses
Library staff have constructed a portal for information resources tailored to instructional needs, which feature discipline-specific resource guides.[3] Faculty may request a course-specific resource page (e.g. Political Science 432: Comparative Politics, Sociology 346: Sociology of Aging, Sports Management 568, Entrepreneurship 468). Additionally, librarians construct resources to address common issues or resource requests, such as census information, the Affordable Care Act, proper formatting of citations in databases, etc.

Faculty teaching first-year courses have engaged extensively with librarians to both teach and assess information literacy (see also section 2.E.4). Both English 101[4] and the required sequence of World Civilizations[5] (through summer 2012) include formal instruction in information literacy and assignments integrated into the course grade, as well as a Pathways to Academic Success seminar.[6]

Graduate and Professional Programs
Graduate programs distinguish themselves by advanced, focused, and scholarly studies in one or more academic disciplines. Maintaining high academic standards requires a solid infrastructure that includes a critical mass of faculty engaged in research and scholarly productivity, a graduate library, laboratory and research facilities, and adequate support services.

Graduate School policy notes that a graduate research library is an academic requirement for doctoral programs at WSU. Students and faculty must have access to a discipline-specific research collection in library facilities on campus as well as access to library facilities at other institutions. Additional access through remote lending services should be available, but should not be considered as the primary source for library materials. The WSU Libraries have facilities related to animal health, architecture, education, agricultural sciences, science, and engineering and provide a variety of manuscripts, archives, and special collections to support graduate education. Access to electronic databases, journal articles, digitized collections, government documents, and interlibrary loans is available to students and faculty.

In addition, faculty who teach graduate level courses and/or mentor graduate students can use the library services to reserve materials and may contact a reference librarian or librarian in their field of study for information for a specific class or project. In addition, faculty and students can participate in the WSU Research Exchange[7] where they can store research and creative works digitally and participate in Communities in Research Exchange to browse among the collections.

At the University level, the Faculty Senate Library Committee[8] has faculty representation from various areas of the University and includes both undergraduate and graduate student representatives. This

committee is responsible for consulting with the dean of the libraries, making recommendations regarding issues related to the libraries, and reviewing proposed degree programs for adequacy of library holdings and services.

The library has subject specialists on staff available to work with faculty on instruction and classes.[9]

Exhibits 2.C.6

#	Library and Information Resources Integrated into Learning Process	Evidence
1	Seven Goals of the Baccalaureate	ugr.wsu.edu/faculty/7Goals.html
2	Information Literacy Criteria in General Education	advising.wsu.edu/ucore-information advising.wsu.edu/Content/Files/wsu-advising/ucore%20handbook%205-21-12.pdf
3	Library Guides	libguides.wsulibs.wsu.edu accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.06_LibGuides_Exec_Sum_Stats_2010_2011.xlsx
4	World Civilizations Study	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.06_Corey_Johnson_Analysis_6-19-12.pdf
5	English 101 Study	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.06_EnglComp_Assessment_Summary_2011_12.pdf
6	Information Literacy Class Examples	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.05_Examples of IL assignments.pdf
7	WSU Research Exchange	research.wsulibs.wsu.edu/xmlui
8	Faculty Senate Library Committee	facsen.wsu.edu/committees/faculty_senate_committees/library_committee.html
9	Subject Specialist Librarians	wsulibs.wsu.edu/general/subjspe3.htm

Additional Resources		
WSU Libraries Instructional and Historical Data	wsulibs.wsu.edu/statistics/historical
PASS Poster	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.06_PASS_Eval_Info_Poster.pptx

2.C.7 Credit for Prior Experiential Learning

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

WSU's Academic Rule 15 (c),[1] Challenge Exams, governs the conditions for accepting prior experiential learning.

- **Only granted at undergraduate level**: Academic Rule 15 allows only for the awarding of credit for prior experiential learning at the lower-division undergraduate level.

- **Limited to 25 percent of credits needed for a degree**: According to Academic Rule 15 (c), the maximum credit for challenge examinations is 30 semester hours unless permission is obtained from the student's academic dean.

- **Awarded only for documented achievement**: Students must complete and pass an examination that covers material equivalent to a regular WSU course.

- **Granted only by recommendation of appropriately qualified teaching faculty**: Academic faculty administer challenge exams directly in their home departments from which a student is seeking credit.

- **Identified on transcripts; no duplicate credit**: Any credit awarded is identified on the student transcript. WSU does not award duplicate credit.

- **No assurances prior to review**: The University does not make assurances regarding the awarding of credit until review processes are completed.[2]

See also 2.C.8 below for more information on WSU transfer policies.

Exhibits 2.C.7

#	Credit for Prior Experiential Learning	Evidence
1	Academic Regulation 15	registrar.wsu.edu/registrar/apps/acadregs.aspx
2	Admissions Subcommittee of the AAC	facsen.wsu.edu/committees/faculty_senate_committees/admissions_subcommittee.html

2.C.8 Integrity of Transfer Credit

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

Responsibility of Receiving Institution

The policies governing transfer credit are set forth in Academic Regulations 6 and 9[1] in the WSU Catalog. The website for transfer credit equivalencies[2] notes that "Final authority concerning all transfer course equivalencies rests with the Office of Admissions, in consultation with individual academic units." (See 2.A.14 as well).

Procedures Safeguard High Academic Quality and Integrity of the Degree

WSU's procedures for evaluating transfer credits safeguard high academic quality and the integrity of the degree. Colleges and universities must be regionally accredited for college-level academic credit to be awarded (academic rule 6). Coursework from unaccredited institutions must be submitted via petition to receive WSU academic credit, and the process and levels of academic review are outlined in Academic Regulation 14. College-level coursework from international institutions is evaluated by credential evaluation specialists in International Programs, in consultation with academic faculty and the director of general education. In some circumstances, third-party credentialing services may be used to verify authenticity of documents and transcripts.[3]

Credit Appropriate to Own Programs and Courses

At the heart of transfer credit policies and processes is the judgment by academic faculty that transfer courses are equivalent in scope, content, quality, and academic level to the courses offered at WSU. These equivalencies are reviewed periodically and codified into transfer tables available online for students' convenience. If transfer credit is denied, or other equivalencies are sought, students may petition the vice provost for undergraduate education after review and approval by the student's department and college.

Articulation Agreements

The State of Washington has numerous programs and direct transfer agreements administered by various bodies representing the two-year, four-year, and private sectors under the umbrella of the Intercollege Relations Commission. Where these statewide agreements are too generic for specific WSU programs, individual articulation agreements may be developed. Turnover of staff in various offices during 2012 occasioned a review of the processes involved in establishing both domestic and international agreements. These processes are being coordinated and standardized among Admissions, the Provost's Office, International Programs, and the colleges. Common templates and handbooks are being revised and updated in 2012-13, and an accessible SharePoint site allows involved offices to see the status of proposals immediately.

Exhibits 2.C.8

#	Integrity of Transfer Credit	Evidence
1	WSU Catalog, Academic Regulations 6 and 9	catalog.wsu.edu/General/AcademicRegulations/Search/both/6
2	Transfer Credit Equivalencies	webapps.wsu.edu/ais/myinfoservices/darwintce
3	WSU Course Equivalencies Information	webapps.wsu.edu/ais/myinfoservices/darwintce/tcainfo.aspx

Undergraduate Programs

2.C.9 General Education – Knowledge and Skills

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

WSU is committed to providing an integrated general education to all of its undergraduates, helping them develop the breadth and depth of intellect to be effective learners. The Goals of the Baccalaureate[1] govern WSU's general education, while student learning outcomes for all bachelor's degree programs align with the Goals of the Baccalaureate, and are reviewed by each undergraduate degree program annually.

New General Education Requirements—UCORE[2]
WSU revised its general education requirements, now known as University COmmon REquirements (UCORE),[3] in order to restructure general education in light of current national literature and models and to address concerns at WSU.[4] The revised general education program includes:

- **Well-integrated course of general education study**. The program is integrated vertically: skills are introduced and reinforced as students move through the courses. Final courses allow students to demonstrate mastery (see general education curriculum map[5]).

- **Integrated with majors**. The program is now designed to more easily integrate with students' majors. Previously no general education course could also count within the major; now up to three courses may integrate general education and the major. While upper-division UCORE courses, including all capstones, will be approved in AY 2012-13, it is expected that commonalities between the UCORE program and majors will be introductory courses in the liberal arts disciplines and the capstone.

The newly-revised, 34 credit UCORE general education program went into effect in fall 2012 for entering freshmen, and will take effect in fall 2013 for all undergraduate students (transfer and others) who will earn a bachelor's degree.[6] The coherently-designed program is bookended by a required first-year course and a senior capstone experience. Foundational courses and inquiry-based learning in the disciplines are complemented by a diversity requirement that embraces both American and global issues. The chart below provides an overview of the program's structure, which includes coursework in contemporary issues, social sciences, humanities, creative or professional arts, quantitative reasoning, natural sciences, and diversity, as well as communication, computation, and human relations, to support achievement of the learning goals of the baccalaureate. (See also Section 2.C.10.)

WSU Graduation Requirements
Freshmen 2012 and after

Students who enter the University Fall 2012 and after as freshmen or Fall 2013 and after as transfer students must complete the University graduation requirements listed below. Students with initial postsecondary enrollment prior to fall 1993 should consult with the Registrar's Office.

- University Honors College students do not complete University Common Requirements. Contact the Honors College for additional information.
- Students who have completed an approved transferrable AA degree should check the catalog for more information (see catalog listing p. XXX).

UNIVERSITY COMMON REQUIREMENTS (UCORE)

These graduation requirements were developed to help students achieve WSU's Learning Goals and Outcomes. Four broad categories are divided into ten requirements; only approved classes will fulfill them. Match courses in the WSU Catalog (catalog.wsu.edu) to requirements using the [bracketed notation] that appears in the list below. Of the 34 total credits, only three, three-credit courses may be taken within the major.

FIRST-YEAR EXPERIENCE: 3 semester credit hours

☐ Roots of Contemporary Issues [ROOT] (3 cr.)
course: _History 105_   semester/year: F Sp Su _____

FOUNDATIONAL COMPETENCIES: 9 cr.

☐ Quantitative Reasoning [QUAN] (3 cr.)
course: _____ semester/year: F Sp Su _____

☐ Written Communication [WRTG] (3 cr.)
course: _____ semester/year: F Sp Su _____

☐ Communication [COMM] [WRTG] (3 cr.)
course: _____ semester/year: F Sp Su _____

WAYS OF KNOWING: 16 cr.

☐ Inquiry in the Social Sciences [SSCI] (3 cr.)
course: _____ semester/year: F Sp Su _____

☐ Inquiry in the Humanities [HUM] (3 cr.)
course: _____ semester/year: F Sp Su _____

☐ Inquiry in the Creative and Professional Arts [ARTS] (3 cr.)
course: _____ semester/year: F Sp Su _____

☐ Inquiry in the Natural Sciences [BSCI] [PSCI] [SCI] (7 cr.)
course: _____ (L) semester/year: F Sp Su _____
course: _____ semester/year: F Sp Su _____
At least 7 credits: one biological science [BSCI] and one physical science [PSCI] and one lab; or take Science 101 [SCI] and Science 102 [SCI] with two labs (8 cr.)

INTEGRATIVE AND APPLIED LEARNING: 6 cr.

☐ Diversity [DIVR] (3 cr.)
course: _____ semester/year: F Sp Su _____

☐ Integrative Capstone [CAPS] (3 cr.)
course: _____ semester/year: F Sp Su _____

UNIVERSITY GRADUATION REQUIREMENTS

☐ 120 semester credits (or total credits for a specific degree program)

☐ 40 Upper Division (300/400 level) semester credits

☐ 2.0 minimum cumulative grade point average

☐ Completion of Writing Proficiency and UCORE requirements and college requirements, if applicable (see below)

☐ Completion of requirements for major (see relevant catalog section)

WRITING PROFICIENCY REQUIREMENTS

Graduation requirements that all students must complete:

☐ University Writing Portfolio/Qualifying Exam (to be completed when a student reaches 60 semester credits)

☐ Writing in the Major [M] courses *
course: _____ semester/year F Sp Su _____
course: _____ semester/year F Sp Su _____

* For more information about these, refer to the WSU Writing Program (writingprogram.wsu.edu) or the WSU Catalog (catalog.wsu.edu).

COLLEGE OF ARTS AND SCIENCES ADDITIONAL REQUIREMENTS

All students, including community college transfer students with an approved transferable AA degree from Washington, Oregon, Idaho, California, Arizona, or Hawaii, or students pursuing a second bachelor's degree in the majors in this college, will be held to the following requirements:

☐ Foreign Language: Complete 2 years of high school or 1 year of collegiate-level foreign language study (must be the same language)

☐ Additional 3 semester credits of [SSCI], [HUM], or [ARTS] for a total of 12 semester credits

☐ Additional 1 lab credit of [BSCI] or [PSCI] for a total of 8 semester credits (2 labs)

Written Communication
The WSU Writing Program,[6] while not a formal part of UCORE, works to help students achieve the goals of the baccalaureate within general education and the majors through a sequential development and assessment of writing skills, beginning with writing placement assessment and ending with two Writing in the Major courses at the upper division.[8]

Exhibits 2.C.9

#	General Education – Knowledge and Skills	Evidence
1	Goals of the Baccalaureate	ugr.wsu.edu/faculty/7goals.html
2	UCORE Implementation	universitycollege.wsu.edu/genedrevise/UCOREimplementationfall2011/index.html
3	Revising General Education	universitycollege.wsu.edu/genedrevise/UCOREproposalspring2011/index.html
4	Revision of General Education, 3/25/11 Summary	universitycollege.wsu.edu/genedrevise/currentdocs/WEBCoverLetterforUCOREUnivCommonReq%20Proposal3-23-11FINAL.pdf
5	UCORE/General Education Curriculum Map	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.10_UCORE_Curric-Map_9-21-12.pdf
6	UCORE section of Catalog, pages 41-43	catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf
7	Writing Program	universitycollege.wsu.edu/units/writingprogram/index.html
8	Writing Program Section of the Catalog, page 39	catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf

Additional Resources	
UCORE webpage for faculty and advisors	ugr.wsu.edu
Revision of General Education, WSU's 2010 Progress Report to NWCCU	accreditation.wsu.edu/documents/ProgressReport201010-08.pdf

2.C.10 General Education – Identifiable and Assessable Learning Outcomes

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

Seven Learning Goals of the Baccalaureate (Seven Goals)
The new Seven Goals of the Baccalaureate[1] add scientific literacy as a University-level goal, create an explicit diversity goal to replace "self and society," and revise the former specialization goal (i.e. an

undergraduate major) to encompass depth, breadth, and integration of knowledge. Each goal is accompanied by examples of learning outcomes adaptable across disciplines. The seven goals are the framework for outcomes of general education.

Mapping UCORE Course Outcomes to the Seven Learning Goals of the Baccalaureate
The new general education program (University Common Requirements, or UCORE)[2] is rooted in the new seven goals. The goals and outcomes of the UCORE curriculum map to these University-level goals (Section IV in UCORE Handbook[3]).

Each UCORE course maps its learning outcomes to targeted UCORE outcomes and Goals of the Baccalaureate, as illustrated in the UCORE curriculum map.[4]

Contributing to WSU's Mission and Strategic Goals
UCORE outcomes and the seven goals support two of WSU's strategic goals.[5]

- Goal 2: Provide a premier education and transformative experience that prepares students to excel in a global society.

- Goal 4: Embrace an environment of diversity, and WSU's mission, to extend knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.

Assessable Outcomes
All Seven Learning Goals of the Baccalaureate are articulated to be assessable outcomes—observable and measurable—applicable in widely different disciplines and contexts across the institution. As an example, goal one of the baccalaureate is detailed below.

> **Goal One: Critical and Creative Thinking**
> Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways. Graduates may demonstrate critical and creative thinking by their ability to:
>
> 1. Define, analyze, and solve problems.
> 2. Integrate and synthesize knowledge from multiple sources.
> 3. Assess the accuracy and validity of findings and conclusions.
> 4. Understand how one thinks, reasons, and makes value judgments, including ethical and aesthetical judgments.
> 5. Understand diverse viewpoints, including different philosophical and cultural perspectives.
> 6. Combine and synthesize existing ideas, images, or expertise in original ways.
> 7. Think, react, and work in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

The articulation between the seven goals and the UCORE curriculum is assured by the criteria for UCORE course approval. No general education course automatically rolls forward into the new program; each course must be individually reapproved to meet the new, outcome-driven criteria.

Faculty must structure courses so as to demonstrate evidence of student progress toward learning goals, and it must be clear in the submitted syllabus which class topics, activities, and graded work advance and/or evaluate progress toward which learning goals. See exhibit for examples.[6]

The first set of about 150 lower-division courses was approved in AY 2012-13 to meet the needs of the entering freshman class; about two-thirds were returned at one or another approval level to improve the articulation of outcomes, the incorporation of required outcomes, or the alignment of outcomes with course assignments.

Previous assessment of the seven goals is evidence of continued assessability (see exhibit).[7] Several of the assessments are being refined or redeveloped. Information literacy is discussed above in reference to the library standard (2.C.6). Since the diversity goal now unites both American and global diversity, a group in summer/fall 2012 is exploring how best to integrate assessment of intercultural/global competency outcomes with the social justice orientation of the previous American diversity requirement. During 2012 and 2013, the criteria for capstone courses are being refined and the assessment protocol is being devised.

As part of their annual assessment reports, all undergraduate programs map their degree's student learning outcomes with WSU's Seven Learning Goals of the Baccalaureate to demonstrate alignment.

To the extent possible, WSU uses the existing vehicle of the Writing Portfolio[8] to conduct UCORE assessment.

Exhibits 2.C.10

#	General Education – Identifiable and Assessable Learning Outcomes	Evidence
1	Seven Learning Goals of the Baccalaureate	ugr.wsu.edu/faculty/7goals.html
2	UCORE	advising.wsu.edu/ucore-information ugr.wsu.edu
3	Relation of UCORE to Seven Goals	UCORE Handbook, Section VI: Additional Required Contents for Specific Categories of UCORE Courses ugr.wsu.edu/Documents/UCORE%20Handbook%20-%20V%202%200c%20July%2023%20FINAL.pdf
4	UCORE Curriculum Map	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.10_UCORE_Curric-Map_9-21-12.pdf
5	WSU Strategic Goals	strategicplan.wsu.edu/goals
6	Examples of Learning Goals on Syllabi History 105, Fine Arts 101	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.10_Examples of learning goals on syllabi.pdf

7	Alignment of Assessment of Learning Goals	accreditation.wsu.edu/exhibits/2013-year-three-report/2.C.10_Assessment of goals.pdf
8	Writing Portfolio, 9th Findings, 2009-2011	universitycollege.wsu.edu/units/writingprogram/units/writingassessment/reports/WSU%20WP%209th%20Findings%20%2809-11%29.pdf

2.C.11 Applied Degree or Certificate Programs (NA)

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

WSU does not offer applied degree or certificate programs.

Graduate Degrees

2.C.12 Graduate Programs Consistent with Mission

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

In keeping with WSU's mission as a public research university committed to its land-grant heritage and service to society, the University offers 46 doctoral degree programs and 67 master's degree programs[1] to advance knowledge through creative research and scholarship in more than 70 fields of study. In addition, the University offers two professional degrees and a variety of graduate certificates. All degree programs and certificates offered by the University are listed on the Graduate School's degree program website, which provides for each program a degree description, training and professional development opportunities, and information about its faculty members and their research.

Doctoral Programs
- **The Doctor of Philosophy (Ph.D.)** is a research doctoral degree awarded in recognition of mastery of research methods and disciplinary knowledge (as evidenced in class grades and a comprehensive exam), and original academic research that requires the development of new knowledge in the discipline. Such research is ideally publishable in a peer-reviewed academic journal, but at minimum is assessed by submission and public defense of a dissertation.

- **The Doctor of Education degree (Ed.D.)** is a professional doctorate that prepares the student for academic, administrative, clinical, or specialized positions in education through a scholar/practitioner approach to learning. A mastery of research methods, particularly action research methods, is required to complete the dissertation process.

- **The Doctorate of Nursing Practice (DNP)** degree is a practice-oriented, doctoral-level degree that prepares nurses to assume leadership positions or work as advanced practice nurses in a variety of specialty areas such as primary care, psychiatric mental health, and community care.

- Professional doctorates offered at WSU include the **Doctor of Veterinary Medicine (DVM)** and **Doctor of Pharmacy (Pharm.D.)** degrees. These degrees are awarded to students who are not engaged primarily in scholarly research, but rather professional development, such as veterinary medicine or pharmacy, respectively, and require mastery of content, practical knowledge in the profession, and the ability to think critically. These professional degrees are in keeping with the expectations of their disciplines through the external accreditation process and monitoring of student competency on external licensing exams.

Master's Degree Programs

The master's degree is awarded upon completion of one or more years of advanced graduate study beyond the bachelor's degree, with the length depending on the field of study and type of program. The degree recognizes heightened expertise in an academic discipline or professional field of study, gained through intensive course work and, in most cases, the preparation of a culminating project, scholarly paper, thesis, or a comprehensive examination.

- Some master's degree programs are research-oriented (e.g. thesis master of science degree) but many are considered professional degrees (e.g. master of business administration or the professional science master's degree).

- In the non-thesis and professional degrees, programs often include mechanisms to assess the student's integrative understanding of the discipline (e.g., special project, internship, or exam).

In summary, all graduate degrees require a greater depth of study, knowledge of literature of the field, and increased intellectual or creative capacities beyond the baccalaureate level. Graduate students must be engaged in research, scholarship, creative expression, and/or appropriate high-level professional practice, and must successfully complete a comprehensive examination and/or research project associated with the program to demonstrate they have met the requirements for the graduate degree.

The preliminary examination, which a student must pass to move to doctoral candidacy, and the final examination (or project for non-thesis master's degrees), required for a master's or doctoral degree, must adhere to Graduate School policies and procedures. Chapter 7[2] of the Graduate School's Policies and Procedures Manual covers master's degree examination policies and procedures, while chapter 8[3] covers doctoral degree examination policies and procedures.

Exhibits 2.C.12

#	Graduate Programs Consistent with Mission	Evidence
1	Graduate School Degree Programs	gradschool.wsu.edu/FutureStudents/Academics/Degrees
2	Graduate Policies and Procedures: Master's Degree Academic Policies	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter7/AcademicPolicies.aspx

| 3 | Graduate Policies and Procedures: Doctoral Degree Academic Policies | gradschool.wsu.edu/CurrentStudents/Policies AndProcedures/Chapter8/DoctoralPolicies.as px |

Additional Resources	
Graduate School Policies and Procedures: Graduation	gradschool.wsu.edu/CurrentStudents/Policies AndProcedures/Chapter10
Graduate Catalog	gradschool.wsu.edu/Documents/PDF/WSUGr aduateCatalog11_12.pdf
Graduate School Policies and Procedures	gradschool.wsu.edu/Documents/PDF/Policies AndProceduresManual2012-2013.pdf
Graduate School Application Website	gradschool.wsu.edu/FutureStudents/Admissio n/Apply.aspx
International Student Application Requirements	http://www.gradschool.wsu.edu/FutureStude nts/Apply#InternationalRequirements
Faculty Senate Education Policies and Procedures	facsen.wsu.edu/eppm
Graduate School Policies and Procedures: Application and Admissions	gradschool.wsu.edu/CurrentStudents/Policies AndProcedures/Chapter4

2.C.13 Graduate Admission and Retention Policies

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

Graduate admission and retention policies ensure that students are well-qualified for the degree program they apply for, and that students are able to meet the expectations set by the degree program. Requirements for international students[2] can be found on the WSU Graduate School website.

Graduate Admissions

Minimum admission requirements set by the Graduate School include the following:

- A cumulative grade point average of 3.0 (based on a 4.0 system) of undergraduate coursework, or a cumulative grade point average of 3.0 (based on a 4.0 system) from graduate coursework (12 or more semester hours of graded graduate coursework taken after the bachelor's degree). The Graduate School admissions staff reviews all international transcripts to establish reliable, comparable GPAs to facilitate application evaluation. At minimum, applicants must have or anticipate receiving a bachelor's degree from an accredited school before the start of the

semester they have applied for. Schools must be accredited by a recognized accreditation association.

- Credits earned in a professional degree program (such as DVM, JD, MD, or PharmD) are not considered as graduate credits in the admission decision.

- Provisional admission may be granted though an exception to policy by the dean of the Graduate School Provisional admissions are limited to 10 percent of the total admissions for any one program.[3]

The dean of the Graduate School grants final admission approval, assuming general admission requirements have been met, and when evidence indicates a high probability of success in the prospective degree program. Applicants may not be considered if their application is deemed inadequate, incomplete, or insufficient, regardless of a previous institution's credentials.

Transfer Credit

Transfer credit is approved according to the Graduate School's transfer credit policy[4] and the approval of the student's committee and program chair. The Graduate School admissions staff performs evaluation of all transfer credit, including credit from institutions outside of the United States.

Retention and Leaves

In an effort to improve retention for all degree-seeking graduate students, the Graduate School implemented a [Continuous Enrollment Policy](#)[5] in 2009. All full- and part-time degree-seeking graduate students at all campus locations must maintain continuous enrollment in the Graduate School, registering for each semester (excluding summer sessions), from the time of first enrollment until all requirements for the degree are completed. Doctoral students who have successfully completed their coursework and passed their preliminary exams, but who do not enroll in credit, are placed in Continuous Doctoral Status (CDS) for up to 5 semesters to complete their research. CDS provides students with access to the libraries and allows the Graduate School to assist programs in tracking students to ensure that they complete their research and earn their degree.

In addition, all degree-seeking graduate students are entitled to take official graduate leave for up to one year if approved by the program and the Graduate School. Leave may be extended for medical and other reasons, such as military or Peace Corps service. Students on graduate leave must enroll after the approved leave ends. Short-term parental leave is another retention tool to assist students in balancing their personal and professional lives, providing up to four consecutive weeks of leave for the period directly before or after the birth or adoption of a child. These leave policies have been well-received by both programs and students and have assisted the Graduate School with providing flexibility to students as they navigate through personal issues and commitments that otherwise might prevent them from successfully completing their degree.[6]

Professional Degree Programs

Professional programs, such as the colleges of Pharmacy[7] and Veterinary Medicine,[8] handle their own admission processes and have their own transfer policies, implemented according to clearly defined policies by faculty with a major commitment to the professional program or by a representative body of faculty responsible for the professional degree program.

Exhibits 2.C.13

#	Graduate Admission and Retention Policies	Evidence
1	Graduate School Policies and Procedures: Application and Admissions	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter4
2	International Admission Requirements	gradschool.wsu.edu/FutureStudents/Apply#InternationalRequirements
3	Provisional Admission	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter4/ProvisionalAdmission.aspx
4	Graduate School Policies and Procedures: Transfer Policy	gradschool.wsu.edu/Documents/PDF/TransferPolicy(2012).pdf
5	Continuous Enrollment Policies	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter5/Continuous.aspx
6	Graduate School Policies and Procedures: Enrollment and Leave	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter5
7	Policies, College of Pharmacy	pharmacy.wsu.edu/prospectivestudents/apply.html
8	Policies, College of Veterinary Medicine	www.vetmed.wsu.edu/prospectiveStudents/admissions.aspx

2.C.14 Graduate Programs

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

A full description of graduate programs[1] at WSU is available to the public, along with a definition of all graduate courses and credits.[2] All courses and credits, along with the associated faculty's roles, are governed by the Faculty Senate Education Policies and Procedures for academic courses[3] and should have syllabi with appropriate learning objectives listed. Graduate credit may be granted for internships, field experiences, and practices that are an integral part of the graduate degree program. A 600-level course is a graduate-level course that is generally used for independent study, special projects, and/or internships; credits are variable and grading is satisfactory/fail (S/F).

Many programs, particularly professionally-oriented ones, have field and clinical experiences as part of their graduate coursework; such coursework must be reviewed and approved by the Graduate School and the Faculty Senate curricular approval process.[4]

- Students admitted to the DVM program are required to complete at least 6 credits of externships and 44 credits of clinical rotations; however, no credit is awarded for experiential learning prior to matriculation.

- The Doctor of Pharmacy program requires completion of 300 hours of introductory pharmacy practice experience during the first three years of the curriculum and 1440 hours of advanced pharmacy practice experience during the fourth year of the professional program. The experiential hours and credits are incorporated into mandatory courses within the PharmD curriculum.

Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Graduate School policy states that credit earned by correspondence may not be used to satisfy course requirements on a graduate program. No credits received by special examination may be used to meet advanced degree requirements. In addition, graduate credit is not given for workshops or continuing education courses taught on or off campus or sponsored by WSU Global Campus (online programs). Workshops or continuing education courses are not accepted from WSU or other universities.[5]

A student's program of study,[6] developed by the student in conjunction with the student's faculty committee and program chair, is reviewed by the Graduate School for compliance with all policies regarding minimum academic requirements, transfer credits, and graduate credit related to internships, field experiences, and clinical practices, as well as learning experiences external to the student's program.

Exhibits 2.C.14

#	Graduate Programs	Evidence
1	Graduate School Program Descriptions	gradschool.wsu.edu/CurrentStudents/Policies AndProcedures/Chapter3/Descriptions.aspx
2	Graduate Catalog	gradschool.wsu.edu/Documents/PDF/WSUGr aduateCatalog11_12.pdf
3	Faculty Senate Education Policies and Procedure	facsen.wsu.edu/eppm/Academic_Courses.pdf
4	Graduate School Policies and Procedures: Establishing and Modifying Graduate Programs and Courses	gradschool.wsu.edu/CurrentStudents/Policies AndProcedures/Chapter3
5	Graduate School Policies and Procedures: General Requirements	gradschool.wsu.edu/CurrentStudents/Policies AndProcedures/Chapter6/ProgramOfStudy/G enReq/
6	Graduate School Policies and Procedures: Program of Study	gradschool.wsu.edu/CurrentStudents/Policies AndProcedures/Chapter6/ProgramOfStudy

2.C.15 Graduate Programs – Research

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

WSU graduate programs prepare students for research, professional practice, scholarship, or artistic creation through degree specialization, scholarship that advances a discipline, an emphasis on publishing, and opportunities to develop professional, leadership, and/or performance skills related to their area of study.

Programs to Prepare Students for Artistic Creation

Many of the master's programs are designed to prepare students for artistic creation, such as the master of fine arts, the master of arts in music, and the master of arts in interior design.[1] Music, for example, has degree specializations that prepare students for careers in music education, performance, or composition. To earn the master of arts degree in music, students are assessed on their advanced knowledge in the discipline, their performance skills and abilities, technical knowledge, research methodology related to their thesis or final project, and other specific knowledge, creative, and artistic skills and abilities related to their specialization.

Programs to Prepare Students for Research or Scholarship

All doctoral degree programs, and many of the master of science and master of arts programs, prepare students for research and scholarship for advancing the frontiers of knowledge in various disciplines, including agriculture, math, physical and life sciences, plant sciences, engineering, and social sciences, to name a few. Programs that prepare students for research and scholarship require a thesis (master's level) or dissertation (doctoral level) on independent research that ideally is publishable in a peer-reviewed journal. This requirement provides confirmation that the scholarly work performed at WSU advanced the discipline knowledge. In addition, the Graduate School and other academic units provide leadership development opportunities,[2] grant writing instruction, training for conducting responsible research, and help with professional manuscript preparation to assist students in this area.

Programs to Prepare Students for Professional Practice

Professional practice graduate programs at WSU help students to develop high levels of knowledge and performance skills directly related to effective practice within the profession. Professional degrees such as the master of accounting, the master in business administration, the professional science master's degree, the master of public administration, and those associated with engineering (M.S. and Ph.D.), pharmacy (Pharm.D.), doctorate of nursing practice (DNP), and veterinary science (DVM) prepare students to become effective professionals in their fields. For example,

- The doctor of veterinary medicine (DVM) program prepares students to have a comprehensive knowledge base to understand the scientific basis of veterinary medicine and apply that understanding to veterinary practice. Graduates are clinically and professionally skilled in providing care to both individuals and populations of animals. Graduates will demonstrate

professional characteristics required of competent veterinarians.[3] The College of Veterinary Medicine DVM Program is accredited by the American Veterinary Medical Association-Council on Education (AVMA-COE),and as such, follows requirements for the rigorous AVMA professional standards.[4]

- Based on the College of Pharmacy's mission to prepare professional pharmacists to provide health care to improve the quality of life for individuals and the public, graduates from WSU College of Pharmacy Pharm.D. Program will 1) be skilled in critical thinking, communication, and medication therapy management, 2) have a clear understanding of pharmacy management systems, and 3) possess all the attributes associated with being a health care professional. The College of Pharmacy is fully accredited by the Accreditation Council for Pharmacy Education (ACPE), maintaining the rigorous standards for quality pharmacy education set by the accrediting body.[5]

Professional programs often provide credentials required for professional licensing. As a consequence, they are subject to stringent accreditation review by the relevant licensing body. Outcome variables such as the pass rate on licensing exams are closely monitored in these processes.

Interdisciplinary Programs

WSU has several interdisciplinary degree programs that allow students to explore a multidisciplinary approach to their research efforts. Molecular plant sciences, material science and engineering, and engineering science[6] are three doctoral programs that provide students with such opportunities. In addition, the Graduate School's individual interdisciplinary program (IIDP)[7] allows students to tailor a doctoral degree to seek a breath of knowledge not available within one particular discipline. The IIDP prepares students to be effective researchers, engaging teachers, and innovative thinkers for productive careers that will produce interdisciplinary scholarship.

Exhibits 2.C.15

#	Graduate Programs – Research	Evidence
1	Master of Fine Arts Master of Arts in Music Master of Arts, Interior Design	finearts.wsu.edu/graduate_studies.html libarts.wsu.edu/music/graduate/index.htm id.wsu.edu/graduate/master-of-arts
2	Graduate School: Leadership Resources	gradschool.wsu.edu/CurrentStudents/LDP
3	College of Veterinary Medicine: Ideal Attributes for Graduates of the DVM Program	www.vetmed.wsu.edu/prospectiveStudents/attributes.aspx
4	American Veterinary Medical Association AVMA Accreditation Standards	avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/colleges-accredited.aspx
5	Accreditation Council for Pharmacy Education (ACPE)	acpe-accredit.org
6	Molecular Plant Sciences Material Science and Engineering Engineering Science	mps.wsu.edu materials.wsu.edu www.cea.wsu.edu/default.asp?PageTextID=95

7	Individual Interdisciplinary Program Handbook	gradschool.wsu.edu/Documents/PDF/IIDP_Handbook.pdf

Continuing Education and Non-Credit Programs

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

All credit and non-credit continuing education programs are compatible with the "land-grant ideals of access, engagement, leadership, and service"[1] and WSU's mission of extending knowledge and improving the quality of life of individuals by the dissemination of scholarly work, research, and best practices to the people of the state and country.

WSU's Global Campus[2] is the online home for most continuing education and professional development courses and programs as well as all online or distance delivered certificates, courses, and degree programs.[3] The Global Campus serves as a clearinghouse for such online certificates, non-degree programs, and teaching endorsements and provides support to instructors; the content, delivery and rigor of these programs are overseen by their respective academic units.

In addition to the Global Campus, the following colleges offer some form of professional education: College of Veterinary Medicine, College of Nursing, College of Pharmacy, College of Education, and WSU Extension. Each continuing education program is vetted by designated personnel within each college and/or extension unit to ensure that all courses are compatible with the institution's mission and goals.[4]

WSU Extension[5] extends non-credit education and degree opportunities to people and communities throughout the state. These programs directly contribute to fulfilling WSU's land grant mission,[6] offering programs in agriculture, gardening, community development, health and wellness, youth and family, natural resources, and energy. WSU has an extension office in every county in the state of Washington.

Exhibits 2.C.16

#	Continuing Education and Non-Credit Programs	Evidence
1	WSU Strategic Plan	strategicplan.wsu.edu
2	WSU Global Campus	globalcampus.wsu.edu
3	List of Credit Programs Online List of Non-Credit Programs Online	online.wsu.edu skills.wsu.edu
4	What is a Land Grant?	ext.wsu.edu/documents/landgrant.pdf
5	WSU Extension	ext.wsu.edu

2.C.17 Academic Quality of Program

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

All WSU online and distance courses that provide academic credit follow the same academic requirements and assessment as those delivered on campus.[1] All new credit courses and programs must go through the University approval process which establishes, in part, academic credit value of the course. See 2.C.1 for information about online degree programs.

WSU Global Campus

WSU online courses are designed by professional instructional designers who work closely with WSU faculty appointed by department chairs. A course development contract clearly articulates the role and expectations of the faculty developer[2] and the roles and expectations of the instructional designer. Each college and department has assigned a liaison to the Global Campus to coordinate information and efforts.

Faculty support is critical to ensuring the academic integrity of online courses. Online instructors are provided with essential resources[3] and are encouraged to complete the Excellence in Teaching Online certificate to ensure quality instruction in all technology mediated courses.[4] An open access demo course[5] is also provided to faculty and instructors to help familiarize them with the structure of online courses.

Credit Programs

All credit programs are evaluated periodically by the responsible departments following established University procedures. For credit courses, at the end of each semester, students assess the course, instructor, and delivery environment using an evaluation form similar to that used in classroom courses.[6] In addition, the Global Campus conducts spot reviews of online courses while its instructional designers evaluate course spaces every three years, measuring against best practices.[7]

The Global Campus allows instructors to update their course each time it is offered, so that evaluation feedback can be easily incorporated and course content remains current. Off-campus programs are included in periodic departmental reviews.

Non-Credit Programs[8]

All non-credit continuing education and special learning courses offered by the Global Campus are either developed in conjunction with faculty experts and professional instructional designers, or are delivered by industry experts with appropriate credentials in partnership with the Global Campus. Courses developed by partner organizations or agencies are fully reviewed by appropriate institutional bodies, and the content and assessment strategies of these courses are evaluated using current industry standards and faculty or departmental input. For example, the certificates in fitness, nutrition, and wellness online program offered by "Educational Fitness Solutions" were thoroughly vetted by experts in University Recreation at WSU. Frequent reviews of program quality are undertaken by the Global

Campus and the director of non-credit programs to ensure all courses offered through the Global Campus are of the highest quality (see University approval process link).[9] Where experts outside WSU are contracted to develop and deliver the professional education, the Global Campus, in collaboration with appropriate academic departments, evaluates the program to ensure it meets University standards for quality.

The academic quality of all aspects of professional education and special courses offered through individual colleges are the direct and sole responsibility of the individual college. The courses are developed or vetted by internal review within the college offering the course to ensure quality and appropriateness.

Exhibits 2.C.17

#	Continuing Education and Non-Credit Programs: Academic Quality of Program	Evidence
1	Education Policies and Procedures Major and Minor Curricular Changes	facsen.wsu.edu/eppm facsen.wsu.edu/eppm/MajorMinors.pdf
	Course Management Policy	online.wsu.edu/includes/pdfs/gc_Course_Management_Policy12_13.pdf
2	Course Verification Overview	online.wsu.edu/includes/pdfs/gc_course_verification.pdf
3	Faculty Support Resources	teach.wsu.edu
4	Excellence in Certification Course	online.wsu.edu/courses/certification
5	The Faculty demo course Username wsufaculty Password guest! Select the link Online Course Demo (perp_dis_00_FacultyDemoCourse) in the courses box	lms.wsu.edu
6	Course Evaluations	online.wsu.edu/includes/pdfs/gc_Skylight_Survey.pdf
7	Best Practices Document	online.wsu.edu/includes/pdfs/gc_Best_Practice_Worksheet_Master_10_26_09.pdf
8	Digital Academy	skills.wsu.edu
9	New Program Approval	facsen.wsu.edu/proposals/New_Program_Review_Process.doc

2.C.18 Granting of Credit

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

The Global Campus is responsible for the granting of general CEUs, which must fit the stated mission of the University and are subject to current accepted norms of evaluation and approval. Organizations partner with a WSU faculty member to request general CEUs from the Global Campus and submit comprehensive course summaries, which include objectives and assessments of student learning; all

general WSU CEU requests are reviewed and approved by the director of non-credit programs and the executive director of the Global Campus.

Continuing Education Units (CEUs) are offered only for non-degree, short course work provided through Conference Management, a division of the Global Campus. One CEU represents 10 contact hours (60 minutes per hour) of participation in an organized, non-credit continuing education experience with qualified instruction.[1] After a student successfully completes a class, the enrollment form is processed and the units entered into the student's non-credit transcript, maintained by the Global Campus. CEUs may not be used as credits toward earning a degree.

In addition to internally developing and reviewing CEUs, some colleges also partner with other institutions. These partner institutions grant CEUs for courses designed by faculty and maintain records of student credit records for those CEUs. For example, Pesticide Recertification Credits are offered through the Washington State Department of Agriculture's Pesticide Division for Private Applicator License holders; WSU Extension faculty design the course and provide WSDA with enrollment records of successful course participants.

Exhibit 2.C.18

#	Continuing Education and Non-Credit Programs – Granting of Credit	Evidence
1	CEU Policy	conferences.wsu.edu/ceus.aspx

	Additional Resources	
	CEU Petition Form for Departmental CEU Requests	conferences.wsu.edu/CEU/CEU_Petition_Form.aspx
	Instructor Checklist for CEUs	conferences.wsu.edu/CEU/pdf/INSTRCK.pdf

2.C.19 Institution's Records

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

Conference Management[1] maintains comprehensive records of all courses[2] approved for CEUs, as well as all students[3] who have applied for and received CEUs through Conference Management. These records thoroughly describe the subject, goals, objectives, and assessments of learning for each course.

Exhibits 2.C.19

#	Continuing Education and Non-Credit Programs – Institution's Records	Evidence
1	WSU Conference Management	professionaleducation.wsu.edu
2	CEU Tracking Forms	conferences.wsu.edu/CEU/pdf/CEUTRACKINGFORM.pdf

3	CEU Student Records Form	conferences.wsu.edu/CEU/pdf/CEUStudentForm.pdf

2.D. STUDENT SUPPORT RESOURCES

2.D.1 Effective Learning Environments and Support

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

A rich array of effective programs and services support student learning on all campuses, including programs offered through the University College[1] (such as Learning Communities, the Common Reading program, New Students Program, Pathways to Academic Success Seminars, undergraduate research, advising, and the Writing Program). The Dean of Students[2] and Student Affairs[3] provide programs for students including academic support, tutoring and writing skills. (see also 2.D.3 and 2.D.10)

Many of these programs are directed to WSU's increasing numbers of first-generation (37 percent in 2012), low-income (34 percent in 2012), and underrepresented minorities (24 percent in 2012) in the undergraduate student body. WSU is monitoring the retention and graduation rates of these populations; these data have indicated that the support is effective and that WSU is fulfilling its mission.

Retention of WSU undergraduate first year cohorts	Fall 2007 FR Cohort	Fall 2008 FR Cohort	Fall 2009 FR Cohort	Fall 2010 FR Cohort	Fall 2011 FR Cohort
First Generation	80%	82%	79%	82%	78%
UR Minorities	82%	84%	81%	83%	79%
All First Year Students	82%	84%	82%	84%	82%

Pullman
Descriptions of these student support programs and evidence of effectiveness may be found in the exhibits.

Student services funded by WSU include[5]:

- Access Center
- Academic success workshops and peer tutoring
- First and second year success seminars (PASS and EXPLORE)
- The Center for Advising and Career Development
- The Writing Center
- Student Athletic Development
- WSU Team Mentoring Program
- Multicultural Student Services (MSS)

WSU has been successful in obtaining competitive federal grants to provide high-touch, personal support for various populations. As state support shrinks, the challenge to effectively allocate institutional resources grows. Assessment data from various programs will guide this decision-making.

Federally funded[6]
Student Support Services (SSS) TRiO
McNair Achievement Program (McNair)
College Assistance Migrant Program (CAMP)

Externally funded[7]
College Success Foundation Scholars
  Program
Passport to Promise Program
The First Scholars Program

Student Support Services (TRiO) Program
Student Support Services (SSS) Program assists students who have academic need and who are either first-generation, low-income, or have a documented disability in obtaining an undergraduate degree. SSS offers comprehensive academic support to develop a student's personal, academic, and social success, assisting 410 students annually. SSS counselors are trained to strategically motivate and instill skills and resources so that students are highly retained, graduate, and become contributing members of society. In this high-touch program, students work one-on-one with an SSS counselor for a minimum of an hour a month and build an individual success plan that speaks to the student's academic, personal, and social needs.

College Assistance Migrant Program (CAMP)
The mission of WSU CAMP is to provide outreach and academic, supportive, and financial assistance to effectively transition seasonal and migrant farmworkers and their children to successfully complete the first academic year of college and to continue in postsecondary education. Program activities include 1) outreach and recruitment, 2) academic support, 3) personal and career counseling and academic advising, 4) financial aid, and 5) follow-up services.

Spokane[8]
WSU Spokane programs to support student learning include free peer tutoring, a campus learning specialist available part-time to assist students' academic support, and writing assistance support offered in cooperation with the Eastern Washington University writing center. Other programs, such as writing tutoring, are available in collaboration with WSU Pullman. Individual colleges may offer specialized programs for their students, such as specialized tutoring in nursing.

Tri-Cities[9]
WSU Tri-Cities has a number of programs to support student learning. Peer tutoring and academic success workshops are available to students free of charge in the Learning Center. The Tri-Cities Writing Center provides resources and writing consultations, while the TRiO Student Support Services program provides academic assistance and mentoring to first-generation college students. Additional support is offered by the Career Development Center, the Office of Veterans Affairs, and the Disability Services Office to empower students to excel in academic life. This campus participates with Pullman in the TRiO program.

Vancouver[10]
WSU Vancouver offers an array of services to support student learning. The Student Resource Center serves as a portal for advising, tutoring, supplemental instruction, study skills workshops, and other student support services. The Office of Student Involvement and the Student Diversity program also support learning for Vancouver's growing student population.

Exhibits 2.D.1

#	Effective Learning Environments and Support	Evidence
1	University College	universitycollege.wsu.edu/units
2	Dean of Students (undergraduate)	deanofstudents.wsu.edu
3	Student Affairs, Pullman Location	osae.wsu.edu
4	First Generation Retention/ Graduation Data	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.01_First_Gen_Students_Retention_Graduation_Rate.xls
5	Examples of WSU Student Services: Access Center	accesscenter.wsu.edu
	Academic and Career Success Services	cougarsuccess.wsu.edu/academic-and-career-success-services
	First and Second Year Success Seminars (PASS and EXPLORE)	universitycollege.wsu.edu/units/pass universitycollege.wsu.edu/units/explore
	The Center for Advising and Career Development	cacd.wsu.edu
	The Writing Center	universitycollege.wsu.edu/units/writingprogram
	Student Athletic Development	www.athletics.wsu.edu/arc/Academics
	WSU Team Mentoring Program	mss.wsu.edu/services/mentoring-programs/team-mentoring-program
	Multicultural Student Services	mss.wsu.edu
6	Student Support Services (SSS) TRiO CAMP	sssp.wsu.edu camp.wsu.edu
7	College Success Scholars Program Passport to College Program First Scholars Program	cacd.wsu.edu/students/college-success-scholars universitycollege.wsu.edu/units/Passport firstscholars.wsu.edu
8	Spokane Student Support Writing Center	spokane.wsu.edu/students/current/StudentAffairs/WritingAssistance.html
9	Tri-Cities Student Support: Learning Center	tricity.wsu.edu/learningcenter/tutoring.html
	Writing Center	tricity.wsu.edu/writingcenter
	TRiO Support Services	tricity.wsu.edu/triostudentsupport
	Career Services	tricity.wsu.edu/careers
	Veterans Affairs	tricity.wsu.edu/va
	Disability Services	tricity.wsu.edu/disability
10	Vancouver Student Services	studentaffairs.vancouver.wsu.edu/src

2.D.2 Student Safety and Security

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

WSU is committed to enhancing safety and security for all students, faculty, staff, and visitors at all campus locations. As stated annually by the provost,[1] safety is not the exclusive responsibility of one individual, department, or office; rather every member of the campus community should recognize that it is a shared responsibility and that each has a personal role in campus safety.

All campuses offer a range of services and support to maintain safety and security for all, as published on the safety plan website[2] for each campus and outlined in the exhibits.[3] The website for WSU's Office of Emergency Management[4] centralizes a variety of emergency contacts, information, and plans.

Comprehensive Safety Plans
Each campus has a safety plan specific to that campus, containing a comprehensive listing of University policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. Principal administrative responsibility lies with the Division of Business and Finance, closely coordinated with the Division of Student Affairs and Enrollment.

Pullman[5]
The Pullman campus provides for the physical safety and security of students, faculty, staff, and visitors through the auspices of the Department of Public Safety, which houses a state certified police department on campus 24 hours a day, a civilian security service, a fire marshal service, and emergency managers.

Public safety professionals deliver a variety of services including regular operational and educational efforts for faculty, staff, and students, including crime prevention trainings in residence halls, sexual assault prevention trainings, substance abuse awareness prevention, free security escort service, and transit service.

Regional Campuses
WSU Vancouver[6] has its own certified police department. WSU Vancouver offers safety programs for crime prevention, sexual assault prevention, and campus security escort.

WSU Tri-Cities[7] and WSU Spokane[8] campuses employ security personnel (in Spokane, some with limited police commissions), and offer programs in crime prevention and campus safety.

Fire
The Fire Marshal Service on the Pullman campus coordinates with building design professionals and code officials to create safe building designs and address ongoing code compliance with respect to fire safety issues such as fire suppression, emergency egress, fire prevention, and training, as well as event management.[9]

Emergency Management
Emergency management functions at the Pullman campus are performed by a contracted staff of trained emergency managers familiar with related state and federal mandates, Incident Command System/National Incident Management System (ICS/NIMS) functions, and Clery Act requirements for emergency notifications. This staff assists in the operational and training needs associated with University emergencies and preparedness. Regional campuses also meet these needs through an emergency management professional.

- The WSU Emergency Management Committee[10] is comprised of representatives from academic and operating units, including the regional campuses. The committee is chaired by the executive director of public safety and meets monthly to discuss planning, training, and other preparedness issues.

- In times of crisis, or when other critical information needs to be shared with students, faculty, and staff, WSU provides emergency information and guidance through a variety of channels, including WSU ALERT for electronic alerts and crisis communication for all students and staff using phones, text messaging, and email; blue-light emergency phones on all campuses; and, in Pullman, an outdoor siren/announcements warning system. In 2012, these systems were used effectively when hazardous weather resulted in campus closures.[11]

Data and Disclosure
The WSU Police Departments, both at Pullman and Vancouver, contribute data to Washington's Uniform Crime Reporting (UCR) program and the National Incident Based Reporting System (NIBRS)[12] in compliance with the federal Clery Act. The regional campuses are not required to submit to NIBRS, but do maintain Clery Act compliance.[13] The police departments are compliant with the Washington Crime Information Computer System requirements to enable coordination with law enforcement efforts state- and nation-wide, and partner with local law enforcement entities through the use of a shared data system. The Pullman department participates in the Region 9 Joint Terrorism Task Force to facilitate the sharing of information on domestic and international terrorism issues.

Annual Review and Oversight
The University Health and Safety Executive Board examines campus safety and security issues at least once annually and reviews the Campus Safety Plan for accuracy and effectiveness and makes suggestions for improvement.[14]

Exhibits 2.D.2

#	Student Safety and Security	Evidence
1	Provost's Annual Safety Alert	provost.wsu.edu/safety.html
2	Campus Police	
	Pullman	police.wsu.edu
	Spokane	spokane.wsu.edu/services/Facilities/Safety_Security/security.html
	Vancouver	admin.vancouver.wsu.edu/public-safety/campus-police
	Security Patrol in Tri-Cities	tricity.wsu.edu/safetyplan/patrols.html

3	Examples of Campus Safety and Security Services at WSU Campuses	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.02_Examples of WSU Campus Safety and Security.pdf
4	Emergency Management	oem.wsu.edu
5	Pullman Campus Safety Plan	safetyplan.wsu.edu
6	Vancouver Campus Safety Plan	vancouver.wsu.edu/safety-plan
7	Tri-Cities Campus Safety Plan	tricity.wsu.edu/safetyplan
7	Spokane Campus Safety Plan	spokane.wsu.edu/services/Facilities/campus-safety-plan
9	WSU Safety Policies and Procedures Manual (SPPM)	wsu.edu/manuals_forms/HTML/SPPM/1_Introduction-Organization/1.01_SPPM_TOC--By_Chapter.htm
10	WSU Emergency Management Committee Roster	oem.wsu.edu/Committee
11	WSU Warning Alert Systems	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.02_WSU Emergency Alert Systems Overview.pdf
12	Washington Association of Sheriffs and Police Chiefs Crime Statistics	waspc.org/index.php?c=Crime%20Statistics
13	2011-2012 WSU Pullman Security/Fire Report (Clery Act) 2011 WSU Vancouver Annual Security Report (Clery Act)	police.wsu.edu/docs/AnnualSecurityFireReport.pdf admin.vancouver.wsu.edu/clery-act/annual-security-report-clery-act
14	University Health and Safety Committee	president.wsu.edu/committees/health-safety.html

2.D.3 Recruitment and Admissions

Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Committed to its land-grant heritage and tradition of service to society, WSU admits students with the greatest potential to benefit from a college degree, including first-generation and low-income students. Clearly defined admission requirements, including the "assured admission" program, provide transparency in the selection process and are published in the catalog and online.[1] In fall 2011, 36 percent of new students were from low-income households and 39 percent of new students were first-generation. Recruitment and admissions activities are committed to the ideals of access, engagement, and services.

WSU recruits and admits new students through a variety of innovative programs, including:

- Imagine U@WSU[2]
- Future Cougars of Color[3]
- African American Scholars[4]
- ASWSU Student Conferences: VIBES,[5] CASHE,[6] and SHAPING[7]
- Future Cougar Days[8]
- First Scholars[9]
- CAMP[10]
- Student Support Services[11]

Programs like these target low-income high schools, transfer students, first-generation students, and other underrepresented populations. Recruitment activities involve faculty, staff, current students, and alumni in providing hands-on instruction along with informational presentations on college readiness. Data on participation and retention is tracked.[12]

The Office of Student Development and Retention within Student Affairs and Enrollment Management[13] identifies and communicates with potentially at-risk students who will be referred to other offices, including the Academic Enrichment Center,[14] Writing Center, Multicultural Student Services,[15] Counseling Services,[16] and the Access Center[17] to ensure that they understand academic requirements or to connect with the appropriate University personnel for help. (See 2.D.1.)

New Student Orientation
To assist students with making the transition from high school or community college to WSU, a mandatory orientation program called *Alive!* is offered to all new students. The on-campus summer visitation program is designed to assist students with academic advising; career options; meeting faculty, staff, and students; and touring the campus. Orientation includes a review of academic and program requirements, policies, and procedures, as well as programs designed for freshmen, such as the Freshman Focus living-learning community.

Prior to registering for their classes, students participate in academic workshops and meet individually with an academic advisor. The orientation accommodates fall-entering students and spring-entering students, with additional sessions tailored for transfer students. *Alive!* sessions[18] also allow the University to send a uniform message to new students and their parents/family regarding WSU's mission, goals, values, and expectations.

Exhibits 2.D.3

#	Recruitment and Admissions	Evidence
1	Admission Requirements Assured Admission Catalog, pages 5-8	admission.wsu.edu/requirements admission.wsu.edu/requirements/assured.html catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf
2	Imagine U @ WSU	imagineu.wsu.edu
3	Future Cougars of Color	admission.wsu.edu/scholarships/fcoc

4	African American Scholars	scholars.wsu.edu
5	VIBES Conference	vibes.wsu.edu
6	CASHE Conference	cashe,wsu,edu
7	SHAPING Conference	shaping.wsu.edu
8	Future Cougar Day	admission.wsu.edu/visits/future-cougar
9	First Scholars Program	firstscholars.wsu.edu
10	College Assistance Migrant Program	camp.wsu.edu
11	Student Support Services (SSS)	sssp.wsu.edu
12	Data on participation and Retention in sample programs (in sample orientation or support programs)	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.03_Exhibit_Recruitment_Support_Retention_Data-Participation_9-10-12.pdf
13	Office of Student Affairs and Enrollment	osae.wsu.edu
14	Academic Enrichment Center	mss.wsu.edu/services/academic-enrichment-center
15	Multicultural Student Services	mss.wsu.edu
16	Counseling Services	counsel.wsu.edu
17	Access Center	accesscenter.wsu.edu
18	*Alive!* Orientation	alive.wsu.edu

2.D.4 Program Elimination or Significant Change in Requirements

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

WSU's catalog[1] and EPPM[2] articulate the institution's responsibility to current students, ensuring that if the University finds it necessary to discontinue a degree program, further admission into the degree program is frozen effective with the official action to close the degree. Every effort is made to allow currently enrolled majors to complete their degrees within a reasonable period of time. Department and program chairs (or the appropriate dean) have the obligation to provide for the individual needs of these students.

- Students may be encouraged to complete their requirements in similar or related degree tracks.

- Although University Graduation Requirements and the minimum total hours for the degree may never be waived, the student's major department may waive or substitute departmental degree requirements (approval of the Graduate School required for graduate students).

- Undergraduate students may be allowed to complete remaining requirements at another institution under Rule 114(a).[3] Graduate students may be allowed to take courses or conduct research at another institution when approved by the student's graduate committee and the Graduate School.

In all cases, all financial obligations are the responsibility of the individual student involved, except as otherwise noted in the Catalog or the Graduate Studies Bulletin.[4]

This process has worked as intended during recent program closures due to state budget cuts.

- In fall 2009, both theater (18 certified students) and German (30 certified students) were closed to new students. A two year teach-out plan was created, and college leadership ensured that each student had a viable plan to graduate and that necessary courses were offered. Many German majors studied abroad and transferred courses back to complete their degrees. The last theater major graduated in spring 2012; eight German majors were finishing their degrees in spring 2012.

- The doctor of design graduate program was eliminated in July 2011. At that time there were 23 students enrolled in the program. The program director, in coordination with the dean of the Graduate School, developed a plan for these students to complete their degree in a reasonable timeframe or to transfer to the individual interdisciplinary doctoral program, if desired.

Exhibits 2.D.4

#	Program Elimination or Significant Changes in Requirements	Evidence
1	Catalog Statement of Institutional Responsibility, page 28	catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf
2	EPPM, page 2	facsen.wsu.edu/eppm/Curricula.pdf
3	Academic Regulations, Rule 114(a)	catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf catalog, pg 321
4	Graduate School Policies and Procedures, Chapter 1	gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/Chapter1/GradSchoolPolicy.aspx

2.D.5 Publishes or Makes Available Accurate Information

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:
- Institutional mission and core themes;
- Entrance requirements and procedures;

- Grading policy;
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
- Rules, regulations for conduct, rights, and responsibilities;
- Tuition, fees, and other program costs;
- Refund policies and procedures for students who withdraw from enrollment;
- Opportunities and requirements for financial aid; and
- Academic calendar.

Through its catalog[1] and website,[2] WSU provides accurate and current information to students and the public. Staff regularly reviews publications and the website to ensure currency and integrity. A comprehensive list of the information maintained for students and other stakeholders is provided in the table below.

Current and Accurate Information Published for Students and the Public	Relevant sites and links	Catalog page numbers
a. Institutional mission and core themes	strategicplan.wsu.edu/vision-values-mission-goals.html	page 2 (institutional mission and core themes)
b. Entrance requirements and procedures	admission.wsu.edu Graduate School's application website and Admissions policies	pages 14-17 (admissions: getting started) pages 17-18 (Graduate School)
c. Grading policy	registrar.wsu.edu/Registrar/Apps/GPACalc.ASPX	pages 25, 298, 300, 301 (grade point average; grade reports; grading options, pass, fail; grading system)
d. Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings		Throughout the catalog
e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	catalog.wsu.edu/General/Info	

f. Rules, regulations for conduct, rights, and responsibilities	conduct.wsu.edu Graduate School's Student Rights and Responsibilities	
g. Tuition, fees, and other program costs	admission.wsu.edu/scholarships/cost.html Cost of attendance (graduate students)	
h. Refund policies and procedures for students who withdraw from enrollment	registrar.wsu.edu/registrar/apps/cancel.aspx	
i. Opportunities and requirements for financial aid	finaid.wsu.edu Graduate School's Financing Your Education website	
j. Academic calendar	registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX	p. iii (academic calendar)

The information in the catalog and website allows students to properly plan their educational programs and perform according to the expectations of the University. The Graduate School has additional information for graduate students on its websites, noted above.

Exhibits 2.D.5

#	Publishes or Makes Available Accurate Information	Evidence
1	WSU Catalog	catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf
2	WSU Website	wsu.edu

2.D.6 Publications Related to Licensure Requirements

Publications describing educational programs include accurate information on: a) national and/or state eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; and b) descriptions of unique requirements for employment and advancement in the occupation or profession.

Undergraduate Programs
In the catalog listing for undergraduate degree programs, the University provides information regarding licensure[1] for degrees that require credentialing, certification, or additional degrees for professional pathways. These include nursing, engineering, architecture, education, and health professions. Department handbooks and websites may contain a greater depth of information and are regularly reviewed by departments or colleges.

Graduate and Professional Programs

The Graduate School's comprehensive degree programs website provides a fact sheet on every program offered through the Graduate School.[2] These fact sheets include degree descriptions, training and professional development opportunities, career opportunities for graduates, and admission requirements to the program.

The Graduate School also publishes a Graduate Catalog, with information on degrees, training and professional opportunities, and career placement information. Graduate and professional programs also provide detailed information about requirements for licensure or entry into a related occupation or profession on their websites and/or in their student handbooks.[3] WSU's two professional degree programs, doctor of pharmacy[4] and doctor of veterinary medicine[5], have comprehensive websites that offer detailed information regarding licensure requirements and employment opportunities.

Most professionally-oriented graduate programs undergo external evaluation by a professional organization in order to be accredited, a process that also helps assure this standard is met.

Exhibits 2.D.6

#	Publications Related to Licensure Requirements	Evidence
1	Degree Program Information pages 8-303 university degrees and programs	catalog.wsu.edu
2	Graduate School	gradschool.wsu.edu/FutureStudents/Academics/Degrees (with links to factsheets)
3	Detailed handbook information for licensed and professional programs	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.06_Professional Degree Information.pdf
4	College of Pharmacy Pharmacy Program	pharmacy.wsu.edu/currentstudents/pharmacylicensureexams.html pharmacy.wsu.edu/currentstudents/pharmacyjobpostings.html pharmacy.wsu.edu/currentstudents/pharmfiles/studenthandbook12-13.pdf
5	College of Veterinary Medicine	www.vetmed.wsu.edu/prospectiveStudents/careers.aspx

2.D.7 Secure Retention of Student Records

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

[Executive Policy 8](#)[1] describes WSU's detailed policy information regarding secure retention of student records, confidentiality of student records, and release of student records. Executive Policy 8 is published in print and electronically to address the following areas in regards to data management:

- **Administration**. Management responsibility for university data.
- **Access**. Inquiry and download access to university data.
- **Usage**. Appropriate use and release of university data.
- **Maintenance**. Upkeep of university data.
- **Security**. Physical protection of university data.

Each aspect of the executive policy is held to by any University department that houses student record data and individuals responsible for student data, such as the data stewards and data guardians outlined in the executive policy. For example, the Data Maintenance Policy Statement says that "The integrity of University data shall be maintained by authorized individuals on behalf of the University."

Departmental Implementation of Policies

Within Student Affairs and Enrollment, data maintenance and data security are provided by two units: Administrative Services Information Systems (ASIS) and Enrollment Information Technology (EIT). Both areas implement, maintain, and replace systems and processes as needed to provide a continuous state of secure data and provide backup and restore services. Additionally, to maintain and protect student data, ASIS and EIT manage processes for access to systems and data, recommend best practices for employee use of secure data, and assist staff members in working with student data in a secure manner. Student Affairs technology teams work to stay abreast of the latest technologies in data security and maintenance.

Both ASIS and EIT[2] maintain secure data centers/server rooms and develop and maintain effective backup and recovery procedures for their respective areas of the University. The procedures surrounding secure retention of student records encompass physical and virtual security, ongoing development and maintenance of secure systems, reliable and timely backup systems, and tested failsafe recovery processes. Data centers and server rooms provide physical security, surveillance, temperature and humidity control, specialized environments designed for limited access (physical and virtual), and optimal security of the data and systems housed within. Incremental and full backups are scheduled in line with best practices and in compliance with retention policies. The EIT security documentation details the steps and procedures for data backup and recovery.[3]

Security and Integrity of Student Data; FERPA Compliance

WSU complies with the requirements of the Family Education Rights and Privacy Act of 1974 (FERPA),[4] providing a notification in the catalog, University website, and FERPA training[5] for employees. On the Pullman campus, the Office of Student Affairs and Enrollment:

- Has established a process to approve and manage all communications to incoming (pre-enrolled) students, ensuring notification to incoming students about student data security and access to that data.[6]

- Communicates about data security policies, access, and awareness with administration and staff who often work closely with pre-enrolled students.

- Information on FERPA guidelines and requirements, as well as a data request form, are available on the Registrar Office's website and linked in the exhibits.[7]

Exhibits 2.D.7

#	Secure Retention of Student Records	Evidence
1	Washington State University; Executive Policy Manual Policy 8	public.wsu.edu/~forms/HTML/EPM/EP8_University_Data_Policies.htm See #Access #Administration #Usage #Maintenance #Security
2	Administrative Services Information Systems Secure Data Procedures	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.07_SecureStudentRecords_SSS_9-10-11.pdf
3	Enrollment Information Technology Secure Data Procedures Backup Recovery Overview	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.07_Backup-Recovery_Overview.pdf
	Secure Student Records	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.07_SecureStudentRecords_SSS_9-10-11.pdf
4	FERPA website at WSU	registrar.wsu.edu/registrar/apps/ferpa.aspx
5	FERPA Training and Certification Test	ronet.wsu.edu/Main/Apps/FERPATest.ASP
6	Request for Student Record Data	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.07_RequestForStudentRecordData.PDF
7	FERPA Guide for Colleges and Universities, linked on registrar site	registrar.wsu.edu/Registrar/Content/FERPA-Colleges_and_Universities.pdf
	Registrar's webpage outlining FERPA requirements	registrar.wsu.edu/registrar/apps/ferpa.aspx

2.D.8 Effective and Accountable Program of Financial Aid

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

WSU offers a wide range of financial support and services to its students. Information regarding available aid resources is comprehensive and extensively promoted. WSU's primary financial aid website[1] provides detailed information on costs, how to apply for aid, eligibility, timelines/deadlines, and the types of available financial assistance, including grants, loans, and scholarships. In addition, financial aid information is disseminated in publications, brochures, and presentations and in information for parents. Undergraduate and graduate admission and recruitment publications reference information on available financial aid resources and links is available.[2]

Prospective and enrolled students may use WSU's online financial aid estimator and net price calculator to estimate their costs of attendance[3] as well as the National Center for Educational Statistics College Navigator.[4]

WSU ensures accountability by annually reporting information concerning financial aid to various federal and state agencies. Links to these reports are available in a variety of venues, including the Office of Financial Aid[5] and the Office of Institutional Research[6] where the Common Data Set[7] and the IPEDS Financial Aid Survey results are available. In 2012, the Department of Education (DOE) reviewed WSU compliance with the statutes and federal regulations as they pertain to the institution's administration of Title IV Aid Programs (Higher Education Act of 1965, as amended); WSU took the corrective actions necessary to resolve a self-reported finding regarding distribution of financial aid to one ineligible student; no other findings were noted during the review.[8]

WSU's conversion to its new student information system ("zzusis") experienced implementation bottlenecks in the system-wide cutover in August 2012, which delayed financial aid distribution during fall semester. The University addressed this delay by providing no-cost short-term loans to affected students, waiving tuition late fees, and hiring temporary staff to assist with processing backlogs and data entry. Total aid distribution lagged but reached a comparable rate to the prior year by week 10. The University and its administration kept the University community abreast of the situation through official communication by President Floyd[10] as well as news articles. Most, if not all, of the associated implementation challenges have been addressed and the University anticipates financial aid distribution to go smoothly in spring 2013 and future terms. (See also section 2.G.5 and 2.G.6, Technological Infrastructure.)

Exhibits 2.D.8

#	Effective and Accountable Program of Financial Aid	Evidence
1	Office of Financial Aid and Scholarships	finaid.wsu.edu
2	Undergraduate Aid, including grants, loans, and scholarships	finaid.wsu.edu/types_ug.html
3	Data on Cost of Attendance and Aid Estimator	finaid.wsu.edu/estimators.html
4	National Center for Educational Statistics College Navigator	nces.ed.gov/collegenavigator
5	Financial Aid Accountability Reports	finaid.wsu.edu/compliance.html
6	Office of Institutional Research	ir.wsu.edu

7	WSU's Common Data Set, updated yearly	ir.wsu.edu/Common%20Data%20Set
8	Final DOE WSU Program Review Letter 6-1-12	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.08_Fiinal_DOE_WSU_Program_Review_Letter_06-01-2012.pdf
9	Zzusis Information/ FAQs	wsu.edu/psportal/pages/help.html
10	Presidential Perspectives Columns on Financial Aid Distribution in Fall 2012	president.wsu.edu/blog/perspectives/?p=661 president.wsu.edu/blog/perspectives/?p=641

2.D.9 Financial Aid Repayment Obligations

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

The Office of Financial Aid and Scholarships provides students with loan counseling before borrowing and at an exit conference before graduation, withdrawal, and/or failure to complete courses or at termination of studies. Additionally, information concerning various types of loans, loan repayment obligations, and a loan calculator are available at the Financial Aid office website.[1] Policies regarding Title IV refunds and return of funds are also provided. The average loan indebtedness and cohort default rate is regularly reviewed and compiled by the Office of Financial Aid and Scholarships (OFAS), Student Accounts, Institutional Research, and the Budget Office.[2] The cohort default rate was 6.46 percent in 2011 (Federal Perkins Loan Program Status[3]). The OFAS ensures that specific consumer information relating to loans is made available to students and is effectively meeting federal compliance requirements.

Exhibits 2.D.9

#	Financial Aid Repayment Obligations	Evidence
1	Loans Webpage for WSU Students	finaid.wsu.edu/loans.html
2	Loan Indebtedness: School Default Rate, NSLDS	ed.gov/offices/OSFAP/defaultmanagement/cdr.html
	WSU results for 2007-09	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.09_SchoolDefaultRate_2007-2009_nslds.ed.gov.pdf
3	Cohort Default Rate: USDS, Federal Perkins Loan Program Status of Default, 6/30/11	ifap.ed.gov/perkinscdrguide/attachments/1011PerkinsCDR.pdf

2.D.10 Academic Advisement

> The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirement and responsibilities are defined, published, and made available to students.

WSU defines the mission of academic advising in these terms: "Academic advising at Washington State University is an educational relationship in which students and advisors are partners in planning academic, personal, and career goals. It fosters intellectual and personal development that leads to academic success and self-directed life-long learning."[1]

The University allocates significant resources to fulfill its academic advising mission, supporting a developmental approach for undergraduates and focusing on advising excellence.[2]

Academic advising is mandatory for all students on all campuses. Students are assigned to an academic advisor based on an area of interest or major and an academic advising hold is released during the student/advisor meeting. Many colleges and departments have developed advising syllabi[3] that further inform students of the goals of advising, their responsibilities in the advising relationship, and what they can expect from their advisors.

New students on each campus learn about the advising program during summer orientation through workshops, presentations, and printed materials.[4] In these programs they meet with an advisor in their desired major for course selection and are assigned to a permanent advisor at that time.

Both WSU Vancouver[5] and WSU Tri-Cities[6] use a centralized advising model for undergraduate students. WSU Pullman uses a decentralized model, in which students are advised in the college or department where they have an interest, while the Center for Academic and Career Development (CACD),[7] a unit within the University College, provides advising for exploratory students. Depending on the college and campus, both faculty and professional staff may be academic advisors with advising loads that range from 15 students (for teaching/research faculty) to more than 750 students (for some full-time advisors); a typical advising load is about 300-350 students for most full-time advisors.

Detailed policies and advising responsibilities are thus individualized by campus and college to meet specific needs of the varying student populations, and, in recent years, advising programs have been revamped to increase efficiency. For example, Pullman's College of Arts and Sciences employs a director of advising who oversees college academic advising and college level training and reports to an associate dean. Other units not associated with a degree-granting college, such as Athletics Advising or Student Support Services, have advisor/counselors, academic advisors, or advising specialists in addition to combinations of faculty and full-time advisors who work in partnership mentoring and advising students.

Staff Training and Professional Development
All advising staff participate in some form of training and professional development. Pullman advisors receive training through the Center for Advising and Career Development (CACD), Vancouver's training is supported by the Vancouver Advising Committee (VAC), and Tri-Cities advisors are trained with a series of campus-specific discussions.

WSU's Academic Advising Association (ACADA)[8] partners with Pullman's CACD to offer advisor certification across the system based on the level of training achieved. As the professional organization for academic advising, WSU ACADA also provides professional development for faculty and staff advisors as well as advising awareness programs geared toward students.

Assessment of Advising Program[9]

Several different surveys are used to assess advising at WSU. Results show that although most students' experience with academic advising is positive, there are still areas to be addressed. A key area is to broaden the University community's understanding of the value of academic advising for student retention. More than simple course scheduling, excellent academic advising serves as the foundation for student success. Plans to increase that awareness are underway across campus through the Academic Advising Association, the Advising Consultant Group, academic colleges, and the University College (see exhibit).

Exhibits 2.D.10

#	Academic Advisement	Exhibits
1	Mission of Academic Advising	advising.wsu.edu
2	Academic Advising Information	catalog.wsu.edu/Catalog/Content/AchievingAcademicSuccess.pdf; cacd.wsu.edu; advising.wsu.edu
3	Sample Advising Syllabi	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.10_Advising_Syllabus_TC.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.10_SES_ADVISING_SYLLABUS.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.10_CAS_Advising_System_Syllabus-draft.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.10_COM_Advising_SyllabusF12.pdf
4	Academic and Career Advising Handbook	advising.wsu.edu
5	WSU Vancouver Advising Resources	admin.vancouver.wsu.edu/academic-affairs/advising
6	WSU Tri-Cities Advising Resources	tricity.wsu.edu/ualc/meettheadvisors.html tricity.wsu.edu/education/elementaryed.html tricity.wsu.edu/bridges/plansofstudy.html accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.10_Advising_Assessment_TC.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.10_WSU_Tri-Cities_Orientation_Handbook.pdf

7	Center for Advising and Career Development (CACD)	cacd.wsu.edu
8	WSU ACADA Certification Levels	universitycollege.wsu.edu/acada
9	2008 Advising Assessment 2011 Fall Advising Assessment Summary of Assessments of Advising	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.10_Summary_Advising-Assessment.pdf

Additional Resources	
Advising Complaint Procedure	catalog.wsu.edu/Catalog/Content/SummaryofAcademicPolicies.pdf
Advising Consultant Group	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.10_Majors%204-1-1%20Assessment%20Report%2010-2012.pdf
College Knowledge Through Advising: Transmittal Memo to Provost and Report	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.10_Memo Majors 4-1-1.pdf

2.D.11 Co-curricular Activities Support Mission

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

Co-curricular activities for students are a vital element in achieving WSU's institutional goals of providing a "transformative experience that prepares students to excel in a global society," of leadership in engagement, and of embracing an environment of "diversity, integrity, and transparency." Our Carnegie classification as an "Engaged University"[1] speaks to the broad incorporation of student engagement in both curricular and co-curricular arenas; much of this work is supported by the Center for Civic Engagement.

The Office of Student Involvement[2] offers over 200 student clubs and organizations for extracurricular interests in the areas of service, recreation, religion, and more. ASWSU and Student Involvement[3] assist new student groups in developing well-balanced programs adapted to their unique needs and interests. Opportunities for student involvement in campus life include a wide variety of student-initiated and student-led Registered Student Organizations, student government (both Associated Students and Residence Hall government), fraternities and sororities, and intermural sports.[4] Most of these student organizations also have self-governing disciplinary boards (Greek Standards Board, ASWSU Judicial Board)[5] that take action on activities that are inconsistent with University policies. Advisory relationships with staff and faculty help guide decision-making and action.

The most recent survey on student engagement (NSSE 2012) revealed that 68 percent of the first-year students and 56 percent of seniors spent at least one hour per week participating in co-curricular activities. Over 70 percent of the first-year student respondents agreed that WSU "emphasized quite a bit" for students to attend campus events and activities, including special speakers, cultural performances, athletic events, etc. Co-curricular activities can be a factor in contributing to a positive

educational experience. The 2012 student engagement survey has shown that over 85 percent of the respondents expressed having good and excellent entire educational experience at WSU.

Other co-curricular programs, such as freshmen learning communities and undergraduate research help students integrate experiences outside the classroom with their academic studies and goals.[6]

Exhibits 2.D.11

#	Co-curricular Activities Support Mission	Evidence
1	Carnegie Classification as "Engaged University"	classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=236939&start_page=institution.php&clq=%7B%22first_letter%22%3A%22W%22%7D
2	Office of Student Involvement	studentinvolvement.wsu.edu
3	OSI: Clubs and Student Government	virtual-tour.wsu.edu/life/clubs.aspx
4	Intermural Sports Center for Civic Engagement Center for Fraternity and Sorority Life	imsports.wsu.edu cce.wsu.edu gogreek.wsu.edu
5	ASWSU (Student Government)	studentinvolvement.wsu.edu/aswsu.aspx
6	University College's co-curricular programs (learning communities, undergraduate research)	universitycollege.wsu.edu/units/index.html

2.D.12 Auxiliary Services Support Mission

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

Auxiliary services operated by WSU include Housing Services, Dining Services, Residence Life, Compton Union Building, Children's Center, Student Recreation Center, Beasley Coliseum, Parking and Transportation Services, and Cougar Card Center. Operations of these services, programs, and activities indirectly support the primary mission of the institution—to foster a safe and rewarding student environment—and contribute to student development and overall educational experience. Auxiliary services are major employers of student workers on our campus and their advisory boards include employees and students in decision-making and goal setting. Through its programs and activities, in partnership with faculty, staff, and students, auxiliary services add to the overall educational experience at WSU. Key services are described below.

Housing[1] and Dining[2]
About 4,500 students live in WSU's 18 residence halls, many of which work with faculty and schedule on-site tutoring and advising sessions, in addition to convenient access to classes, libraries, and study

groups afforded to students who live in the residence halls. Working with the Residence Hall Association (RHA), students provide housing administrators with input about current needs, trends, and concerns.

Faculty, staff, and students also have opportunities to provide important input into the execution of housing services. Every academic year the Housing and Dining Advisory Board (HDAB), with faculty, staff, and student representatives, discusses the services offered and potential changes. The Residence Hall Association (RHA) is a staff-advised student organization that provides feedback on existing halls, ideas for new construction, regulations, and other aspects of campus life. Housing and Residence Life also sends out the Educational Benchmarking Inc. (EBI) survey each year and uses the resulting data to help support students getting the most out of their college experience.

The majority of students who live on campus eat in the dining centers, which offer daily 500 calorie meals, vegetarian dishes, and healthy options. Dining Services receives input from the HDAB; in addition, Dining Services annually conducts the NACUFS (National Association of College and University Food Services) survey for additional feedback from students.

Residence Life[3]
WSU's Residence Life provides programs, events, and speakers to promote scholarship and help students build interpersonal communication, life skills, personal growth, good citizenship, leadership opportunities, and intercultural awareness. Programs have addressed topics such as discrimination (Footsteps: A Tunnel Experience,[4] annually 2004-2011) and sustainability (Do Your One Thing,[5] 2010-present). Student-staff members are trained paraprofessionals, completing UCOLL 497 to develop peer advisor skills to appropriately support students with personal and academic concerns, solve conflicts, and facilitate a positive educational community in the residence halls.[6]

Compton Student Union (CUB)[7]
The Compton Union Building (CUB) is at the center of campus and offers academic group meeting spaces, a quiet study lounge, seating areas, and wireless Internet access. Students can purchase textbooks and supplies at the Students Book Corporation ("The Bookie"). The CUB is also directly connected to Terrell Library. Through the CUB Advisory Board, faculty, staff, and students provide operational feedback for consideration for implementation. In addition, the CUB participates in the annual EBI survey and also surveys students regarding vendors, services, and spaces in order to continually improve.

WSU's auxiliary services also enhance the University's quality of learning environment. For example:

- Parking and Transportation Services implemented a successful Zip Car program.[8]
- Student Housing launched an ambitious expansion and renovation of student housing, with a reflective and highly consultative design process.[9]
- Dining Services has incorporated local and sustainable food initiatives.[10]
- At the Children's Center, an interdisciplinary collaboration led to an edible landscape project.
- University Recreation's Green Bike Program has received national attention.[11]

Exhibits 2.D.12

#	Auxiliary Services Support Mission	Evidence
1	Housing	housing.wsu.edu

2	Dining Services	dining.wsu.edu
3	Residence Life	reslife.wsu.edu
4	Footsteps: A Tunnel Experience	reslife.wsu.edu/tunnel
5	Do Your One Thing	reslife.wsu.edu/onething
6	Residence Life Student-Staff Members	reslife.wsu.edu/ra/parapro
7	Compton Union Building (CUB)	cub.wsu.edu
8	Zip Car Program	parking.wsu.edu/TransportationAlternativesZipcar
9	Student Housing Renovation	www.cpd.wsu.edu/CapitalProjects/Projects/project.aspx?Value=64
10	Dining Services, sustainable food sources	dining.wsu.edu/sustainability
11	Green Bike Program	greenbike.wsu.edu

Additional Resources	
Student Recreation Center	urecfacilities.wsu.edu
Children's Center	childrenscenter.wsu.edu
Beasley Coliseum	beasley.wsu.edu
Parking and Transportation Services	parking.wsu.edu
Cougar Card Center	cougarcard.wsu.edu

2.D.13 Intercollegiate Athletics

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

WSU's Athletics Department plays an integral role within the University structure. The University sponsors 17 intercollegiate sports, 7 for men and 10 for women, while competing in the Pacific-12 Conference. Striving to excel both academically and athletically, WSU Athletics is committed to operating in compliance with all NCAA, Pacific-12 Conference, federal, state, and institutional rules and regulations. WSU Athletics is guided by a well-defined mission statement, which is reviewed and approved annually by the Athletics Council.[1]

Oversight
The director of athletics is responsible for the management and fiscal operations of the Athletics Department and works under the direction of the president, participating on the president's senior staff. In addition, the Athletics Department is guided by input from the University's Athletics Council,[2] a

presidentially-appointed committee consisting of University faculty, staff, students, and alumni. The Athletics Council is chaired by the faculty athletics representative,[3] who is appointed by and reports to the president. The Athletics Council provides input and advice to the director of athletics and the president regarding issues related to intercollegiate athletics to ensure the athletics program is aligned with the University's core mission.

Financial Operations
The director of athletics is responsible for the fiscal operations of the Athletics Department. The same processes used for the consideration of academic, operations, and other functions of the University are used for the review and oversight of the Athletics Department budget. Accounting for the financial activities of the Athletics Department is done through the University's Controller's Office, which reports to the vice president of business and finance, who reports directly to the president. In addition, the Athletics Department is audited annually by an external accounting firm to review its operating procedures and assist in the preparation of the department's financial reports. The results of this independent audit, including the associated financial reports, are provided to the president. The most recent audit letter for 2011 concluded[4]:

> In our opinion, the combined financial statements referred to above present fairly, in all material respects, the financial position of Washington State University Intercollegiate Athletic Department as of June 30, 2011 and 2010, and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Admissions Requirements and Procedures
The admission policies and procedures for the University are uniform for all students.[5] The process is governed by institutional policies that apply to all students. The Office of Admissions is responsible for the evaluation of academic credentials in the admission process and for notifying applicants of their admission status. For freshman admission, Washington State University uses a combination of grade point average and standardized test scores called a "Qvalue" score to determine academic eligibility for admission. For transfer students (those that have completed the equivalent of a year of college level academic work), admission is based on satisfactory completion of transferable coursework with a minimum 2.00 GPA.

For those students whose overall academic credentials may not qualify them for regular admission, WSU has a procedure available to provide admission for these prospective students. WSU departments, colleges, or programs may request special consideration for these students through the extraordinary talent program.[6] This program is available to all University programs and departments and details of the program can be found in the University catalog. (See also 2.A.16.)

Academic Standards and Degree Requirements
WSU expects students to maintain academic standards of excellence and make satisfactory progress toward their degree objectives; student-athletes are held to the same academic standards and degree requirements as all other WSU students. Undergraduate students are in good academic standing if both their current WSU semester and cumulative grade point averages are 2.00 or above. The undergraduate academic deficiency rules are applicable to all students and are found in the catalog.

Financial Aid Awards for Student Athletes
The financial aid awards for all student-athletes are processed through the WSU Office of Financial Aid and Scholarships in the same manner as the financial awards for other students. (See 2.D.8.)

Athletics grant-in-aid covers tuition, fees, room and board, and books. Student-athletes may only receive athletics financial aid up to that limit and additional outside financial aid up to the cost of attendance. The athletics financial aid is entered in the same way that all other scholarships/financial aid is entered into student accounts. WSU employs an athletics financial aid coordinator who is housed in the Office of Financial Aid and Scholarships with the responsibility to process and track athletics financial aid and other financial aid for student-athletes. In addition, all student-athlete financial aid information is entered into the NCAA compliance web-based software (Compliance Assistant) to ensure that student-athletes are not receiving more than the allotted NCAA and institutional limits for such awards.

Information related to athletics financial aid and scholarships for student-athletes can be found on the Office of Financial Aid and Scholarships website.[7]

Exhibits 2.D.13

#	Intercollegiate Athletics	Evidence
1	WSU Athletics Mission Statement	wsucougars.com
2	WSU Athletics Council	president.wsu.edu/committees/athletics-council.html accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.13_2012-13%20Athletics%20Council%20Members.pdf
3	Faculty Athletics Representative, 2012-13	Dr. Ken Casavant, Professor, School of Economic Sciences
4	2011 WSU Athletics Audited Financial Report	accreditation.wsu.edu/exhibits/2013-year-three-report/2.D.13_2011 WSU Athletics Audited Financial Report.pdf
5	WSU Admission Standards, WSU catalog, pages 5-7	catalog.wsu.edu catalog.wsu.edu/Catalog/Content/Admission.pdf
6	WSU Extraordinary Talent program, WSU Admissions, WSU Catalog, page 6	catalog.wsu.edu catalog.wsu.edu/Catalog/Content/Admission.pdf
7	WSU Office of Financial Aid and Scholarships	finaid.wsu.edu

2.D.14 Identity Verification for Distance Education

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

WSU uses LDAP (Lightweight Directory Access Protocol), an industry-standard authentication program, to authenticate distance education students against the active directory, the University's single source for authentication and authorization. To have a Network ID and password, students must go through the University computing process including reading and agreeing to the WSU Appropriate Use Policy.[1] The policy stipulates that passwords are considered confidential information and shall not be shared or transferred to others and that WSU computing and networking resources may not be used to commit or facilitate academic dishonesty.

In addition, faculty developing and teaching online courses are encouraged to incorporate at least one proctored exam. The proctoring system requires students to show a government-issued photo identification at the proctoring site. Proctored exams are exams supervised by an eligible proctor. There are two options for WSU students to secure a proctor:

> Option One: Students use WSU's online proctoring service (Proctor U) which allows student to use their home computer to complete their exam.

> Option Two: Students must secure a proctor to complete an online or paper-based exam, which must be completed at an acceptable physical location.[2]

In addition, all WSU Online courses have language in their syllabus addressing student privacy and academic integrity. Students are informed that:

> Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct.[3]

Students are informed in every course in which they enroll that they have legal rights under the Family Educational Rights and Privacy Act (FERPA)[4] regarding the protection of their academic record.

Exhibits 2.D.14

#	Identify Verification for Distance Education	Evidence
1	WSU Appropriate Use Policies	infotech.wsu.edu/about/policies/computeruse.html

2	Eligible Online Exam proctors	online.wsu.edu/currentStudent/courses/proctoredExams.aspx
3	Academic Regulations	academicintegrity.wsu.edu/students
4	Student Privacy	registrar.wsu.edu/Registrar/Apps/FERPA.ASPX

2.E. LIBRARY AND INFORMATION RESOURCES

2.E.1 Holds and Provides Access to Library Information Resources

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

The Libraries are dedicated to supporting the teaching, learning, and research needs of students, faculty, and staff by collecting and making resources available in support of the mission[1] of Washington State University. Faculty librarians, with subject specialist responsibilities, serve as selectors for collection development. They often collaborate with faculty colleagues in the disciplines in the selection of materials. In keeping with its mission as a research library, the WSU Libraries acquire primary sources and unique materials. Collection levels[2] support the needs of disciplines based on the level of degree offered by WSU. The Collection Management Working Group[3] coordinates collection development activities institution-wide and includes representation from the regional campuses. Collection development policies[4] in Pullman support academic programs offered on the Pullman campus.

The Libraries in Pullman also support academic work at the regional campuses. Libraries at the regional campuses maintain core collections to support the academic programs at those campuses. Strategic cooperative programs such as those with the Orbis-Cascade Alliance, Washington State Cooperative Library Project, and the Greater Western Library Alliance[5] more than complement WSU's core collections and services—they increase the currency, depth, and breadth of resources available.

Regional Campuses
- At WSU Vancouver, the collection development coordinator serves as the chief selector for the library (Collection Development Policy[6]). Subject liaisons select and purchase within assigned areas.

- At WSU Tri-Cities, materials are purchased on an "on demand" basis in support of curricular needs. An analysis of collection use is planned for 2013.

- At WSU Spokane, materials are purchased in support of course requirements as funding allows.

- Services available to the WSU Global Campus are provided through the Pullman campus. Global Campus constituents have access to the full range of electronic resources available to Pullman campus constituents. Physical resources (books, media, etc.) are mailed to their homes within two to three business days. In addition to having access to Pullman-based librarian subject specialists, Global Campus constituents are also served through a dedicated distance services librarian.

The Libraries serve user populations across WSU campuses with 154 FTE (includes faculty, staff, and temporary) employees. The collection, comprised of over 2.5 million monographs and bound serial volumes and 48,529 serial titles, are maintained in library holdings. Locally-held digital collections, including the Charles Pratsch Collection, Early Washington Maps, and the Civil Rights Oral History Reviews, provide researchers with 24-hour access to primary source materials in unique collections.

Enhancing access to the collection continues to be a focus for the Libraries. Since fiscal year 2008, the Libraries have spent between 65 and 89 percent of materials expenditures[7] on electronic resources that are available worldwide, 24 hours a day. Budget constraints, however, have negatively affected library holdings. Although the net total of serial titles has continued to increase due to large packaged purchases, key titles across the disciplines have been discontinued, as have organizational memberships such as the Center for Research Libraries.

Physical Spaces
In May of 2012, three libraries on the Pullman campus were closed due to budgetary limitations resulting from recent state reductions in higher education funding. The three remaining libraries on the Pullman campus (Holland and Terrell, Owen Science and Engineering, and Animal Health) provide services to the campus, reduced from six libraries through consolidation of collections. The Holland and Terrell Library is open 18 hours a day, Owen Science and Engineering Library is open 15 hours a day, and the Animal Health Library is open 14 hours a day. Among the three facilities, 263 computers are available. Each library has at least one multimedia station equipped with a scanner and imaging software. Many well-used group study areas[8] are available to students, including 20 group study rooms between Holland and Terrell and Owen Science and Engineering Libraries. Additional spaces, such as quiet reading, current periodicals, and newly acquired materials reading rooms, are available to accommodate student needs. The robust library instruction program has access to five classrooms in the Libraries (three in Holland and Terrell Library and two in Owen Science and Engineering Library). Reference services[9] support constituent needs and are available in person, instant messenger, email, and telephone.

Regional Campuses
All WSU regional campus libraries are open between 67 and 77 hours per week, providing services and access to the physical collection. Reference services support the research and information needs of constituents, available on all campuses via email, telephone, and in person.

The WSU Vancouver and Consolidated Libraries of Tri-Cities[10] also provide instant message reference services. Additionally, access to library resources is assisted through the availability of computers in all libraries. In addition to providing desktop computers in the reference area, WSU Spokane[11] has 16 laptop computers available for checkout. Instruction is available on all campuses (physical and virtual) upon request.

Exhibits 2.E.1

#	Holds and Provides Access to Library Information Resources	Evidence
1	WSU Mission	strategicplan.wsu.edu
2	Collection Levels	wsulibs.wsu.edu/CDC/cdguidelines.html#topic 2

3	Collection Management Working Group	libraries.wsu.edu/general/Committees/CollAdvCharge.htm
4	Collection Development Policies	wsulibs.wsu.edu/CDC/cdguidelines.html
5	Orbis-Cascade Alliance Cooperative Library Instruction Project Greater Western Library Alliance	orbiscascade.org clipinfolit.org/home gwla.org
6	WSU Vancouver Collection Development Policies	library.vancouver.wsu.edu/collections/library-collection-development-policy
7	State of the Libraries Report	wsulibs.wsu.edu/Statistics/StateOfTheLibraries.html
8	Group Study Spaces	wsulibs.wsu.edu/general/studyspaces.html
9	Reference Services	wsulibs.wsu.edu/24-7/ask.html
10	Tri-Cities Consolidated Libraries	tricity.wsu.edu/dis/consolidated
11	WSU Spokane (Riverpoint) Library	spokane.wsu.edu/Academics/Library

2.E.2 Planning

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

The WSU Libraries planning processes are guided by quantitative and qualitative data gathered through surveys, usage statistics, input from the campus community, professional resources, and routine observations of and interactions with the public.

WSU Libraries gather information using a range of survey tools. One major project is LibQual+,[1] conducted every three years across all campuses (most recently in 2009), giving faculty, staff, and students an opportunity to provide feedback on library collections and services offered. We piloted the READ Scale in spring 2012 for reference transactions to assist in evaluating the levels and models of reference services employed at service points. WSU Libraries has also conducted a variety of smaller projects, such as assessing student learning in relation to library instruction, reporting website statistics[2] to assist decision-making in presenting information online, and developed local benchmarks[3] to ensure support for the changing teaching, learning, research, and scholarship needs of the WSU community. The information gained from these efforts was used to make a number of improvements in the Libraries in terms of collections, services, facilities, and processes. These efforts were publicized through a continuous marketing campaign called "We Hear You,"[4] a series of promotional messages highlighting changes and improvements made in response to constituent feedback.

The WSU Libraries collect statistical data[5] about acquisitions, collection growth, expenditures, gate counts, circulation counts, website use counts, interlibrary loan and consortial borrowing requests, reference transactions, and information literacy sessions taught. The data collected is used for formal and informal library purposes, such as our Libraries Fact Sheet,[6] and for national bodies, such as the Association of Research Libraries, Association of College and Research Libraries, and the National Center for Education Statistics.

Exhibits 2.E.2

#	Planning	Evidence
1	LibQual+	wsulibs.wsu.edu/assessment/LibQual.html
2	Website Statistical Reporting	wsulibs.wsu.edu/assessment/CoreWebStatistics.html
3	Local Library Benchmarks	wsulibs.wsu.edu/assessment/Benchmarks.html
4	"We Hear You" Promotional Campaign	wsulibs.wsu.edu/assessment/WeHearYou.html
5	WSU Libraries Historical Statistics	wsulibs.wsu.edu/statistics/Statistics
6	Libraries Fact Sheet	wsulibs.wsu.edu/assessment/FactSheets.html

Additional Resources	
Reference Services Usage Report Fiscal 2011-2012	accreditation.wsu.edu/exhibits/2013-year-three-report/2.E.01_Reference_Services_Usage_Report_Fiscal_2011-2012_07-23-12.pdf
Library Instruction Assessment of Student Learning	accreditation.wsu.edu/exhibits/2013-year-three-report/2.E.01_Instruction_Assessment_Summary_2011_12_07-23-12.pdf

2.E.3 Instruction in Library Resources in Support of Programs and Services

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

One of the strengths of the WSU Libraries remains the library instruction program.[1] The program has seen sustained growth over the years and has received internal grant funding three times since 2003 to expand and assess online tutorials and develop other new programs. In addition to course integrated instruction, students are served through collaborations with key partner programs[2] including English composition, the Intensive American Language Center, and general education. The Libraries also offer a suite of workshops[3] each semester through human resources and by request to all WSU constituents. On average 550 to 800 instructional sessions are offered each year to students, faculty, staff, and administrators, serving between 10,000 and 17,000 constituents per year.[4] A one credit information literacy course, UCOLL 300, is offered multiple times per year in face-to-face, online, and hybrid settings across the campuses. Additional instructional support is available through reference services and through any of over 200 online tutorials and research guides.[5]

Regional Campuses

The growth of the curriculum at Vancouver has led to enrichment of the instructional programs, including the creation of a new faculty librarian position to coordinate instruction efforts. Librarians in Vancouver are also involved with teaching various courses for the general education program, particularly in the Digital Technologies and Cultures (DTC) department. The Tri-Cities campus is seeing a similar expansion, and librarians there are also involved in the delivery of UCOLL 300. The new space at Riverpoint in Spokane has allowed for increased instructional offerings. Students taking WSU Online courses receive instruction delivered through the University's learning management system, supported by a distance learning librarian.

Exhibits 2.E.3

#	Instruction in Library Resources in Support of Programs and Services	Evidence
1	Library Instruction Program	wsulibs.wsu.edu/li
2	Library Instruction Partner Programs	wsulibs.wsu.edu/usered/partners.html
3	Library Classes Offered through Human Resources and On Demand	wsulibs.wsu.edu/usered/COD
4	Instructional Statistics	wsulibs.wsu.edu/statistics/Statistics/
5	Online Tutorials and Research Guides	libguides.wsulibs.wsu.edu/cat.php?cid=20787

2.E.4 Regular and Systematic Review of Library Information Resources

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

The WSU Libraries continually evaluate quality, adequacy, use, and security of its collections and services. Using LibQual+,[1] the Libraries survey all constituent groups across campuses to solicit feedback on resources and services offered. The results of these surveys have impacted services and resources allocation, which have been communicated to the WSU community through the "We Hear You"[2] promotional campaign.

Collection analysis for resources held by the Libraries, and those that have been cooperatively arranged, is informed using metrics on use,[3] distribution,[4] and expenditures, and is further informed by subject liaisons[5] who work closely with disciplinary faculty to ensure accommodation of curricular and research needs. Analysis of serial holdings is conducted using the Serials Decision Database (SDD),[6] which merges journal information from a variety of sources, providing calculated values including total use, cost per use, percentage of downloads from aggregators, and priority assignments based on usage. The SDD has proven to be an invaluable asset in shaping the collections, making individual selection and cancellation decisions, managing the budget, marketing, and assisting with serials management.

Multiple evaluative methods are employed with instructional offerings in order to ensure feedback from stakeholders. Course instructors are surveyed[7] at the end of each semester to inform the Libraries of the impact of the session on student behavior and success. Additionally, instruction librarians elicit feedback

from instructors after sessions, informally collecting information about meeting the research needs of students. Students are evaluated through in-class assessments such as the English 101 Assessment,[8] which examines the students' ability to locate topic relevant resources and distinguish among information resource types. The Libraries also evaluate student learning using online session evaluations[9] and course evaluations. (See 2.C.6.) Library reference services are continually monitored to ensure the service is meeting the needs of constituents, evaluating the location, frequency, and variety of questions asked using a real-time statistics gathering tool[10] and reported annually.

Exhibits 2.E.4

#	Regular and Systematic Review of Library Information Resources	Evidence
1	LibQual+	wsulibs.wsu.edu/assessment/LibQual.html
2	We Hear You Promotional Campaign	wsulibs.wsu.edu/assessment/WeHearYou.html
3	Circulation Statistics	wsulibs.wsu.edu/statistics/Statistics/
4	Fiscal Year 2011 Circulation Distribution Report	accreditation.wsu.edu/exhibits/2013-year-three-report/2.E.01_circ_SCAT_EOY11_play_07-23-12.xlsx
5	Liaison Subject Specialists	wsulibs.wsu.edu/general/subjspe3.htm
6	Serials Decision Database	accreditation.wsu.edu/exhibits/2013-year-three-report/2.E.01_2011_serials_decision_data_base_master_07-23-12.xlsx
7	Instructor Survey	surveymonkey.com/s/LI-EnglishCompSurvey
8	English 101 Assessment	accreditation.wsu.edu/exhibits/2013-year-three-report/2.E.04_Lib.%20Ex.%20E.%20English-101-spring-2012.pdf
9	Instruction Session Student Evaluation Form	wsulibs.wsu.edu/usered/instruction_eval/eval.asp
10	Real time Reference Statistics Gathering Tool (LibAnswers)	libanswers.wsulibs.wsu.edu

Additional Resources	
Reference Services Usage Report Fiscal 2011-2012	accreditation.wsu.edu/exhibits/2013-year-three-report/2.E.01_Reference_Services_Usage_Report_Fiscal_2011-2012_07-23-12.pdf
State of the Libraries Report	wsulibs.wsu.edu/statistics/StateOfTheLibraries.html

2.F. FINANCIAL RESOURCES

2.F.1 Financial Stability

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

Financial stability

While WSU has experienced a decline in state funding over the last several biennia (see WSU Budget Office[1] site for detailed information), the University, through active, strategic management—as summarized in the preface—has seen increases in both the number of students enrolled and educated and the number and dollar value of grants and contracts.

President's Review with the Regents—Then and Now (August 24, 2012)					
Student Profile			**Employees and Structure**		
	Fall 2007	Fall 2011		Fall 2007	Fall 2011
Total enrollment	24,396	27,329	Faculty	2,411	2,126
Undergraduates	20,282	22,763	Administrative professional	1,633	1,571
Graduates	3,330	3,777	Classified	2,033	1,812
Professional	784	789	Total	6,077	5,509
Total student financial aid awarded	$190.0M	$262.3M	Number of academic colleges	10	11
			Number of vice presidents	9	5
WSU alumni	161,337	175,000	Conference affiliation	PAC 10	PAC 12
Annual Tuition and S&A Fees			**Financial**		
	Fall 2007	Fall 2011		Fall 2007	Fall 2011
Resident undergraduate	$6,290	$11,386	Total capital budget (biennial)	$323.0M	$351.2M
Resident graduate	$7,550	$11,736	State capital appropriations	$219.9M	$174.3M
Non-resident graduate	$16,604	$24,468	Total operating budget (biennial)	$1.6B	$1.7B
Non-resident graduate	$18,398	$25,168	State operating budget appropriations	$508.6M	$303.4M
			Research enterprise expenditures	$213.3M	$304.4M
			Annual fundraising totals	$92.0M	$139.7M
			Campaign progress to date	$136.2M	$714.0M

The most recent, audited financial report includes this text from the Washington State Auditor:

> In our opinion, based on our audit and the report of the other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component unit of Washington State University, as of June 30, 2011, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Washington State University has had 12 consecutive years without audit findings, a significant achievement. Additionally, WSU's bond rating[2] was recently reaffirmed at the Aa2 level.

Financial planning

Early in his tenure at Washington State University, President Floyd clearly stated and acted on the belief that "WSU cannot be all things to all people." This resulted in a deep and thorough review of programs and services across the system with the result that the University eliminated programs of study, administrative and vice presidential positions, merged colleges, and revamped its approach to enrollment services. For details of these changes, see [WSU's Budget Reduction and Efficiency Actions 2008-2011](#).[3]

The University continues to work within its budget and to plan for the accommodation of larger freshmen classes with an incentive model[4] for the colleges. This model returns a larger share of tuition to those colleges that have enrollments beyond their baseline.

Short- and Long-term Solvency

The University is required to annually document its fiscal position, including reserves, risks, debt obligations, and funding breadth, through independently audited financial statements. (See 2011 WSU Financial Report.[5])

The University has continued to reduce costs while also providing more access to Washington students and increasing its grant and contract funding. These three actions have resulted in increased assets, increased capital and net assets, and increased operating revenues from fiscal year 2010 to fiscal year 2011.

Although it looked as though the higher education sector would take an additional reduction in the FY12 supplemental budget, the supplemental budget had zero reductions for any of the public universities. It appears that the tide may be turning in favor of stabilizing funding for higher education in the state of Washington. (See President Floyd's blog[6] about this change.)

Exhibits 2.F.1

#	Financial Stability	Evidence
1	WSU Budget Office Website	budget.wsu.edu

2	WSU's Bond Rating	accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.01_Moodys070312.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.01_Moodys012612.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.01_Standard_and_Poors_06-28-12.pdf
3	Budget Reductions and Efficiencies List 2008-2011	budget.wsu.edu/budget-reduction-efficiency-actions
4	WSU Growth Incentive Model	accreditation.wsu.edu/exhibits/2013-year-three-report/2.B.04_Sharing%20Tuition%20from%20New%20Enrollment_2012.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.01_Review_with_the_Regents_chart_small.pdf
5	Audited Financial Report (2011)	genacct.wsu.edu/finstat.html
6	President's Blog Regarding a Supplemental Budget with No Cuts to Higher Education	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=31266&TypeID=1

2.F.2 Resource Planning and Development

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

The recent years of state budget reductions have been difficult, but the University actively planned (see 2.F.1 Financial Planning) and was successful with regard to staying within its budget, even when faced with mid-year or mid-cycle reductions.

Among the successes that contribute to the University's continued strength are:

- Increase in system-wide enrollments (see 2.F.1)
- Growth in research expenditures (see 2.F.1)
- Successful launch of the *Campaign for Washington State University: Because the World Needs Big Ideas* (see 2.F.1)

Exhibits to this subsection provide links to the most current statistics on student enrollment,[1] including the Budget Office website[2] for actual state reductions and the *Campaign for WSU* success to-date.[3] The president's presentation to the regents in August 2012 provides a summary.[4]

Exhibits 2.F.2

#	Resource Planning and Development	Evidence
1	Current Student Enrollments	about.wsu.edu/about/facts.aspx
2	WSU Budget	budget.wsu.edu/state-budget/final-biennial-budget.html
3	Campaign Success	foundation.wsu.edu/campaign/AllenGift.html
4	President's Presentation to the Board of Regents	accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.01_President_Floyd's_5_Year_Comparison_for_BOR_8-24-12 FINAL.ppt

2.F.3 Constituency Participation

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

The University uses both top-down and bottom-up information loops to assure that various constituencies are aware of and can participate in planning and budget actions. Through its shared governance processes, Faculty Senate leaders meet regularly with the president and provost and both the president and provost periodically attend the Faculty Senate meetings.

The president and provost have held many open forum sessions to discuss current topics such as state funding, program reductions, and tuition increases. These sessions are open to the public as well as faculty, staff, and students and are usually video-streamed for faculty, staff, and students not in Pullman. (See experience.wsu.edu/Floyd/Floyd.aspx[1] for a list of archived budget forums.) Budget development information is also communicated electronically via WSU Announcements,[2] the president's blog,[3] and WSU News.[4] Constituents are given the opportunity to comment and submit feedback online via the Budget Office website.[5] (See Addendum for Response to Recommendation 3, Communication.)

The president and the chief university budget officer also meet with the Associated Students of Washington State University to discuss topics of interest to the students. In the last several years, of course, the primary focus has been on the reduction of state funding and the increase in tuition and fees. The president, provost, and chief university budget officer meet with and present information at the Administrative Professional Advisory Council meetings regarding the University, the budget, and legislative updates.

President Floyd has established a two-year committee and charged the committee with (1) recommending tuition rates for all students for fall 2012 and (2) examining WSU's options for long-term stability in tuition rates. This committee had representation from all campuses and included students, faculty, and staff. The committee's findings and recommendations[6] were presented to the board of regents. Prior to recommending tuition rate changes, open meetings are held with both undergraduate and graduate students on all campuses.

Exhibits 2.F.3

#	Constituency Participation	Evidence
1	Video-streamed Budget Forums	experience.wsu.edu/Floyd/Floyd.aspx
2	WSU Announcements	announcements.wsu.edu
3	President Floyd's Blog	president.wsu.edu/blog
4	WSU Today/WSU news	wsutoday.wsu.edu or news.wsu.edu
5	Budget Office	budget.wsu.edu
6	Tuition Committee Power Point Recommendations to the President and Board of Regents	accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.03_Setting_Tuition_for_2012-13_Updated_5-3-12.ppt

2.F.4 Timely and Accurate Financial Information

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

WSU has an internal accounting/financial system that posts daily updates of revenues and expenditures. This system relies both on GAAP and the internal controls outlined in BPPM,[1] as discussed in standard 2.A.30.

All University vice presidents, chancellors, and deans have at least one area finance officer. Area finance officers and department fiscal technicians have access to the accounts for their college or departmental budgets. They can review the status of accounts via the WSU system called BALANCES.[2]

WSU is in the midst of implementing a new student financial system (PeopleSoft, implemented as "zzusis"[3]) and plans to implement a human resources/payroll/finance system in the near future. This second implementation will replace the home-grown systems with more robust, modern systems. (See 2.G.5.)

Internal controls are codified and documented via the BPPM and EPM, as discussed in section 2.A.30. Additionally, the University has an internal audit function that reports to the president and has direct access to the board of regents. (See Internal Audit.[4])

Exhibits 2.F.4

#	Timely and Accurate Financial Information	Evidence
1	BPPM 30.06 Finance: Tracking Departmental Expenditures	public.wsu.edu/~forms/HTML/BPPM/30_Finance/30.06_Tracking_Departmental_Expenditures.htm

2	BALANCES	accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.04_BALANCES_Guideline_2007_30-07.pdf accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.04_BALANCES_Sample_Sheet.pdf
3	Zzusis	sis.wsu.edu
4	WSU Internal Audit Function	internalaudit.wsu.edu

2.F.5 Capital Planning

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

The University follows a capital planning process to ensure that institutional capital plans link with the strategic direction of the University and the state and are done in an open and timely manner. As described on the Major Capital Budget Planning Process and Timeline,[1] this process involves the president, vice presidents, provost, chancellors, deans, and other senior staff, as well as the regents, and includes capital budget hearings held by the provost.

Using this planning process, when the highest priority capital projects have been identified, the institution submits its near-term proposals and 10-year plans to the state. (See exhibits for links to the planning process timeline and the 2013-2015 capital budget requests[2] as approved by the regents.)

Capital Budget
The State of Washington requires comprehensive review documents for each capital budget proposal. One required component of the proposals is an explanation of the project's relative importance and tie to both the institution's strategic plan and the institution's physical master plan. Proposals must also describe how integral the project is to achieving statewide policy goals. For example, the capital project proposal for the Clean Technology Laboratory Building directly ties the project to the institution's mission and goals and physical master plan. (See exhibits for a link to view a copy of the 2011-13 state budget request[3] for this building.)

The capital proposals include estimates of the costs of designing and constructing the building. When a capital project is nearing the construction stage, the University then requests funding for ongoing maintenance and operations costs of the new building.

Equipment
WSU requests state funding for equipment each biennium (see Minor Works Program for one-page outline[4]). Beyond state appropriations, individual colleges also purchase equipment through grants, grant matching funds, local funds, and donated funds.

Debt Principles
The University adheres to the following debt principles:

- No debt will be issued without prior approval of the regents.

- The University will comply with all applicable laws, regulations, and bond covenants.

- Debt is a limited resource that will be used to fund only capital projects that are consistent with the University's mission and strategic priorities and its capital plan(s).

- The maturity and term of debt repayment will be determined on the basis of expected availability of resources, other long term goals and obligations of the borrowing unit and the University, useful life of the assets being financed, and market conditions at the time of financing.

- The University will establish an internal compliance plan and will engage in regular debt monitoring under that plan, to ensure compliance with this policy, bond resolutions, and other requirements.

- The University's overall debt status and outlook will be reported to the regents, at least annually, consistent with the requirements herein.

See the list of exhibits for a link to the approved policy on debt.[5]

Exhibits 2.F.5

#	Capital Planning	Evidence
1	Capital Budgets: 2013-15 Major Capital Budget Planning Process and Timeline	accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.05_MAJOR_CAPITAL_REQs_PLANNING_PROCESS_TIMELINE_2013_15_CHART.pdf
2	Capital Budget Request List, approved by BOR	regents.wsu.edu/meeting-materials/201203F-10a.pdf
3	Capital Budget Request Item, Clean Technology Building	accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.05_PRR_Clean_Tech_Laboratory_Bldg.pdf
4	Capital Budget Request – Minor Works/Equipment	accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.05_Minor_Works_Program_Summary.pdf
5	Capital Budgets/Debt, Executive Policy Manual	public.wsu.edu/~forms/PDF/EPM/EP31.pdf

2.F.6 Auxiliary Enterprises

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

The University has clearly defined financial relations with auxiliary enterprises. The University separately accounts for each auxiliary as a cost center, yet each unit is part of the whole. While the central University offices and staff do provide operational support to the auxiliaries (payroll services, for example), the University recovers an administrative fee[1] from the auxiliaries in order to offset the costs of providing these services.

Auxiliary enterprises include areas such as housing and dining, the motor pool, parking services, and the Student Recreation Center (described in 2.D.12).

Exhibit 2.F.6

#	Auxiliary Enterprises	Evidence
1	Policy Related to the Administrative Fee	public.wsu.edu/~forms/HTML/BPPM/30_Finance/30.16_Administrative_Service_Charge.htm
	Auxiliary Financial Statements	accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.06_FY12_Auxiliary_Financial_Statements.pdf

2.F.7 Financial Audit

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

The University undergoes an annual financial audit by the Washington State Auditor's Office. The most recent audit for fiscal year 2011 concluded the financial statements present fairly, in all material respects, the respective financial position of the University[1]; and there were no findings on the financial statement audit either. The University has also gone 12 consecutive years without a financial statement finding.

WSU also has an internal audit team[2] that is continually reviewing compliance with state and federal law for the posting of financial transactions, to determine whether there are material deficiencies and exposure to risk. Likewise, the state auditor's team selects transactions to determine whether there are material deficiencies while mitigating exposure to risk.

Quarterly, the regents hear an update from the internal auditor's department about the status of internal audits and any material weaknesses. Annually the state auditor's staff make a presentation to

the regents about whether there are material weaknesses, findings, or management letter issues that need to be resolved. Washington State University has had no findings for the past 12 years.

Exhibits 2.F.7

#	Financial Audit	Evidence
1	WSU Audited Financial Statements, page 12 of the Washington State University Financial Report	genacct.wsu.edu/pdffiles/2011_FinRpt.pdf
2	WSU Internal Audit Function	internalaudit.wsu.edu

2.F.8 Fundraising

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

Washington State University has contracted with the Washington State University Foundation to provide investment management of all private gifts that have been specified by the donors as endowment funds. The WSU Foundation investment committee has a written investment policy, established in collaboration with its retained investment consultant, which incorporates the provisions of RCW 24.44 (Uniform Management of Institutional Funds Act).[1] Two voting members of the seven-member WSU Foundation investment committee are WSU regents (or regent appointees). The WSU Foundation provides an investment report to the regents at each regularly scheduled board of regents meeting.

The WSU Foundation (WSUF) was established in the state of Washington as a Washington nonprofit corporation in 1979. WSU is recognized by the Internal Revenue Service as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("code"). WSUF is organized and operated for the sole and exclusive benefit of WSU, an institution of higher learning and an agency of the state of Washington, and as such is a public charity as described under Sections 509(a)(1) and 170(b)(1)(A)(iv) of the code. Furthermore, the WSUF is a public benefit, not-for-profit corporation, as defined in Section 24.03.005(14), of the Revised Code of Washington (RCW). The business affairs and property of WSUF are managed by, and all corporate powers of WSUF are vested in, its Board of Governors. WSUF's stated mission is to promote, accept, and maximize private support for programs, initiatives, and properties of the University and to prudently manage, invest, and steward the assets entrusted to it by the University and its alumni, friends, and donors. The governors have adopted a code of ethics[2] for members of the Board of Governors, for staff, and for others who serve on standing committees of WSUF as well as for the members of the Board of Trustees. This code of ethics reflects the Council for the Advancement and Support of Education (CASE) standards.

Exhibits 2.F.8

#	Fundraising	Evidence
1	Memorandum of Understanding Between WSU and the WSU Foundation	accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.08_MOU_with_WSU_Foundation.pdf

| 2 | Code of Ethics | accreditation.wsu.edu/exhibits/2013-year-three-report/2.F.08_Code of Ethics.pdf |

2.G. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Physical Facilities

2.G.1 Physical Facilities

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

The physical facilities at all WSU campuses are accessible, safe, secure, and support the University's mission and goals as outlined in the strategic plan.[1] Despite reduced state allocations, WSU continues to pursue a capital construction and renovation program consistent with the strategic plan. In the past four years, over 630,000 square feet in new construction have been added to the WSU campuses.[2] An additional 135,000 square feet have undergone major renovation. Major and minor capital funding provided by the state totaling $326 million,[3] coupled with $25 million in private donations, have resourced these efforts. The state included minor capital funding to address deferred maintenance in existing buildings and infrastructure.[4] The increasing need for capital combined with declining state support puts an increased emphasis on raising private capital to avoid jeopardizing Washington State University's ability to support and maintain existing facilities while meeting the demands of historic enrollment growth and expanded research and economic activities.

State higher education capacity studies are consistent with the University's campus master planning. The studies reported that newer (branch) campuses need to add facilities to accommodate projected enrollment and confirmed that the Pullman campus lacks lab and faculty office space. While the state capacity studies did not address quality or suitability of existing instructional spaces (only whether or not the space existed), the studies inform and support WSU's state capital budget requests.

Recent erosion in state funds to support maintenance and operations, coupled with a funding model that establishes a funding rate per gross square foot for new buildings (which remains essentially unchanged for the life of the facility unless it undergoes major renovation), has significantly reduced funds available for operations and maintenance of state funded facilities.[5] The net effect of eroded funding levels is reduced staffing in all facets of facility care, increased workloads for remaining staff, reduced frequency of some support services, and deferral of lower priority maintenance.

A state model for gathering more accurate inventories of higher education facilities, gauging the relative condition of buildings, and estimating the magnitude of preservation backlogs across institutions on a comparable basis estimated the deferred maintenance backlog for Washington State University at $441 million in the 2010 update.[6] The Washington State Legislature has continued to support minor capital funding provided for preservation of facilities or the reduction of deferred maintenance, although somewhat lower in the past two biennia. Preservation funds are also leveraged through the use of an Energy Services Performance Contract which has netted an additional $23 million dollars since FY 2001

in energy savings, grants, and rebates for use in improvements such as lighting retrofits, chiller replacements, and mechanical system upgrades. WSU also receives state minor capital appropriations to address safety improvement requirements for facilities statewide.

Despite the impacts of the economic downturn of recent years on operations and maintenance funding and new construction, relatively stable preservation funding and the structured approach to project prioritization has resulted in improved building condition scores and Facility Condition Indices reflected in the comparable framework updates in 2006, 2008, and 2010.[6]

Exhibits 2.G.1

#	Physical Facilities	Evidence
1	WSU Strategic Plan	strategicplan.wsu.edu
2	Projects Funded During Past Four Years	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.01_ProjectsFunded-Past4Years.pdf
3	Summary of State Capital Appropriations (Major and Minor) from 1999 to 2013	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.01_CapitalBudgetHi_1999-2013.pdf
4	Minor Capital Appropriations from FY99-01 to 2009	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.01_MinorCapitalAppropriations_1999-2009.pdf
5	Trends in Facility Gross Square Footage Versus Maintenance Expenditures University-wide from 1991 to Present	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.01_SqFt_MaintenanceExp_1991-2011.pdf
6	Summary of Institutional Profiles for 2003 through 2010	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.01_ComparableFramework_WSU InstitutionalProfile_2003-2010.pdf

2.G.2 Policies Regarding Hazardous and Toxic Materials

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

WSU is committed, at all of its facilities, to the safe storage, use, transportation, and disposal of chemical, biological, and radiological hazardous and toxic materials.

Working together on presidential committees[1] and regional campus and departmental safety committees,[2] WSU's faculty, staff, students, and administrators meet regularly to develop and maintain hazardous materials policies and procedures, as well as discuss hazardous materials incidents and exposures, regulatory monitoring, record keeping and reporting, and compliance requirements.

Keeping employees and students, along with the work, learning, and natural environments, safe from dangerous levels of hazardous materials is a shared responsibility at WSU.

WSU safety units involved in these responsibilities include[3]:

- Environmental Health and Safety Office (EHS)
- Office of Research Assurances Biosafety Office
- Radiation Safety Office
- Public Safety (poison control)
- Fire Marshall's Office
- Nuclear Radiation Center

WSU measures the effectiveness of its hazardous materials safety and management programs through reporting, training, and awareness, as well as strict management of its hazardous waste facilities. These guidelines, outlined in the Safety, Policies, and Procedure Manual (SPPM),[4] help to identify gaps and opportunities for improvements.

1. **Reporting Accidental Injuries or Illnesses Related to Hazardous Materials**
   WSU Pullman[5] Incidents are discussed at safety committee meetings and reported to OSHA, the Washington Department of Occupational Safety and Health, and the Bureau of Labor Statistics. On average there are 10-20 incidents per year (1.6-2.5%) from hazardous materials. The severity of these incidents ranges from minor to moderate.

   WSU Tri Cities[6] Incident reports are reviewed upon receipt by the location EHS professional, head of safety committee, vice chancellor of finance and administration, campus safety committee, and any supervisor associated with the incident. For 2010, 2011, and 2012 only one incident involving hazardous materials occurred with no injury.

   WSU Spokane Incident reports are reviewed upon receipt by the WSU Spokane EHS coordinator, the safety committee, and the administration. There have been no incidents involving hazardous materials.

   WSU Vancouver Incident reports are reviewed upon receipt by the WSU Vancouver EHS coordinator, safety committee chair, and applicable supervisor upon receipt. Incident reports and any applicable corrective actions are discussed at the monthly safety committee meetings. For 2010-2012 YTD the Vancouver campus had two incidents.

   WSU Research Centers and Extension Offices Incident reports are reviewed by local safety committees and administrators for applicable corrective actions. Copies of the incident reports are also sent to the Pullman EH&S office.[7]

2. **Training, Proactive Assessments, Approvals, and Regulatory Compliance**
   All WSU campuses provide resources, training, inspections, and programs to maintain certifications and meet regulatory requirements with regards to hazardous materials and environmental safety.[8]

   Data on the storage, use, and waste management of hazardous materials, as well as exposures or releases of hazardous materials, are compiled into reports submitted to federal, state, and local

regulatory agencies.[9] These reports are reviewed and discussed at applicable presidential, regional campus, and departmental and local safety committee meetings on a regular basis. Hazardous materials waste water discharges and air emissions are also monitored to comply with regulatory limits. WSU has been recognized and awarded by the EPA for the environmental management system, by the Washington Department of Ecology Governor's Award for pollution prevention/sustainability efforts, and by the Campus Safety Health and Environmental Management Association Award of Honor for a Complete Safety Program.[10]

Research using potentially hazardous biological materials or particularly hazardous substances involving animals is submitted to the Institutional Biosafety Committee (IBC)[11] and/or the Institutional Animal Care and Use Committee (IACUC)[12] for review and approval. A biological safety manual must be complete before the IBC will approve the application; similarly, any use of hazardous substances with research animals must develop a standard operating procedure for each specific situation before the IACUC will approve the application.

The University Radiation Safety Office[13] ensures the safe use of radioactive materials and radiation machines on the Pullman campus and other WSU sites around the state.

The WSU Nuclear Radiation Center provides ongoing training to WSUNRC staff members in the safe use of radioactive materials. Training, compliance, and monitoring are documented by the WSUNRC and are audited by the U.S. Nuclear Regulatory Commission.

3. **Facilities and Hazardous Materials**
   WSU's facilities are designed to safely store, use, and dispose of hazardous materials. Laboratory fume hoods, hazardous materials cabinets, specialized biosafety filters and separate exhaust systems, fire suppression systems, chemically resistant surfaces, and radioactive shielding are operated and maintained at WSU facilities. Asbestos and lead are identified and abated before demolition for remodeling or maintenance to reduce airborne releases and exposures. A medical waste incinerator, chemical waste accumulation and pre-treatment facility, and radioactive waste accumulation facility safely store and pretreat hazardous and toxic wastes. Hazardous materials storage, waste water, and air emission monitoring facilities are designed into new buildings to meet safety and environmental regulatory requirements.

Exhibits 2.G.2

#	Policies Regarding Hazardous and Toxic Materials	Evidence
1	University Health and Safety Committee	president.wsu.edu/committees/health-safety.html
	Institutional Biosafety Committee	president.wsu.edu/office/presidential-committees/biosafety.html
	Radiation Safety Committee	president.wsu.edu/office/presidential-committees/radiation-safety.html
	Reactor Safeguards Committee	president.wsu.edu/office/presidential-committees/reactor-safeguards.html

2	WSU Spokane Safety Committee WSU Tri Cities Safety Committee WSU Vancouver Safety Committee	spokane.wsu.edu/services/Facilities/Safety_Security tricity.wsu.edu/safetyplan admin.vancouver.wsu.edu/ehs/environmental-health-safety
3	Environmental Health and Safety Office (EHS) Office of Research Assurances Biosafety Office Radiation Safety Office Public Safety (poison control) Fire Marshal Office Nuclear Radiation Center	ehs.wsu.edu www.ora.wsu.edu www.bio-safety.wsu.edu/biosafety rso.wsu.edu police.wsu.edu police.wsu.edu/docs/AnnualSecurityFireReport.pdf nrc.wsu.edu
4	Safety Policy and Procedure Manual (SPPM)	wsu.edu/manuals_forms/HTML/SPPM/1_Introduction-Organization/1.02_Comprehensive_TOC.htm
5	Pullman Incident Reporting	wsu.edu/manuals_forms/HTML/SPPM/2_General_Workplace_Safety/2.24_Reporting_Accidental_Injuries_and_Work-Related_Illnesses.htm
6	Tri-Cities Incident Reporting	tricity.wsu.edu/safetyplan
7	Vancouver Incident Reporting Spokane Incident Reporting	admin.vancouver.wsu.edu/ehs/environmental-health-safety admin.vancouver.wsu.edu/public-safety/accidentinjury-reporting spokane.wsu.edu/services/Facilities/Safety_Security
8	WSU Program Safety Highlights	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.02_Program Safety and Training Highlights, All Campuses.pdf
9	WSU Reports to the Following Regulatory Agencies:	Environmental Protection Agency Department of Homeland Security Department of Transportation Nuclear Regulatory Commission Washington Department of Ecology Washington Department of Health Washington Department of Labor and Industries Southwest Clean Air Agency Clark Regional Waste Water District City of Richland Fire Marshall and Wastewater Pretreatment Program

10	EPA, Ecology, CSHEMA Awards and Recognitions	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.02_EPA and Ecology Awards.pdf 2005 EPA Performance Track Member epa.gov/performancetrack 2000 Associated Industries of the Inland Northwest Greenstar Award greenstarinc.org/html/programs/green-star-award/green-star-standards.php 2000 CSHEMA Award of Honor Complete Safety Program cshema.org/uploadedFiles/Complete%20Safety%20Award.pdf 1993 Ecology Governor's Award ecy.wa.gov/programs/hwtr/GovAward/index.html ecy.wa.gov/programs/hwtr/GovAward/winners_all.html
11	Institutional Biosafety Committee (IBC)	www.bio-safety.wsu.edu
12	Institutional Animal Care and Use Committee (IACUC)	www.iacuc.wsu.edu
13	Radiation Safety Office Radiation Safety Procedure	rso.wsu.edu accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.02_Radiation Safety Detailed.pdf

2.G.3 Master Plan for WSU's Physical Development

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

WSU has a main campus in Pullman, three regional campuses in Spokane, the Tri-Cities, and Vancouver, and research and extension centers statewide. Each of the WSU academic campuses and each of the research and extension centers have master plans that are consistent with the mission and strategic plan of the institution as a whole. These plans are reviewed and updated in 10-12 year cycles. The master plans for the academic campuses have historically been completed with the assistance of external consultants, while the master plans for the research and extension centers are completed by University planning staff.[1] Whether through an external consultant or WSU staff, all master planning activities are based upon the University mission and strategic plan and drive capital budget priorities. The planning process is extensive and includes input and feedback from faculty, staff, and students.

2012 WSU Pullman Campus Master Plan[2]

The recent update to the Pullman campus master plan was a comprehensive two-year process that culminated in adoption of the plan in May 2012. This plan includes conceptual level strategies to guide campus development for the next 20 years and beyond. The process included an analysis of the existing

physical and organizational conditions of the campus and presents detailed recommendations tailored to support the WSU strategic plan.

The inclusive planning process featured nearly 100 meetings, forums, presentations, and remote conferences scheduled over the life of the planning effort. Faculty, staff, and students provided input through a series of stakeholder meetings and workshops. The planning team investigated and analyzed the University's assets, enrollment projections, deficiencies, and future needs.

The 2012 update of the master plan for the Pullman campus anticipates a modernized campus, vibrant in an age of interdisciplinary research and instantaneous communication. The plan responds to research initiatives, current patterns of campus growth to the east, potential for future regional transportation and campus arrival, parking, and circulation strategies, and creation of a cohesive open space network. It reflects the University's dedication to sustainability and resource conservation, and WSU's ability to adapt to the escalating pace of change that will impact higher education and our society as a whole in the coming decades.

2009 WSU Spokane-Riverpoint Campus Master Plan[3]
In 2009, both the campus academic plan and the master plan were updated to reflect program plans for the health sciences. Biomedical and health science facilities have been identified as the top capital priority to support the need for current and future expansion of health sciences research and teaching programs, the primary focus for the Riverpoint Campus.

The location of the Riverpoint Campus in downtown Spokane provides an exceptional opportunity to develop synergistic public–private relationships. The transition zone between the campus and downtown has begun to enable the growth in technology and healthcare. The Riverpoint Campus master plan of 2000, and the update to the plan in 2003, present a history of the campus development and explains the relationship between WSU, Eastern Washington University, and Innovate Washington (formerly known as the Spokane Intercollegiate Research and Technology Institute—SIRTI), who are all partners in the programs and facilities that create the Riverpoint Campus.[4]

2009 WSU Tri-Cities Campus Master Plan[5]
The Tri-Cities campus master plan was most recently updated in 2009 and supports the expansion of the campus as they began enrolling freshmen and sophomores in 2007, in addition to the continuing programs for transfer and graduate students. The planning effort evolved from collaborative relationships between WSU Tri-Cities, Batelle, the Port of Benton, and Solaris, a private sector developer. The resulting master plan includes program elements primarily for the University, with some unique private sector proposals.

Supporting the strategic plan and growth of the campus, the University program includes a student activity center, academic buildings, student housing, and a crime laboratory—a joint venture with the Washington State Police Forensics Laboratory. The master plan also identifies public/private enterprise opportunities, including an amphitheater, student housing, and other mixed-use development. All of these program components have been identified as future needs to support growth, and the master plan outlines phasing concepts to meet these needs.

2007 WSU Vancouver Campus Master Plan[6]
The Vancouver campus master plan was updated in 2007, and builds upon the original 1992 plan that outlines concepts and guidelines for siting, orientation, and form of new campus facilities. The update

establishes a baseline for continued growth of the campus over the next two decades such that Clark County can anticipate changes consequent upon that growth.

Clark County administers development controls for the University under the University District ordinance. Updating the campus master plan on a regular basis is necessary so that the county can take account of campus growth expectations in its planning for the area. The 2007 master plan update provides the basis upon which the county approval of the updated master plan may be granted. The county engages with University staff and consultants in extensive analyses of environmental impacts, including traffic generation and circulation.

With the 2006-07 academic year, WSU Vancouver began offering academic programs to freshmen and sophomores along with continuing programs for transfer and graduate students. This most recent master plan is reflective of this expansion.

WSU Research and Extension Centers
WSU has four research and extension centers located in Mount Vernon,[7] Puyallup,[8] Wenatchee,[9] and Prosser.[10] All deliver outreach and extension services as part of the land-grant mission of the University, and each one is reflective of the region where it is located. Mount Vernon is known for research on organic farming, Puyallup is known for water quality research and houses the state Low Impact Development Center, Wenatchee works with the tree fruit industry, and Prosser works with the wine industry. Master plans for each of the centers were completed in 2007 and each of them subsequently updated between 2008 and 2010.

Exhibits 2.G.3

#	Master Plan for WSU's Physical Development	Evidence
1	Campus Planning/CPD	www.cpd.wsu.edu/CampusPlanning
2	WSU Pullman Master Plan 2012	www.cpd.wsu.edu/CampusPlanning/MasterPlanUpdate/2012MasterPlan.pdf
3	WSU Spokane Master Plan 2009	www.cpd.wsu.edu/CampusPlanning/MasterPlan/PlanReports/Spokane/Plan.pdf
4	Riverpoint Campus	spokane.wsu.edu/communications/riverpointcampus/
5	WSU Tri-Cities Master Plan 2009	www.cpd.wsu.edu/CampusPlanning/MasterPlan/PlanReports/Tri-Cities/2009TVAMasterPlan.pdf
6	WSU Vancouver Master Plan 2007	www.cpd.wsu.edu/CampusPlanning/MasterPlan/PlanReports/Vancouver/Plan.pdf
7	Northwestern Washington Research and Extension Center, Mount Vernon 2010	www.cpd.wsu.edu/CampusPlanning/MasterPlan/PlanReports/ResearchCenters/MtVernon.pdf
8	Puyallup Research and Extension Center 2009	www.cpd.wsu.edu/CampusPlanning/MasterPlan/PlanReports/ResearchCenters/Puyallup.pdf

9	Tree Fruit Research and Extension Center, Wenatchee 2008	www.cpd.wsu.edu/CampusPlanning/MasterPlan/PlanReports/ResearchCenters/Wenatchee.pdf
10	Irrigated Agriculture Research and Extension Center, Prosser 2010	www.cpd.wsu.edu/CampusPlanning/MasterPlan/PlanReports/ResearchCenters/Prosser.pdf

2.G.4 Equipment

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

While securing funding for new and replacement equipment continues to be a challenge, available resources are allocated in relation to the strategic plan so that equipment at all locations is adequate and allows WSU to fulfill its core mission.

Teaching Equipment

The provost's General University Classroom Committee[1] coordinates planning and allocates funds for classroom renovation and equipment. With state funds available through the capital planning process, 47 classrooms were upgraded in the past four years, resulting in 92 percent of the general university classrooms being connected to the content distribution system. On the Pullman campus, Academic Media Services (AMS)[2] employs trained staff to maintain and inventory general university classroom technology and instructional equipment (e.g., document cameras, projectors, computers, and control panels). Replacements and upgrades are referred to the university classroom committee for prioritization. The regional campuses also employ on-site technicians responsible for the equipment.

Instructional equipment for specialized laboratories and departmental classrooms is generally managed at the college level and is not centralized. Each college develops and employs procedures for upgrading the equipment.

As the regional campuses develop, new enrollment funding and construction of new facilities have provided equipment funds for classrooms and laboratories. For example, the relatively new nursing building at WSU Spokane is equipped with video conferencing and learning management tools as well as human simulation mannequins and new research lab equipment and space. Each campus manages the spaces on site and regional campus leadership participates in the internal University process for allocation of additional equipment funds.

Faculty Startup and Research Equipment

Funding for faculty startup equipment is a continual challenge in recruiting efforts. Each college has reserve funds for such expenses, and a significant portion of WSU's state omnibus equipment appropriation provides funding for the startup packages as well. Omnibus equipment appropriations received for the past 10 years are available in the exhibits.[3]

Individual researchers are responsible for maintaining research equipment in their laboratories. Depending upon the individual and the specific equipment, this is often handled on a pay-as-needed basis, but service contracts are occasionally maintained. Department and college equipment is handled

similarly. Most departments (or colleges) have one or more equipment coordinators who look after equipment; again, repair is often pay-as-needed, with the exception of service contracts which are often maintained on more expensive or critical instruments. Core facilities typically collect user fees in addition to other allocated funds (from a variety of permanent and temporary resources, such as F&A) to repair, maintain, and/or upgrade equipment or to purchase service contracts.

Inventory control at WSU is largely the responsibility of academic units (e.g., departments and colleges). Departmental equipment coordinators track inventory in conformance with WSU's Business Policies and Procedures Manual (BPPM)[4]—specifically sections 20.50, 20.51, and 20.53—which outline inventory control procedures mandated in the Revised Code of Washington (RCW)[5] and the Washington Administrative Code (WAC).

Building Furnishings for older facilities not being considered for major renovation may be added, replaced, or upgraded using operating budgets, equipment allocations when received from the state, funds from indirect cost recovery, gifts, or other internal funds as appropriate.

Users are encouraged to identify present and future needs for the facilities, including departmental space needs, ergonomic, safety and ADA code requirements, utility, data and electrical requirements, furnishings, and equipment. Funding for fixed equipment and furnishings are factored into the major capital construction budgets.

Plant Maintenance Equipment
In most biennia the equipment for maintenance of facilities and infrastructure is funded either from omnibus equipment appropriations provided by the legislature or from University operating reserves. In the current biennia no omnibus appropriation was provided so the requirement to fund those equipment needs has fallen entirely on operating reserves. With limited operating budgets due to reduced state funding, the priority in equipment purchases for maintenance of the campus has been afforded to those purchases that provide significant improvement in efficiency and effectiveness of a reduced workforce. An example is the purchase of two front load waste trucks to replace two rear load waste trucks. The new trucks require only one operator to execute a waste collection route, compared to the requirement for two to operate a rear load waste truck. The savings in position costs was redirected to expanding our recycle collection in University-owned resident apartments, improving our waste diversion, and reducing cost of waste disposal for the University.

Exhibits 2.G.4

#	Equipment	Evidence
1	General University Classroom Committee	facsen.wsu.edu/committees/university_committees/General_University_Classroom.html
2	Academic Media Services	ams.wsu.edu
3	Omnibus Equipment Appropriations	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.04_Omnibus_Equipment_Hi.pdf
4	BPPM (see 20.50-20.53)	public.wsu.edu/~forms/HTML/BPPM/20_Property/20.00_Contents.htm

5	RCW 43.19.1917	apps.leg.wa.gov/RCW/default.aspx?cite=43.19.1917

Technological Infrastructure

2.G.5 Technology Systems and Infrastructure

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

WSU Information Services (IS) continually provides the University community with comprehensive, reliable, and secure technology systems to meet the expectations and needs of faculty, staff, and students across all campuses. The University community's expectations of technology systems are high and the infrastructure needed to support those expectations must continue to expand and grow. WSU IS faced the challenge of a dynamically changing technology landscape head-on, and embarked on several projects to replace aging legacy systems with enterprise systems, enhance the infrastructure needed to support these systems, and implement the vision for information services in creating a seamless, integrated, intuitive university information environment.

Technology Systems

WSU IS's ability to provide technology systems to the University community is guided by the IS strategic plan.[1] The first goal addresses technology systems:

> **Goal 1:** Enhance the effectiveness of teaching, learning, research, outreach, service, and administration by the application of established and emerging information technologies.

A key high priority over the last few years was the Student Information System (SIS) replacement project.[2] The legacy SIS was replaced with an enterprise SIS to provide a single system for the entire WSU community. The new SIS, zzusis,[3] provides improved functionality and access to timely, accurate information within the seven modules that were implemented. The seven modules are:

- **Academic Advising**. Gives students, advisors, and faculty timely access to academic records, reports, portal, and business intelligence.

- **Campus Community**. Provides a common source for campus data, coordinating all forms of communication to help manage administrative services. It captures all prospect, applicant, student, alumni, and organizational data and secures it, tracks it, and delivers information upon request.

- **Campus Self-Service**. Allows users to engage in self-service activities, thus reducing or eliminating the need for administrative resources.

- **Financial Aid**. Automates federal and institutional financial aid processing.

- **Admissions**. Helps plan, manage, and track admissions activities.

- **Student Financials**. A tool to manage and calculate student financial information, including tuition, fees, receivables, billing, payment plans, and refunds.

- **Student Records**. Helps manage all aspects of enrollment, including catalog and class schedule maintenance, transfer credits, prerequisite restrictions, class start and end dates, wait lists, academic programs, transcripts, and analysis.

The zzusis project was a collaborative project across all campuses and involved personnel within the functional areas related to each module along with an information technology (IT) team. This two-year project converted the 30-year-old legacy system to a robust, integrated, vendor-supported modern enterprise system. With the guidance of the University community, the zzusis steering committee, functional areas, and the IT implementation team, this phase of the enterprise resource planning (ERP) upgrade project was successfully completed in June 2012, both on time and within budget. The institution is exploring the resources needed to develop and deploy the financial, human resources, and payroll modules as the second phase of the ERP project.

In fall 2012, challenges arose with the student financials and financial aid modules of the new system. These challenges impacted the processing and distribution of financial aid to students; several steps were taken to minimize long-term effects. The ERP vendor sent a team of project consultants to campus, who collaborated with the ERP implementation team and the financial aid staff to investigate the challenges. The identified resolution provided the University with valuable information on the implementation process along with several strategies to incorporate into our refined ERP project plan to ensure ongoing success of the project. The institutional insights gained within both the successful completion of the ERP project and the collaborative resolution to the challenges that arose will be instrumental in the plan for the next phase of the ERP project.

In addition to the zzusis project, WSU IS has other projects completed or in progress to enhance WSU's ability to deliver appropriate technology systems to meet the expectations and needs of the University community. These projects include:

- **General University Classrooms (GUC)**.[4] Updating classroom technology installed within the GUC to include computers, cameras, audio systems, web conferencing, and lecture capture systems to enhance the delivery of course content and interaction among instructors and students. Each year the number of classrooms updated are identified in the GUC technology update plan and based on available funding.

- **Lecture Capture System**.[5] Implemented University-wide and across all campuses, faculty can record class lectures, and other related course content, and make those recordings available to students enrolled in their course.

- **Web Conferencing**.[6] A new desktop web conferencing system allows for the creation and use of virtual meeting rooms for class sessions, research seminars, online office hours, and collaborative activities.

- **Updating Learning Management System**. WSU uses the Angel Online Learning Management System (LMS)[7] to deliver online courses to the global community and to support both hybrid and on-campus courses on all WSU branch campuses. The system was upgraded to Angel 8.0 in

summer 2012.[8] The Global Campus intends to use LMS technology to deliver online degrees, courses, workshops, and professional development activities to the online community.

- **Videoconferencing System**.[9] Videoconference systems in the Academic Media Services (AMS) classrooms were updated to high definition systems in 2011. WSU's videoconference system, a synchronous distance learning technology, allows students throughout the state and beyond to take part in WSU's educational experience. The videoconference system encompasses permanent facilities at each of WSU's campuses and extension locations across the state. The videoconference systems enhance and support WSU's academic programs and is also used for meetings, events, and trainings to support WSU's administrative and training needs.

- **Computing Cluster**.[10] A High Performance Computing (HPC) cluster was brought online in spring 2011. The days are long past where a single computer system is adequate for processing the scale of data generated by today's research activities. Centralized high performance computing can support research activities in a cost-effective, well-supported manner. A centralized HPC provides researchers access to the necessary technology to conduct their research and the opportunity to interact and collaborate within the University research community, as well as build partnerships with business, industry, and other universities.

Infrastructure
WSU IS continues to maintain and enhance the existing technology infrastructure as directed by Goal 2 of the IS strategic plan:

> **Goal 2:** Design, build, maintain, and continually enhance WSU's technology infrastructure to enable world-class teaching, learning, research, scholarship, the arts, and engagement.

As technology advances, the infrastructure to support those advances needs to adapt and grow to match the campus demand and advances within the industry. WSU IS works to enhance the infrastructure to support research, teaching, and all University administrative activities and provide the connectivity resources needed to support these efforts. In addition to previous connectivity upgrades, super-high-speed connectivity for faculty have been installed that connects WSU to the National Lambda Rail (NLR), Pacific Northwest Gigapop (PNWGP), and the Idaho Regional Optical Network (IRON).[11] These upgrades bring expanding high-speed connectivity to the WSU campus communities and increased bandwidth for both faculty as well as students in the residence halls.

Additional projects that enhance the infrastructure to enable world-class activities include:

- **Wireless upgrade.**[12]
  - Phase 1 of a campus-wide wireless upgrade project supports mobile technology and implements an extensive next-generation wireless network across the Pullman campus. This addressed the growing demand of mobile users and enhanced the capacity and reliability of the wireless network to enhance the delivery of instruction and research in support of all academic areas.

  - Phase 2 of a campus-wide wireless upgrade project increased the density of the wireless network. This phase 2 wireless upgrade project provided faculty, staff, and students more capacity, functionality, connectivity, and reliability for wireless communications.

- **Email upgrade.**[13]
  - Migrated to cloud-based email for all students. The free cloud-based email system provides students with 10GB of storage, access to 25GB of online storage, and back-up services along with an office live workspace.
  - Migrated faculty and staff email from Exchange 2003 to Exchange 2010 and offered an optional firstname.lastname@wsu.edu to standardize email naming conventions.

- **Other projects.**
  - Increased power capacity and cooling efficiencies for the University's data center in the Information Technology Building.
  - Continued transition away from a stand-alone server model to a virtual server model. This virtualization utilizes a large number of compact blade servers to provide a more stable, faster, and efficient computing environment using less energy, resources, and space.
  - Replacing the outdated analog phone system with a digital voice-over-internet-protocol (VOIP) technology.[14] Deploying the VOIP system allows the University community to leverage the convergence of the data and voice systems, gaining improved voice quality, reliability, and future expansion opportunities for unified messaging.

Exhibits 2.G.5

#	Technological Systems and Infrastructure	Evidence
1	Information Services (IS) Strategic Plan	infomedia.wsu.edu/strategic-plan
2	Student Information Systems Project Description	sis.wsu.edu
3	Zzsusis FAQs	wsu.edu/psportal/pages/help.html
4	General University Classroom Technology Support	ams.wsu.edu/ClassroomTech/Splash.aspx
5	Lecture Capture System	wsu.tegrity.com
6	Web Conferencing System	webconf.wsu.edu
7	Angel Online Learning Management System	lms.wsu.edu
8	Upgrade to Angel 8.0 Announcement	wsutoday.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=32017
9	Academic Media Services Videoconference System	ams.wsu.edu/Videoconference/Splash.aspx
	AMS Videoconference System Room Specifications	ams.wsu.edu/Videoconference/VCClassroomSpecs.aspx
10	High Performance Computing Cluster	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.05_HighPerformanceComputing_Overview_April-2012.pdf

11	Lambda Rail Pacific Northwest Gigapop Idaho Regional Optical Network (IRON)	www.nlr.net pnw-gigapop.net www.ironforidaho.net
12	Wireless Upgrade Project	wsu.edu/wireless
13	Voice-over-IP (VOIP) Telephone System Project	voip.wsu.edu
14	Email Migration to Exchange 2010	infotech.wsu.edu/email/exchange/index.html

2.G.6 Technological Support and Services

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

The University provides multiple avenues and resources for faculty, staff, and students to support their effective use of technology and instructional systems. These resources include a centralized IT Help Desk, Coug Tech student help desk, instructional technology training and support, and training and professional development opportunities offere to all employees.

Technology Support[1]
The centralized IT Help Desk provides primary support for all technology systems available to the University community. The help desk provides phone, online, email, and walk-in support for the technology systems used in the day-to-day operations of the institution. More student-focused support is offered via the student-led CougTech Help Desk and Tech Store.

Training and Professional Development
Training and support for the effective use of instructional technology are provided as a cooperative and collaborative institutional effort.

- Training and support for use of classroom technology available within the general university classrooms (GUCs) is provided by Academic Media Services (AMS).[2]

- WSU Online provides ongoing training and support for online teaching and learning technologies.

- AMS and WSU Online collaborate with the Office for the Assessment of Teaching and Learning (ALT) to provide a One-Stop-Shop approach to the technology support needs of the institution.[3]

WSU provides a variety of professional development and training opportunities to support the effective use of technology related to programs, services, and institutional operations. These training opportunities include online, instructor-led, and videoconference sessions at all campus locations. The technology approaches used for these activities enhance and streamline the training, reduce the costs of training, and provide easy access to all campuses and employees institution-wide.

- **Training for programs and services** on the effective use technology systems is a coordinated effort and utilizes resources from Human Resources Services, Information Services, and the online learning system Skillsoft.[4]

- **Training for institutional operations** is coordinated by Human Resources Services and addresses specific operational needs. These instructor-led trainings are offered to all campus locations via videoconferencing as well as in face-to face sessions.

- **Training for new ERP student information system (zzusis)** is coordinated by the zzusis project training team and provides faculty and staff with training focused on the tasks and roles that end-users need to complete their jobs, and how those tasks are performed in the new system.

Exhibits 2.G.6

#	Technological Support and Services	Evidence
1	IT Help Desk and Coug Tech	infotech.wsu.edu/helpdesk
2	Academic Media Services (AMS)	ams.wsu.edu/ClassroomTech/Training.aspx
3	WSU One Stop Shop	teach.wsu.edu/resources
4	HRS Employee Training and Development	hrs.wsu.edu/HRS%20Training%20Home%20Page
	WSU Instructor Led Trainings	hrs.wsu.edu/WSU%20Instructor-Led%20Training
	HRS Training and Development Plan WSU Online Training System (Skillsoft)	hrs.wsu.edu/File/Training%20and%20Development%20Plan.pdf hrs.wsu.edu/skillsoft (requires login)

2.G.7 Technological Infrastructure Planning and Input

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

WSU technology leadership, support staff, and constituencies collaborate across the University to develop effective technological infrastructure. Several Information Technology committees meet on a regular basis, and new committees are formed as needed for special IT-related projects, such as the student information systems project (zzusis). Groups and committees gather faculty and staff input. All groups work to ensure that the strategic University goals are met.

Standing committees include:

- **Area Technology Officers (ATO)**[1] are IT leadership from different units across campus. ATO meets monthly to discuss current technology issues and to address concerns with the central IS leadership.

- **Information Technology Leadership Team (ITLT)**[2], led by the vice president of information services and CIO, meets bi-weekly. The ITLT includes central IS leadership and senior leadership from all WSU branch campuses, WSU Online, WSU Libraries, and the chair of the ATO.

- **General University Classroom (GUC) Committee**[3] consists of faculty, staff, administrative personnel, deans, and IT staff and meets each semester to discuss instructional needs within the classrooms and develop plans to support those needs.

Groups for specific IT projects include:

- **Student Information System Project Teams**[4] were formed for the implementation of zzusis, the new student information system—both a project steering committee and communication committee. The steering committee included senior leadership from IS as well as representatives from Enrollment Management, Registrar's Office, Business and Finance, Budget Office, Institutional Research, and Washington State Department of Information Services. The steering committee provided leadership, decision-making, accountability, and communication for all items related to the project.

Exhibits 2.G.7

#	Technological Infrastructure Planning and Input	Evidence
1	Area Technology Officers (ATO): Technology support personnel within the colleges and departmental areas	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.07_ATO_Membership.pdf
2	Information Technology Leadership Team (ITLT): Technology leaders from all campuses and support services on campus	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.07_ITLT_Membership.pdf
3	General University Classroom (GUC) Committee	provost.wsu.edu/classrooms/overview/GUCmembers/index.html
4	Information Services Team Project List Zzusis Project Committees	accreditation.wsu.edu/exhibits/2013-year-three-report/2.G.05_%20Information%20Services%20Projects.pdf sis.wsu.edu/team.html

2.G.8 Technological Planning and Updates

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

WSU Information Services supports the University mission by continually upgrading and improving the technological infrastructure to provide ongoing support for the operations, programs, and services offered by the institution. The IS strategic plan[1] guides its vision and provides direction to develop an

infrastructure that supports the best available technology services that contribute to the achievement of University goals.

The Information Technology Leadership Team (ITLT) led by the vice president of information services and CIO, meets regularly to discuss the technological needs of the institution, to develop project plans for exploring new technological directions, and to ensure that our infrastructure is equipped to meet the needs for both current and future information technology needs.

Exhibit 2.G.8

#	Technological Planning and Updates	Evidence
1	WSU Information Technology Strategic Plan	infomedia.wsu.edu/strategic-plan/index.html

Conclusion

Conclusion

As demonstrated in this Year Three Report, Washington State University is managing its resources and capacity effectively to fulfill its mission and accomplish its core themes.

WSU is successfully weathering ongoing economic stresses in the form of substantial budget cuts, the most severe crisis the University has faced in recent years. At all levels, the institution is working proactively to address the current challenges. While overall staffing is down, units have reorganized and implemented efficiency measures to succeed in the new landscape. On all campuses, we have seen units—programs, services, and operations—rise to the challenge to become more innovative and efficient, supporting quality education with higher enrollments and limited resources. Despite multiple years of reductions in state funding, the University has increased other revenues and made significant achievements that support its mission and strategic goals.

As described in the preface, recent accomplishments include:

- Establishing the Paul G. Allen School for Global Animal Health.

- Forming the Biomedical and Health Sciences Center in Spokane.

- Upgrading student information computing systems.

- Nearly doubling research grants to $390 million annually.

- Expanding access to WSU educational offerings on branch campuses and through the new Global Campus online.

- Significantly growing enrollment and increasing the diversity of the student body.

- Constructing new residence halls and renovating two historic residence halls.

- Enhancing institutional pride and enriching the Cougar experience through athletic enhancements and Alumni Association expansion.

- Completing more than half of a capital campaign to raise over $1 billion by the year 2015.

We have redesigned general education, invested in technology to support instructional as well as student services, increased online education opportunities, and launched a number of pioneering interdisciplinary degree programs to serve the State of Washington and emerging professional needs. We are growing our research enterprise, increasing the number of Ph.D. graduates, and striving to maintain the quality of undergraduate instruction in order to emerge from the current economic challenges as a stronger institution. WSU is planning and taking action to meet its strategic goals, even in an environment of severely constrained state resources.

In the upcoming months and years, WSU will continue to build capacity to meet its mission and goals. A key initiative in support of our strategic goals was the implementation of the University's new student information system (zzusis), which was accomplished on time and within budget. However, as with any project of magnitude, it was not without its challenges to resolve. Realigning our student services

business processes with new enterprise technology touches every aspect of the University community. While the new system will provide improved functionality, more accurate data, and new efficiencies in the workplace, there is more to be accomplished. We continue to make progress in transforming the University culture with zzusis training opportunities, information sharing, and support from the SIS project teams and IT staff. We are also exploring the resources needed to enhance our financial and personnel systems as the second phase of this project.

In July 2012, WSU launched the Global Campus, its fifth campus and first new campus since 1989. The Global Campus is intended to provide a 21st century realization of WSU's land-grant mission to bring education, research, and training opportunities to people beyond campus boundaries. In the upcoming months and years, the institution will involve key constituents as we explore opportunities and innovations to develop and fully incorporate a virtual campus into academic programs and instruction, services, and assessment. Our virtual campus offers new avenues of capacity-building for the institution.

WSU has also enhanced and systematized educational assessment in academic programs institution-wide. WSU has taken significant steps to improve the University's assessment process, developing effective assessment systems and practices in all undergraduate and graduate programs, and improving the reporting and use of assessment at the institutional, college, and program levels at all campuses. The University has achieved this through centralized coordination, a strengthened infrastructure for assessment, and by articulating and supporting departmental responsibilities for effective assessment, as detailed in our response to Recommendation 2 (2009) (see Addendum I). With continuing input from departments and academic leadership, the system is intended to be responsive, useful, and sustainable. The institution believes it now meets the assessment standard of Recommendation 2 (2009).

We are working in an environment of great change, in which the results of all actions may not be clear for some time; inevitably there is some uneasiness at all levels of the institution. Some members of the community find this environment of change and challenge exhilarating, while others, understandably, feel anxious about their own employment or careers, or those of co-workers. University leadership communicates regularly with the WSU community to minimize the negative impacts on employees, and works with committees, involving key constituents in decision-making.

Transparent communication strategies, used by leaders and across the University, have had a profound, positive impact on shaping our response to major challenges in recent years, as described in our response to Recommendation 3 (2009) (see Addendum II). As needs evolve, WSU will adjust these strategies to ensure continued effective communication across the entire WSU community. With these comprehensive efforts, WSU believes that the University clearly communicates with and appropriately involves its constituencies, and that it has fully addressed the concerns expressed in the commission's 2009 recommendation and standards.

The WSU strategic plan for 2008-13 will drive the University forward, whether resources are scarce or abundant. As we develop the strategic plan for 2014-2019, adjustments will be considered. A committee led by the provost is reviewing our successes and challenges to date, based on indicators that measure the University's effectiveness in fulfilling its plan. Continuously analyzing and using the results of these indicators to make decisions about priorities, programs, and budgets keeps the University's actions aligned with its mission. Based on this analysis, this committee will recommend updates to begin community dialogue for crafting the 2014-2019 strategic plan.

WSU has worked hard to become more efficient across the institution and more focused in its resource allocation, increasing revenues despite successive years of budget cuts. The University continues to invest in technology, both to improve support for today's digital learners and to make strides in research, which grows sciences and industries for the state and the world.

Since the last NWCCU report, WSU enhanced its program of assessment, redesigned general education programs, and worked to better engage the University community on matters of policy and decision-making. As with so much of higher education today, WSU has to contend with an environment of change. But what emerges from these last few years is a University positioned to rise to challenges and to meet accreditation standards, while remaining steadfast in its mission as a land-grant institution.

Reader Resources

Reader Resources

Required Resources
Basic Institutional Data Form: accreditation.wsu.edu/exhibits/2013-year-three-report/Basic_Institutional_Data_Form.pdf
University Catalog: catalog.wsu.edu
Schedule of Classes: schedules.wsu.edu

WSU Accreditation Site
accreditation.wsu.edu

Institutional Resources
Strategic Plan: strategicplan.wsu.edu
2008-2013 strategic plan includes the vision, mission, values, and strategic goals of the University.
Organizational Chart: president.wsu.edu/orgcharts
2010 organizational chart describes the organizational structure of the University.
Quick Facts: about.wsu.edu/about/facts.aspx
2011-2012 Facts and Figures provides key information about the University.
Pullman Campus Master Plan Update: www.cpd.wsu.edu/CampusPlanning/MasterPlanUpdate
2012 update describes long range planning for the development of the Pullman campus.

Administrative Resources
Business Policies and Procedures Manual (BPPM): public.wsu.edu/~forms/manuals.html
Education Policies and Procedures Manual (EPPM): facsen.wsu.edu/eppm
Executive Policy Manual (EPM): public.wsu.edu/~forms/manuals.html
Safety Policies and Procedures Manual (SPPM): public.wsu.edu/~forms/manuals.html

Academic Resources
Faculty Manual: facsen.wsu.edu/faculty_manual
Seven Goals of the Baccalaureate: ugr.wsu.edu/faculty/7goals.html
Undergraduate degree requirements are rooted in seven learning goals and outcomes.
UCORE: ugr.wsu.edu
University Common Requirements (UCORE) form WSU's general education curriculum.
Writing Program: universitycollege.wsu.edu/units/writingprogram
Writing support for undergraduate and graduate students and instructional support for faculty.

WSU Accreditation Lead Units
Office of the Provost: provost.wsu.edu
Graduate School: gradschool.wsu.edu
Institutional Research: ir.wsu.edu
Office of Assessment of Teaching and Learning: atl.wsu.edu

Contributors
accreditation.wsu.edu/accreditation-teams.html

Addendum to
Year Three Report

Addendum I
Response to Recommendation Two: Educational Assessment

1. Executive Summary

NWCCU Recommendation on Educational Assessment: Implementation of the educational assessment plan remains inconsistent across the University, despite promising starts and a number of exemplary successes in selected programs. The Commission recommends that the University continue to enhance and strengthen its assessment process. This process needs to be extended to all of the University's educational programs, including graduate programs, and programs offered at the branch campuses.[1]

In 2009, NWCCU noted that WSU's educational assessment plan was not applied consistently across programs and did not adequately include graduate and branch campus programs. Since then, WSU has taken significant steps to improve its assessment process and apply lessons learned over the past five years. These efforts have focused on three main areas: centralized coordination and strengthened infrastructure for assessment, departmental responsibilities and foundations for effective assessment, and use of assessment results. WSU can demonstrate progress in all aspects, as evidenced by 100 percent of all degree-granting programs reporting on assessment and use of assessment results in 2012. Similarly, institution and college leadership use assessment in decision-making and strategic planning on a regular, ongoing basis.

Coordination and Infrastructure

WSU has restructured support, hired new staff, extended assessment to all of the University's educational programs, and improved reporting and use of assessment results across the institution. As part of these enhancements:

- The **Office of the Provost** has developed assessment policies, coordinated assessment units that work with academic programs, and facilitated ongoing communication among colleges, campuses, and leadership for effective assessment and capacity-building.

- The **Office of Assessment of Teaching and Learning (ATL)** and the **Graduate School** have implemented a centrally-coordinated assessment system for reporting requirements and good practices for all undergraduate and graduate programs, and ensure that assessment results are shared with college, campus, and University leadership on a regular basis.

Departmental Responsibilities and Assessment Foundations

Responsibilities have been clarified and foundations put in place, including:

- Departments have established assessment committees or designated faculty members to coordinate assessment, address bottlenecks, develop capacity, and increase sharing and use of assessment data. Faculty members play a critical role in collecting, analyzing, reviewing, and using assessment to improve their programs.

- All WSU programs, including graduate programs and programs at the branch campuses, have the essential elements of assessment in place: an assessment plan, student learning outcomes, and at least one direct and one indirect measure to assess student learning or achievement.

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[1]In this report, "branch campus" is used as defined by the NWCCU to designate the WSU campuses in Spokane, Tri-Cities, and Vancouver (sometimes referred to as "urban campuses").

Use of Assessment Results

All WSU programs have submitted undergraduate self-study reports and/or graduate assessment review reports summarizing how assessment is used to inform practices to enhance student learning achievement.

Thus, WSU has enhanced and integrated its assessment system and capabilities at the institution, college, and program level at all campuses. Details about WSU's assessment system and recent improvements are described in this report.

2. WSU Context and Strategy for Systematic Assessment

WSU academic programs vary considerably, comprising a complex system with 12 colleges and divisions distributed over four campuses.[2] As a land-grant University, WSU's academic programs seek to meet the evolving needs of higher education in the state of Washington, and an increasing number of programs are interdisciplinary or inter-college to meet new demands for professionals and researchers.[3] Undergraduate education includes 52 degree-granting programs, a general education program (UCORE), and an Honors program. WSU offers 46 doctoral programs, 67 master's programs, and professional degrees in pharmacy (PharmD) and veterinary medicine (DVM). More than one-third of the undergraduate and one-quarter of the graduate programs are professionally accredited and use assessment to address standards for professional accreditation.[4] Some undergraduate programs make a significant contribution to general education or gateway coursework for other majors, particularly in STEM disciplines.

In this context, the assessment and reporting system implemented over the past five years is flexible and diverse. WSU has moved to a centrally-coordinated assessment and reporting system that sets requirements and identifies key good practices for all academic programs. Departments retain primary responsibility for their own assessment systems, however, with assessment reporting lines and support that include college and campus leadership. Rather than pursuing a rigid one-size-fits-all procedure, this system respects WSU's complex academic environments and the wide-ranging needs of different academic programs and campuses. In this spirit, University-level assessment coordination and support was revamped in 2011.

3. Centralized Coordination

WSU's administrative infrastructure for assessment is centrally coordinated. The Office of Assessment of Teaching and Learning (ATL), the Graduate School, and Institutional Research (IR) report to and are resourced through the Provost's Office. ATL, the Graduate School, and IR collaborate on ways to support best practices in program assessment, build assessment capacity, and align reporting adapted for the significantly different contexts and priorities of undergraduate versus graduate programs. These offices

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[2] WSU Colleges and Divisions: Agricultural, Human, and Natural Resource Sciences (CAHNRS); Arts and Sciences (CAS); Business (COB); Education (COE); Engineering and Architecture (CEA); Graduate School; Health Sciences (Division); Honors; Edward R. Murrow College of Communication; Nursing (CON); Pharmacy (COP); and Veterinary Medicine (CVM).

[3] For example, health science programs on the Spokane campus offer curricula that integrate courses, concepts, and faculty in nursing, pharmacology, and physical therapy. In the newly-created School of the Environment, the curricula integrate courses, concepts, and faculty in earth sciences, wildlife management, and environmental sciences.

[4] Accredited programs range from health professions such as nursing and pharmacy to technical fields such as engineering and architecture, as well as programs in education, music, and business.

work with college leadership at Pullman and the branch campuses to provide a consistent message about the value and necessity of quality assessment. Deans, associate deans, vice chancellors, and academic directors set expectations among faculty for implementing and reporting assessment. Through leadership coordination, WSU is implementing a system-wide structure of accountability for assessment.

WSU's system for assessment conforms to the Faculty Senate's policy on Assessment of Student Learning[5] and applies to students graduating from every undergraduate, graduate, and professional degree program. Updated in 2009, this policy requires each program to develop a plan for assessing the quality of students who are about to receive degrees, demonstrate improvements over time, and provide regular reports to the provost of assessment results.

Figure 1: WSU's University System of Assessment
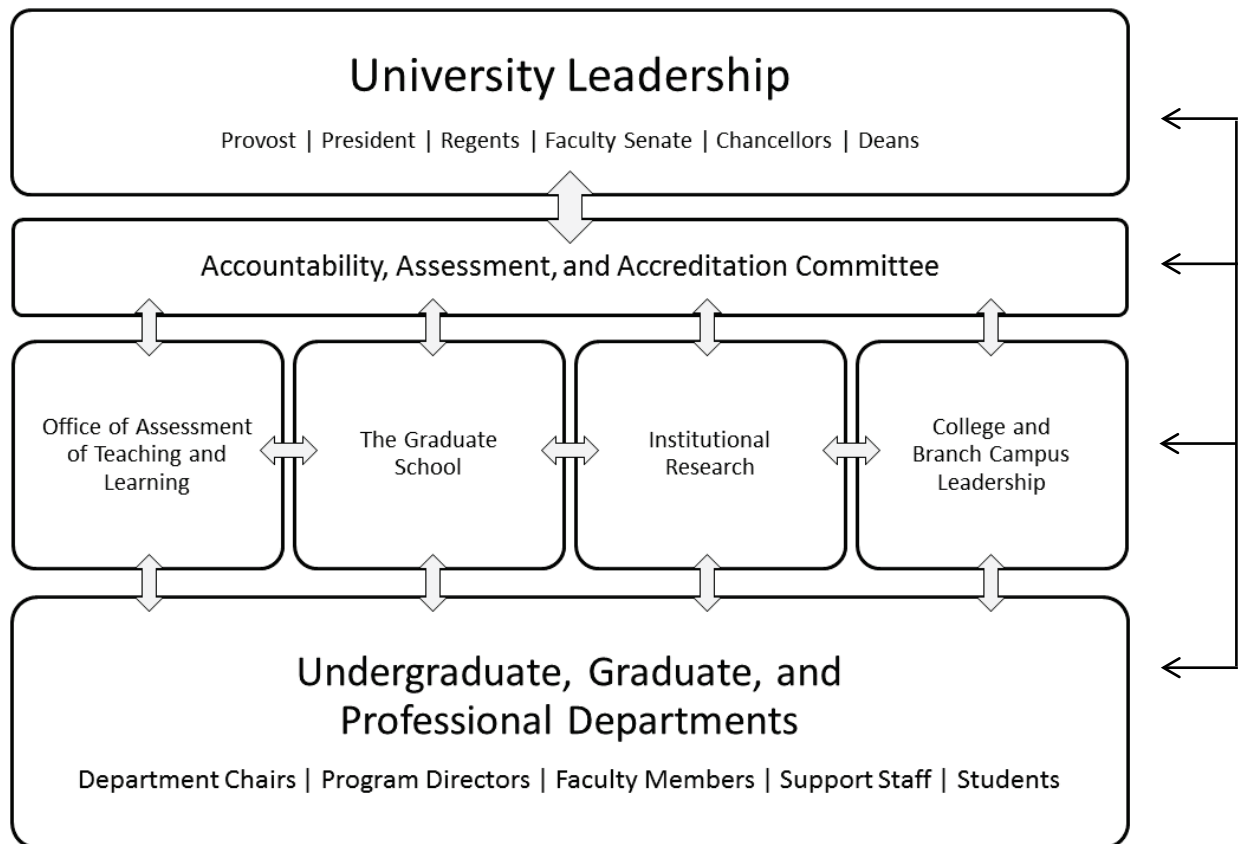
3.A. Leadership from the Office of the Provost
Since early 2011, leadership has reallocated resources and revised structures to improve the University's assessment system and regional accreditation processes. Leadership acts to develop assessment policies for the institution, consistent with policies approved by the Faculty Senate (see appendix for Executive Policy #29, 2009, and the Educational Policies and Procedures Manual).

The Office of the Provost coordinates three units that assist the University, colleges, and degree programs to implement useful assessment and meet regional accreditation requirements: 1) The Office

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[5]EPPM: facsen.wsu.edu/eppm/AssessmentStudentLearning.pdf.

of Assessment of Teaching and Learning for undergraduate program assessment; 2) The Graduate School for graduate and professional program[6] assessment; and 3) The Office of Institutional Research.

These three units monitor and use institutional data and assessment results from programs and colleges to inform strategic planning and decision-making. They facilitate ongoing communication and problem-solving for effective assessment and capacity-building, including the following ways:

1. Involve leadership and establish committees as needed. Currently, these include a standing Accountability, Assessment, and Accreditation Committee (see below), regular meetings of the provost and deans, and special meetings of the Provost Council (for example, June and August 2012).
2. *Accountability, Assessment, and Accreditation Committee*: This committee meets bi-weekly to engage in sustained conversation about assessment and its use at WSU, coordinate the flow of data and dialogue, refine infrastructure and coordinate resources, and lead and monitor systems of assessment and evaluation for data on fulfillment of WSU's mission and core themes and student learning achievement. The committee also provides regular assessment and accreditation updates to the provost, president, and regents. Membership consists of the:

   > Vice Provost for Academic Affairs
   > Vice Provost for Undergraduate Education
   > Vice Provost for Academic Policy and Evaluation
   > Special Assistant to the Provost
   > Interim Director of Institutional Accreditation and Director of Assessment of Teaching and Learning
   > Director of Institutional Research
   > Associate Dean of the Graduate School

This membership enables regular communication and complementary efforts among University leadership, general education, and assessment and academic program review in undergraduate, graduate, and professional programs. The committee provides periodic assessment updates to the University.

3.B. Infrastructure
WSU has improved its infrastructure to help extend the University's assessment process to all programs and campuses and has improved the collection and use of assessment data at the program and college levels. Recent investments focus on four areas:

1. *UNDERGRADUATE: Office of Assessment of Teaching and Learning (ATL)*
   WSU launched the Office of Assessment of Teaching and Learning in 2011, replacing the Office of Assessment and Innovation. ATL has accelerated undergraduate program assessment at WSU in a number of ways.

   a. Mission: Narrowed its focus to the assessment of undergraduate teaching and learning.

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[6]WSU professional programs are the Doctor of Pharmacy (PharmD) and the Doctor of Veterinary Medicine (DVM) programs.

b. Support: Implemented more supportive approaches to assist programs, colleges, and campuses in their assessment efforts and help faculty build capacity in educational assessment.

c. Reporting: Improved annual assessment reporting by programs. ATL aggregates and summarizes annual program assessment results for the colleges and University and contributes to periodic assessment updates to institutional leadership and the board of regents (see Appendix A).

d. Advancement: Developed annual initiatives to advance WSU's assessment capacity and efforts, applying findings from national literature on assessment,[7] including:

    i. Key Elements of Assessment (2012): Identified key elements of effective assessment required for all undergraduate programs by 2012 and provided support to programs as needed (see Appendix B and C).

    ii. Uses of Assessment in College and Campuses (2012): Collected input from leadership in all colleges on use of assessment in decision-making or strategic planning (see 5.C. Colleges).

    iii. Assessment Inventory Survey / Data Audit (2011): Completed a data audit survey in 2011 to provide a snapshot of current assessment activities in each program and college (see Appendix A).

e. Communication: Facilitated regular dialogue about sustainable assessment and use of data to meet evolving needs of programs, colleges, and the institution (see Addendum 1 3.C. Communication), including:

    i. Annual meetings with deans, associate deans, and vice chancellors.

    ii. Participation with the Liaison Council for Undergraduate Assessment and Provost's Council, as well as in college or departmental assessment meetings.

    iii. ATL assessment specialists working directly with programs and colleges.

2. *GRADUATE: The Graduate School*
The Graduate School uses "a performance-driven model for routinely assessing and evaluating the quality of graduate and professional programs," in place since 2006.[8] Graduate and professional program assessment is designed as an ongoing, iterative process that evaluates the quality and effectiveness of programs, stimulates program planning and improvement, and encourages programs to develop in directions that support the University's mission and strategic priorities.

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[7]NILOA (National Institute on Learning Outcome Assessment). *From Gathering to Using Assessment Results: Lessons from the Wabash National Study* (Blaich and Wise, 2011).
[8]GEC Report, 2006, p.4.

During the last two years, the Graduate School has improved the quality, coordination, and consistency of assessment implemented across the institution through the following actions:

   a. Support: Provides guidance, technical resources, and dedicated staff support to programs to help ensure or increase use of assessment data for decision making and program improvement.

   b. Communication: In early 2012, the Graduate School met with associate deans, academic directors/vice chancellors, and key faculty to ensure that all graduate programs have assessment plans in place and are using assessment data to improve student learning outcomes and inform decision making on a regular basis.

   c. Program Review: Recent initiatives include:

      i. Conducted a University-wide survey administered in spring 2011 to all graduate students regarding perceptions of their program and faculty, mentoring, assistantships, and student climate (see Appendix A).

      ii. Worked with Institutional Research to develop program profiles with disaggregated data enabling program-level analysis for all graduate and professional programs (2010-12).

      iii. Reviewed all Ph.D. programs; shared disaggregated data from graduate school survey, program profiles, and institutional sources with chairs and program directors; and discussed opportunities for program improvement.

      iv. Met with all master's and professional program directors to discuss their assessment plans and reporting requirements (2013).

   d. Reporting: Implemented annual reporting, asking all graduate and professional programs to submit assessment review reports describing how they use assessment data to improve student learning or enhance decision-making. (For additional information, see Appendix A for the Graduate and Professional Program 2012 Assessment Review Summary Report.) Aggregated and reported program assessment data to support WSU accreditation and shared results with University and college leadership; contributed to regular assessment updates to institutional leadership and the board of regents.

3. *Institutional Research*: IR offers expertise, tools, and resources for using institutional data and provides academic units with access to institutional data and disaggregation for program-level analysis.

4. *Colleges and Branch Campuses*: College and campus leadership engages regularly regarding the assessment of undergraduate and graduate programs. Communication and decision-making among the colleges, branch campuses, and the Provost's Office has improved through various initiatives. For example, colleges and branch campuses:

      a. Have established college or campus assessment committees.

      b. Review annual college-level summaries of undergraduate, graduate, and professional program assessment.

      c. Strategically allocate resources to support assessment in their college (see 5.C. College).

      d. Participate in regular or additional discussions to support assessment priorities and address current concerns (see 3.C. Communication and 4.C. Branch Campuses).

5. *Other Academic Structures:* UCORE Course Review and New Degree Program Approval Process

      a. *General Education and Catalog Sub-Committee.* The approval process for courses in the new general education curriculum requires clearly identified learning outcomes and assessment.

      b. *New Degree-Program Approval Process.* To be approved, all new degree programs proposed must include an assessment plan.

3.C. Communication

To develop and maintain educational assessment system-wide in a way that is useful and sustainable for diverse programs, WSU has devoted time and resources to communication through formal and informal channels. These include:

1. *Access for Administrators, Faculty, and Staff*: ATL and the Graduate School are available to college and department leadership and faculty to discuss concerns, answer questions, and provide resources. Each unit meets at least annually with leadership in the colleges and campuses and meets with chairs and college or campus assessment committees upon request.

2. *Liaison Council for Undergraduate Assessment*: ATL established the Liaison Council as a regular forum for sustained discussion and development of educational assessment practices and use, with representation from the Provost's Office and leadership from all colleges and campuses. Council meetings offer a forum for professional development to gradually build assessment expertise and capacity at the college and campus level. Regular representation on the Liaison Council has significantly improved communication about assessment among programs, colleges, and campuses (see Appendix A and Section 4.C. Branch Campuses). Through the Liaison Council, associate deans and vice chancellors:

      a. Participate in an institution-wide process for planning, managing, and reporting assessment at the program, college, and institution level and help identify and address concerns as systems, processes, and tools are refined.

      b. Share best practices in assessment and ways to address common bottlenecks to improve workflow and utility.

      c. In 2011, the Liaison Council provided input on a redesigned program report template for usefulness and usability, and on the 2011 program assessment inventory survey developed by ATL.

    d. In 2012, council members reviewed roles and responsibilities for program assessment and the annual flow of assessment data, including multi-campus context, and helped develop tools to promote discussion and clarification of roles and responsibilities in departments and colleges. (See Appendix A for the Wheel of Assessment Roles and Flowchart of Assessment Reporting and 4.C. Branch Campuses).[9]

3. *Assessment Teams*: ATL and the Graduate School meet regularly to discuss and coordinate assessment, taking into account the unique contexts of graduate and undergraduate programs, collaborate on resources and communication with college and University leadership, and discuss ways to streamline reporting and develop infrastructure.

4. *Accessing and Sharing Guidelines and Reports*: WSU's accreditation and assessment websites have been improved and updated. Policies and procedures, accreditation reports, and assessment guidelines are available at:
    a. Public websites:
        WSU Accreditation: accreditation.wsu.edu
        Undergraduate Assessment: atl.wsu.edu
        Graduate Assessment: gradschool.wsu.edu/facultystaff/assessment

    b. Internal SharePoint sites:
        Undergraduate Assessment SharePoint Site: assessment.wsu.edu
        Graduate Assessment SharePoint Site:
        sharepoint.ogrd.wsu.edu/ProgramAssessment/SitePages/Home.aspx

4. Departmental and Program Responsibility: Assessment of Student Learning and Experience

4.A. Summary of Departmental and Program Responsibility

At WSU, educational assessment is discipline-specific. Individual departments and degree programs are responsible for determining their own assessment measures and processes within a framework of good practices identified by ATL, the Graduate School, and any professional or similar accreditation bodies. ATL and the Graduate School have established the following set of expectations and best practices for departmental and program responsibility for assessment:

1. Faculty members have a central role in planning and evaluating all educational programs. Faculty drive the assessment of teaching and learning in their department and affiliated interdisciplinary programs.

2. Department chairs or school directors are responsible for implementing and using effective assessment of student learning and experience in their programs. Faculty assessment coordinators and/or designated faculty members oversee the collection and analysis of

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[9]These are living documents—tools to facilitate assessment systems and help include all academic participants in a complex, multi-campus system. Since January 2012, these tools have been revised and refined and shared with chairs and schools by college and campus leadership. They have been—and will continue to be—useful tools to plan and improve communication and identify gaps in dynamic, responsive assessment systems.

assessment data. Departments review assessment results, direct and indirect measures of student performance, and institutional data to evaluate student learning and overall program quality; chairs or directors report results to college leadership on a regular basis.

3. Department and college leadership ensure that roles and responsibilities for program assessment are clearly communicated and periodically reviewed.

4.B. Support for Departments and Programs
1. *Degree-Granting Programs*: With the above framework of expectations in mind, ATL and the Graduate School have the following systems and processes in place to support program assessment, working with leadership and faculty at the department and college levels:

   a. *Annual Reports*: Departments and programs report annually on assessment results and how assessment contributes to decision-making to improve student learning and experience; reports are submitted to ATL, the Graduate School, and college leadership (see Sections 4.C, 5.A, and 5.B below for highlights of the results of department/ program reporting).

      i. *Undergraduate Degree-Granting Programs*: Since 2009, 100 percent of WSU's undergraduate degree-granting programs have submitted annual assessment reports. Using a template (revised in 2012), programs report on their assessment plans, tools, and measures and on their use of assessment results. They also report about their systems of communication and infrastructure for assessment. An internal website, created by ATL, shares assessment tools and best practices with faculty and University leadership. Materials on this website support faculty development, capacity building, and assessment reporting at the department, college, and institution level. Other ATL assessment resources for undergraduate programs include:
         - WSU Undergraduate Assessment Highlights: atl.wsu.edu/assessment_resources/wsu_assessment_highlights.html
         - WSU Undergraduate Assessment Toolkits: atl.wsu.edu/assessment_resources/what_is_assessment.html

      ii. *Graduate and Professional Degree-Granting Programs*: 100 percent of WSU's graduate and professional degree-granting programs have submitted an assessment review report (described below) to the Graduate School in 2012.

   b. *Ph.D. Program Reviews*: In 2011-12, all Ph.D. programs participated in an updated program review process—an objective process that involved self-study, review of institutional data, and an evaluation of program practices that support student learning and achievement. The review meetings were designed to open up conversation about the program and provide opportunities for faculty to address issues that impact student performance and program quality.

      i. *Ph.D. Program Review Materials*: Each Ph.D. program was asked to submit a copy of their student handbook, assessment plan, student annual reviews, a list of current students with indication of financial support, and a list of recent Ph.D. graduates and their employment history. As this information was collected, the Graduate

School assembled and analyzed a sample of programs of study, catalog courses, program profiles, teacher assignment data, research profile, and 2011 Graduate Student Survey data. (See Appendices D and E for details about the Ph.D. program review process and materials and Section 5.B for details about the 2011 Graduate Student Survey.)

ii. *Ph.D. Program Review Meetings*: In spring 2012, the Graduate School hired an assessment coordinator to assist with the program review process. The Graduate School dean, associate deans, and assessment coordinator met with the department chair and program director for every Ph.D. program offered at WSU. Program faculty and staff were welcome to attend the reviews. All of WSU's Ph.D. programs participated in the program review meetings. (See 5.B for a list of some of the program improvements that have occurred as a result of this process.)

iii. *Graduate School SharePoint Site*: The Graduate School created a SharePoint site for graduate and professional programs. Ph.D. program review documents, best practices, and examples for improving assessment processes were posted on the site so faculty, program directors, and college leadership can easily access these materials. (See Appendix A.)

c. *Mapping Program and College Assessment Systems*: Working closely with academic leadership in the colleges and campuses, ATL has developed the following worksheets to guide programs and colleges:

i. *Wheel of Assessment Roles*. Developed in 2011-2012, this description of roles and responsibilities for undergraduate program assessment was designed to be adapted to each program's unique context. The Wheel of Assessment Roles has helped clarify, improve, and institutionalize assessment structures. (See Appendix A and also Section 4.C. Multi-Campus Undergraduate Programs.)

ii. *Flowchart of Assessment Reporting*. This flowchart for sharing annual undergraduate assessment reports, designed in 2011-2012, is flexible for each program's needs. The flowchart has helped clarify, improve, and institutionalize assessment reporting, including in multi-campus programs (see Appendix A and 4.C. Multi-Campus Program Assessment). In addition, beginning in 2013, department chairs or school directors will submit the annual assessment reports, rather than the assessment coordinators (see Appendix A).

iii. *Assessment Cycle Timeline*. In 2013, ATL and college and campus academic leadership are developing a timeline of key activities in the annual cycle of undergraduate program assessment.

2. *General Education*: In addition to degree-granting programs, WSU's general education assessment is being systematically reported and assumes departmental and program responsibility. The general education program—University Common Requirements (UCORE)—was revised and updated for the cohort beginning in fall 2012. UCORE and its assessment plan are described in Standard 2.C.9 and 2.C.10 of WSU's Year Three Report; both the curriculum and assessment involve a committee with significant faculty input. As part of the curriculum review

process, all courses submitted for UCORE must include student learning outcomes on the syllabus and assessment that aligns with UCORE goals.

4.C. Branch Campuses
Responsibility for assessment on branch campuses and in multi-campus programs lies with the department and its chair or school director; in addition, campus leadership (academic directors and vice chancellors) oversees implementation of assessment on their campuses.[10] These responsibilities are specified in WSU's Executive Policy 29 (see Appendix A). Branch campus programs submit assessment reports or are included in their home department's report (see multi-campus undergraduate programs, below).

Many University-wide changes have affected branch campuses in recent years, including integration of the College of Arts with the College of Sciences, reorganization of several programs, and changes in senior leadership at the Vancouver and Tri-Cities campuses, as well as among WSU vice presidents. An environment of change among WSU programs, colleges, and campuses, as well as changes to faculty and staffing, makes communication and infrastructure a top priority.

Thus, campus and college leadership continue to clarify roles and channels of communication, procedures, and support for assessment among campuses. The evolving Wheel of Assessment Roles (see Section 4.B.1.c. above and Appendix A) is a tool to dialogue about assessment in the unique context of each program, college, and campus. ATL provides resources and support to undergraduate programs on all campuses, including ways to plan and implement assessment across campuses.

1. *Undergraduate Program Assessment on Branch Campuses*: Reporting structures are varied in WSU's complex environment. Assessment in programs based on a branch campus follows the different campus governance structures:

    a. Spokane[11]
        i. Assessment in undergraduate programs based in Spokane is led by the dean and associate dean, with the exception of one program in the division of Health Sciences. Many Spokane-based programs are professionally-accredited or have similar review, such as nursing and education, with long-standing assessment practices and committee structures.

        ii. The Associate Dean of Nursing and the Director of Assessment for Pharmacotherapy participate on the Liaison Council and communicate regularly with ATL.

        iii. The campus uses community advisory councils to get feedback about programs. The nursing advisory council meets four times a year in Spokane and twice a year in Yakima.

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[10]College of Nursing does not have chairs, school, or academic directors; in this college, the associate dean is responsible for program assessment.
[11]Spokane campus includes the College of Nursing, Division of Health Sciences, and College of Pharmacy.

b. Tri-Cities

  i. Assessment at Tri-Cities is led by the Assistant Vice Chancellors, with oversight by the Vice Chancellor for Academic Affairs and coordinated through Academic Council. The Assistant Vice Chancellors implement program assessment plans from the home departments, while the campus retention committee assesses aspects of student persistence and recommends changes in policies and services.

  ii. Reporting lines and responsibilities were changed in 2012 to improve coordination. The campus is clarifying how undergraduate program assessment is implemented, the roles of the Assistant Vice Chancellors and faculty, and coordination with home departments.

  iii. The campus collects assessment data using departmental assessment plans supplemented with student satisfaction surveys and embedded questions on course evaluations.

  iv. The campus uses community advisory councils in addition to its campus-wide council (Advisory Council Tri-Cities) to get feedback about programs and student learning outcomes. The nursing advisory council is in place and meets twice a year; in fall 2012, councils for science and engineering were established and the business council, which existed in the past, re-formed. The Vice Chancellor for Academic Affairs participates on the Liaison Council and communicates regularly with ATL.

  v. The vice chancellor for academic affairs participates on the Liaison Council and communicates regularly with ATL.

c. Vancouver

  i. Assessment is led by the academic directors, with oversight by the Assistant Vice Chancellor for Academic Affairs, and support from the Director of Assessment.

  ii. In 2012, the Vancouver campus a) established syllabus guidelines that require learning outcomes on all syllabi, b) identified a need for its own campus-level assessment group, to ensure effective communication about assessment reporting and to support assessment activities, and c) began developing a flowchart of assessment reporting for campus-based programs.

  iii. Vancouver is developing a set of indicators to guide strategic planning about programs at the campus level, and building a flexible suite of data – assessment, college and institutional, and environmental.

  iv. The Assistant Vice Chancellor for Academic Affairs participates on the Liaison Council and communicates regularly with ATL.

  v. The campus uses community advisory councils to get feedback on programs. The nursing advisory council meets twice a year.

2. *Multi-campus Undergraduate Programs*: Since 2011, assessment in multi-campus programs has been an area of focus for the University, identified as a goal in the 2011 institutional assessment

report (see appendix). ATL has worked with leadership to better define assessment structures and processes among campuses and identify areas for improvement. Leadership has invested time in regular conversations about assessment and taken steps toward illuminating assessment responsibilities in multi-campus governance,[12] including:

a. Liaison Council participation by campus and college leadership, for system-wide discussions to clarify and improve the coordination of multi-campus program assessment and data-sharing (see also 3.C.2).

b. College-level committees tasked with assessment generally include representation from all campuses in the college.

c. In 2012, annual undergraduate assessment reports requested more information about communication in multi-campus programs to clarify the picture at WSU and highlight effective systems and areas for attention. Most multi-campus programs report they are planning assessment among their campuses (see Figure 2 below and 2012 Institution-Wide Summary Report in Appendix A).

Figure 2: Planning Assessment among Campuses

WSU Undergraduate Programs Planning Assessment for One Degree Offered at Multiple Campuses (2012)		
Colleges	Program offers degree on more than one campus	Program's assessment plan includes other campuses
Arts and Sciences	9	6
Business	1	1
CAHNRS	1	1
Education	1	1
Engineering	4	4
Nursing	1	1
Totals	**17**	**14**

d. Improvements for 2012-13:

i. Department chairs or school directors, rather than assessment coordinators, will be required to submit their program's annual assessment report to ATL as well as to their Associate Dean and any Vice Chancellor (for multi-campus programs). This improves WSU's assessments system by a) placing assessment in the existing lines of reporting and decision-making, and b) aligning communication with the roles and responsibilities for program assessment.
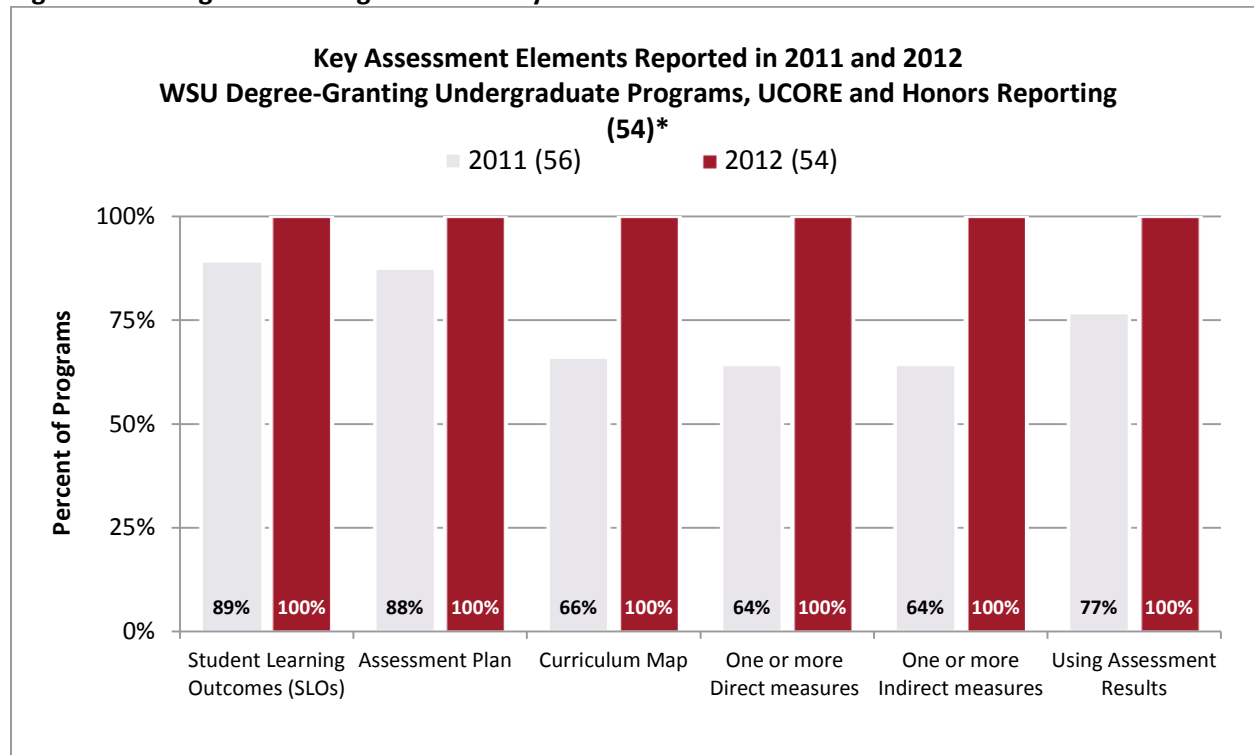
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[12] In the national context, developing communication plans and engaging in complex conversations about assessment data have been identified as areas for improvement and innovation (see *From Gathering to Using Assessment Results: Lessons from the Wabash National Study*, Blaich and Wide, 2011).

ii. Programs are reviewing and adapting the Wheel of Assessment Roles (see Appendix A).

iii. Multi-campus programs are reviewing and adapting the Flowchart of Assessment Reporting (see Appendix A).

iv. ATL has visited each campus to meet with leadership and committees tasked with assessment oversight.

3. *Graduate Program Assessment on Branch Campuses*: Ph.D. graduate degree programs are administratively based in Pullman, regardless of where students are conducting research or taking classes, except for the Ph.D. in Nursing, which is based in Spokane, and the Doctor of Nursing Practice program in both Spokane and Vancouver. This is also true for many, but not all, of the master's programs. Some branch campuses have distinct master's programs such as the Mechanical Engineering and Computer Science program in Vancouver and the Speech and Hearing Science program in Spokane. Program assessment is planned and data is included in assessment review reports from all campus units with administrative responsibility for their programs. The professional programs Veterinary Medicine (DVM) and Pharmacy (PharmD) assess all their students per their professional accreditation requirements. In addition, several graduate programs, such as the MBA and MAcc, are officially accredited by their professional accreditation organizations and must meet those accreditation standards.

4.D. Systems and Practices for Assessment of Student Learning and Experience
Departments and programs are implementing a variety of good practices that support assessment and build an infrastructure for assessment. The following data are drawn from annual reports that cover programs on all campuses.

1. Undergraduate Programs
   a. *Key Elements of Effective Assessment*: All undergraduate programs have all key elements of assessment (student learning outcomes, an assessment plan, a curriculum map, one or more direct measures, one or more indirect measures, and recorded use of assessment), in place as of fall 2012. ATL worked with programs to develop those elements to best suit each program's context and priorities. (See Figure 3 and Appendix B: Glossary.)

Figure 3: Undergraduate Programs with Key Assessment Elements in Place

Key Assessment Elements Reported in 2011 and 2012
WSU Degree-Granting Undergraduate Programs, UCORE and Honors Reporting (54)*

■ 2011 (56)   ■ 2012 (54)

	Student Learning Outcomes (SLOs)	Assessment Plan	Curriculum Map	One or more Direct measures	One or more Indirect measures	Using Assessment Results
2011	89%	88%	66%	64%	64%	77%
2012	100%	100%	100%	100%	100%	100%

Percent of Programs

*Due to program reorganization, the total number of undergraduate programs changed from 2011 to 2012.

b. In 2012, 74 percent of programs considered themselves to be "developing" or "refining" their assessment system, as self-assessed on the scale below. This holistic assessment included the following: 1) how well-developed their process and tools are; 2) to what extent their assessment system is structurally driven with wide participation; and 3) to what degree assessment results are used to improve teaching and learning. (See Figure 4.)

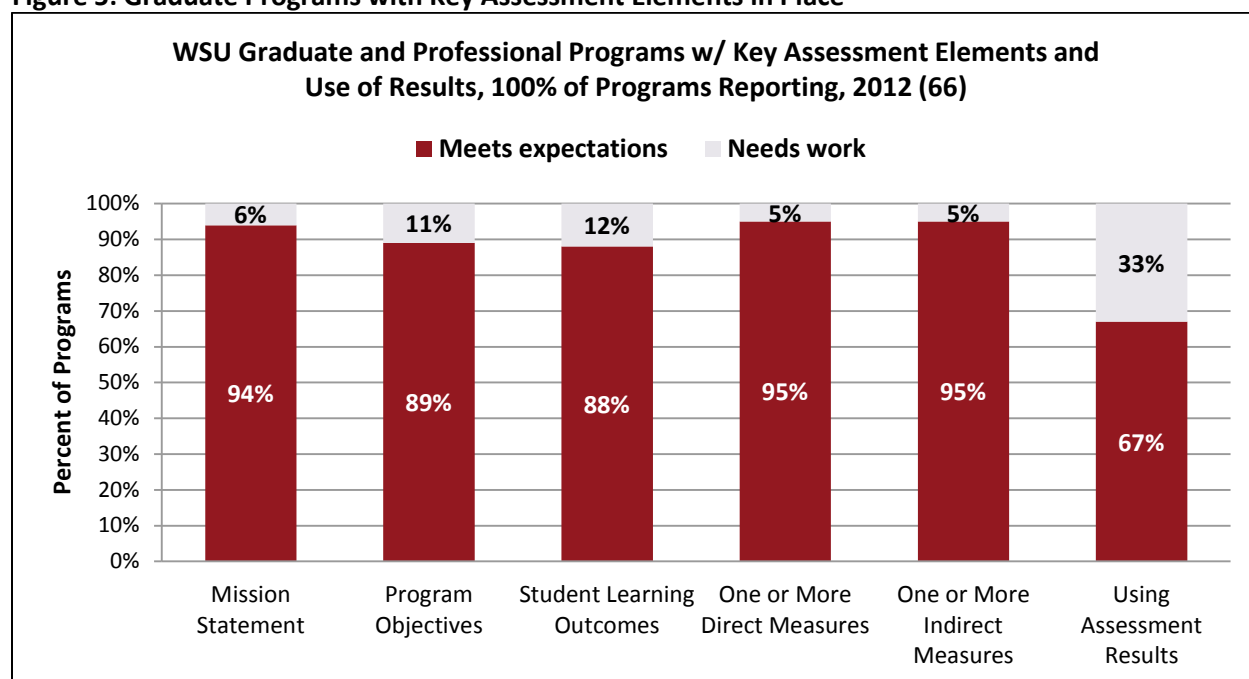**Figure 4: Undergraduate Assessment Systems, Self-Assessed**

Holistic Self-Assessment of Program Assessment System WSU Degree-Granting Undergraduate Programs, UCORE and Honors Reporting (54) Fall 2012			
Number of Programs:	**4** (7%)	**20** (37%)	**20** (37%)	**10** (19%)
Development of Assessment System and Practice	BEGINNING: One iteration of assessment process begun; may be in pilot stage; may not yet have data or data may not yet be shared or discussed	DEVELOPING: Actively adjusting basic process or tools after one iteration/pilot; some sharing and discussion of data; developing system of participation	REFINING: Data regularly shared and discussed through more than one assessment cycle; results used to improve and validate student learning; use of results is being regularly documented	ESTABLISHED: Several iterations of assessment cycle; process is structurally driven with wide participation; process and tools are established but also responsive to changing needs in the program; system is cyclic and used to improve and validate student learning

c. *Undergraduate Assessment Systems and Practices*: Programs are implementing good practices that support assessment and build an infrastructure in the departments. Programs meet with ATL to review and enhance their assessment processes. Regular review of assessment processes helps ensure that programs are appraising authentic achievements and yielding meaningful results to guide improvement. As reported in 2012:

   i.   83 percent of programs publish or otherwise make student learning outcomes available to students. This will be required of all programs by the 2013 annual assessment reporting deadline.

   ii. 74 percent of programs report that assessment leadership has continuity in some way; assessment may be led by a senior faculty member or administrator.

   iii. 78 percent of programs have assessment, curriculum or undergraduate committees which discuss assessment results.

   iv. Areas for improvement:
        • 65 percent of programs report that their faculty discuss results of assessment.
        • 44 percent of programs report that their faculty meetings include a regular time devoted to assessment; and 31 percent of programs have an annual retreat to discuss assessment.

> v. See Appendix A for 2012 Institution-Wide Summary with a complete list of systems and practices.

> d. *Professional Development*: These activities build faculty capacity for assessment and ensure continuity and sustainability of the program's assessment system and activities when there is faculty transition.

> In 2012, 96 percent of undergraduate programs reported some form of professional development related to assessment. (For a full list, see the 2012 Institution-Wide Summary in Appendix A)

>> i. In-house professional development occurred in 65 percent of programs.

>> ii. Faculty attended workshops or a conference session on assessment in 52 percent of programs.

2. Graduate and Professional Programs
   In 2011, the Graduate School restructured and refocused its graduate assessment process to include all graduate and professional degree programs, and began implementing measures to improve the collection and use of assessment data by administrators and program staff at all levels. Graduate and professional programs have made significant progress in their assessment processes, including:
   a. All graduate and professional programs have an assessment plan in place with program objectives, student learning outcomes, one or more direct measures, and one or more indirect measures of student performance, and are using assessment to improve their programs. (See Figure 5) In addition, many programs are professionally-accredited and/or state-reviewed, and frequently include additional, discipline-specific requirements in their assessment planning and review processes (see Appendix D).

Figure 5: Graduate Programs with Key Assessment Elements in Place

WSU Graduate and Professional Programs w/ Key Assessment Elements and Use of Results, 100% of Programs Reporting, 2012 (66)

- Meets expectations
- Needs work

Element	Needs work	Meets expectations
Mission Statement	6%	94%
Program Objectives	11%	89%
Student Learning Outcomes	12%	88%
One or More Direct Measures	5%	95%
One or More Indirect Measures	5%	95%
Using Assessment Results	33%	67%

b.   All graduate and professional programs have an assessment committee and/or a designated faculty member who is responsible for coordinating and reporting assessment for their program or department.

c.   Assessment work is shared and discussed at faculty meetings, graduate studies committees, and/or graduate assessment meetings on a regular basis.

d.   All graduate and professional programs are required to submit an assessment review report to the Graduate School documenting their assessment results and how assessment has contributed to improved teaching and learning and decision making processes at the departmental and/or college level.

e.   In 2012, 59 percent of graduate and professional programs were "developing" or "refining" their assessment system and practice as determined by the Graduate School assessment team. This determination was based on the same scale used for the self-assessment of WSU undergraduate programs: 1) how well-developed their process and tools are; 2) to what extent their assessment system is structurally driven with wide participation; and 3) to what degree assessment results are used to improve teaching and learning. See Figure 6.

Figure 6: Developing Graduate Program Assessment Process and Practice

Developing Program Assessment Process and Practice WSU Graduate and Professional Assessment Review Reports, 2012 (67)			
Number of Programs:	**17** (25%)	**17** (25%)	**22** (33%)	**11** (17%)
Development of Assessment System and Practice	BEGINNING: One iteration of assessment process begun; may be in pilot stage; may not yet have data or data may not yet be shared or discussed	DEVELOPING: Actively adjusting basic process or tools after one iteration/pilot; some sharing and discussion of data; developing system of participation	REFINING: Data regularly shared and discussed through more than one assessment cycle; results used to improve and validate student learning; use of results is being regularly documented	ESTABLISHED: Several iterations of assessment cycle; process is structurally driven with wide participation; process and tools are established but also responsive to changing needs in the program; system is cyclic and used to improve and validate student learning

5. Use of Assessment Results

As detailed in this report, WSU's assessment processes and systems provide the necessary infrastructure for practicing assessment, including the most critical aspect of assessment: using results to improve teaching and learning. Through an improved system of assessment communication and reporting, we have clarified our understanding of how programs are using assessment results. Following are examples of how assessment is being used at all levels—program/department, college, and institutional.

5.A. Undergraduate Program Use of Assessment

All WSU undergraduate programs have reported, at least once in the past two years, the use of assessment results for decisions designed to improve teaching and learning. (Programs used assessment to improve teaching and learning in the past but these decisions were not necessarily reported. ATL required programs to report their use of assessment for the 2012 annual program reports.) See Figure 7 below.

1. Most often the changes designed to improve teaching and learning involved: curriculum (78%), instruction (65%), or advising (48%).

2. 69 percent of programs also used assessment results to improve the assessment process, such as changing methods of data collection or revising student outcomes.

Figure 7: Decisions Informed by Assessment in Undergraduate Programs

Kinds of Decisions Assessment Has Helped Inform (check all that apply) WSU Degree-Granting UG Programs, UCORE, and Honors Reporting (54), Fall 2012	Number of Programs (out of 54)
Programs Using Assessment Results within the Past Two Years	**54 (100%)**
Curriculum (e.g., revise one or more courses for knowledge and skills; revise course sequence or prerequisites; continue or expand a successful course)	42 (78%)
Assessment Processes, Plan, or Infrastructure (e.g., change methods of data collection; revise student outcomes; adjust process or infrastructure to support assessment)	37 (69%)
Instruction (e.g., pilot new instructional approach or assignment; improve communication of SLOs to students and faculty; continue or expand a successful approach or assignment)	35 (65%)
Advising (revise advising practices)	26 (48%)
Faculty, professional development (e.g., opportunity for faculty to apply an aspect of assessment in their own courses; training for faculty on assessment; changing faculty participation in assessment)	15 (28%)
Course Scheduling (modify frequency or schedule of class offerings)	16 (30%)
Facilities (labs, classrooms, etc.)	11 (20%)
Recommendations that involve other units of the university (e.g., units such as libraries, that provide support to other programs)	9 (17%)
TA Training (e.g., introduce or adjust TA training)	8 (15%)

3. *Selected highlights of undergraduate program use of assessment*: Examples below show how program faculty use assessment results to inform decisions designed to improve teaching and learning (examples a and b) and also how they use assessment results to improve the assessment process (example c). (See Appendix A for ATL link to additional examples.)

   a. *School of Economic Sciences (SES)*: Each year, School of Economic Sciences faculty assess the research project results for SES's capstone course using a rubric built to correspond with the program's learning outcomes. Reviewers apply a scale of 1-7 for three broad learning objectives: economic content, critical thinking, and communication. The 2008 assessment revealed that students' weakest area was their ability to identify, apply, and interpret the economic and quantitative tools relevant to their projects. In response, faculty enhanced and enforced the curriculum requirement that 400-level major courses have one or more of the core courses as prerequisites. In addition, most 400-level major courses have a research requirement as a major component of the course with the goal that students would have more opportunities to improve these skills. By the 2010 assessment, major improvements in student performance in this skill area were evident.

b.   *Computer Engineering*: Faculty in Computer Engineering knew that their students were getting the "hard" skills they would need to be successful, such as using modern engineering techniques. Their assessments of course work showed that students on average were performing above "capable" based on their rating scale. What was harder to assess were the "soft" skills, or professional skills, that are crucial for any successful engineer-skills such as an understanding of the global, environmental, and social impact of engineering solutions, and an ability to communicate effectively. As a solution, faculty created a professional skills assessment project in which groups of students were presented with a real-life scenario and prompted to work in online teams to discuss and propose solutions. Faculty assessed the resulting dialogue to identify areas of strength and weakness. Their assessment found, for example, that while students on average were relatively strong in communication, they scored lower in their understanding of ethical responsibility. With this information, faculty are reviewing the curriculum for ways to increase opportunities for students to make improvements in this skill area.

c.   *The School of Music*: Juries assess live student performances, giving feedback and numeric ratings on a variety of skills related to learning goals. In general, these numeric ratings reflect the level of experience and training that students have: higher numbers for juniors and seniors, lower numbers for freshman and sophomores. However, over time, the Music school noticed that there were sometimes anomalies, including lower scores for selected upper-class students. Examining the numbers revealed that anomalies were the result of including ratings for non-majors and music minors among scores earned by music majors , thereby skewing the data. Music eliminated the scores of minors and non-majors in terms of program assessment to get a better indication of students' performances and more precise longitudinal data.

5.B. Graduate Program Use of Assessment

Doctoral programs are making changes to their curricula and/or departmental processes as a result of the Ph.D. program review meetings conducted in spring 2012. (For additional information, see the Graduate School 2012 Ph.D. Program Review Report referenced in Appendix A.) Representative issues addressed by graduate programs include:

1.   Academics/Curricula:

a.   Improved teaching assistantship training and measurement; ensured that teaching experiences are included in the program curriculum and assessment process for graduate students.

b.   Revised or created new professional development opportunities for graduate students in the form of seminars and other 1-credit courses.

c.   Discussed retention issues and developed strategies for increasing student completion rates.

d.   Reduced the number of conjoint courses in their graduate curricula.

e.   Reduced the number of required graded credits (per Graduate School policy).

      f.   Changing grading policy for 800/700/702 credits (from S/F to S/U; per Graduate School policy; to be implemented in fall 2013).

      g.   Updating student handbooks and adding links to University policies and procedures for students and faculty.

2.   Student Assessment/Program Assessment:
      a.   Updating their assessment plan; adding data collection matrices; and incorporating timetables to stay on track with assessment.

      b.   Improving the assessment process and added new types of assessment tools including annual reviews, CVs, focus groups, rubrics, portfolios, exit interviews, TA observations, and employer surveys.

      c.   Revising student handbooks so they include student learning outcomes and expectations for adequate academic progress.

      d.   Improving student annual review process and related forms, ensuring that all students receive meaningful annual reviews.

      e.   Creating strategies for collecting employment data from graduates through faculty contacts, alumni surveys, and social media networks such as LinkedIn.

Several chairs/directors took advantage of the Graduate School's offer for a follow-up meeting regarding assessment; the assessment specialist met with faculty members from these programs to discuss their assessment plans and/or the data they were collecting. To date, these meetings have been very productive and indicate progress in implementing assessment across all graduate and professional programs. In addition, the Graduate School has been coordinating its program review process with ATL in order to complement assessment efforts.

3.   2011 Graduate Student Survey
    In spring 2011 the WSU Social and Economic Sciences Research Center (SESRC), on behalf of the Graduate School, conducted a comprehensive, University-wide survey of all graduate students regarding their perceptions of their program and faculty, mentoring, assistantships, and climate both at the program and University levels (see Appendix A). Program-level and University-level results were shared with graduate chairs and program directors during the Ph.D. program review process, resulting in the following actions for several programs:

      a.   Improving course scheduling and course options to accommodate student needs and degree requirements.

      b.   Identified gaps in faculty advising and providing feedback to students throughout their academic and professional development.

      c.   Took steps to improve the student annual review process and information provided to both faculty and students.

      d.   Met with faculty to address student climate issues identified in the program, on campus, and in the community.

5.C. College-level Use of Assessment

College leadership use assessment results to inform strategic planning and decision-making. In general, decisions involve which strategic initiatives to undertake and which to sustain, what changes (if any) to make to curriculum and instruction, and how to allocate resources to support teaching and learning.

In 2012, each Dean reported on key or representative uses of assessment. The examples below illustrate the range of ways assessment data has been used (organized by category.) Appendix A provides a longer summary for each college.

1. Monitoring Dashboard Data. All colleges monitor "dashboard data" to keep a pulse on the experience and success of its students, and alert deans to areas of possible concern for investigation and further assessment. Examples:

   a. *College of Veterinary Medicine* uses student licensure data to provide an overall indicator of the effectiveness of the DVM program.

   b. *College of Engineering and Architecture* uses freshman interest data from the data warehouse to project which majors should anticipate an enrollment increase and ensure capacity, which guides decisions about resource allocation in the College. Performance patterns collected by instructors in courses to determine student strengths and weaknesses. In addition, retention data is used to make improvements within particular curriculums. Retention rates and support efforts connected to specific initiatives are reported to the Dean and shared with external industry partners, such as Boeing.

2. Curriculum and Instruction/Teaching and Learning. Every WSU college has implemented major initiatives in the last two years to support students and/or to implement assessment procedures. Examples:

   a. *College of Arts and Sciences* used assessment data to determine that the grade in the first math class a student takes a WSU is a predictor of the student's persistence to degree. To support students, CAS has opened a Math Learning Center which provides centralized tutoring and computer labs. The new model proactively applies the best practices in math education, adapted for WSU's context. It also involves significant resource allocation. This initiative is coordinated with institutional leadership and resources (see also 5.d below).

   b. *Murrow College*. A "Digital Initiative" was launched to update and integrate technology across the curriculum. Based on data from environmental scans, the College's professional advisory board, internship feedback, student exit interviews and course evaluation data, the College decided to revise the curriculum, refocusing six separate undergraduate programs into three specific, integrated majors. These changes are intended to improve technical skills and graduate preparedness for the job market.

   c. *College of Business* has instituted a "Global Outlook" requirement as part of its strategic plan, highlighting the importance of internationalization. The College seeks to prepare

students as innovative and versatile leaders with skills and knowledge to succeed in a global marketplace by implementing a college-wide International Learning Requirement, supporting international initiatives, and Business faculty-led study abroad. Assessment results demonstrate that internships promoted learning in that area.

d. *College of Education* used student feedback (both end-of-semester and end-of-program data) in the Community Counseling's recent decision to extend the master's program to 60 hours (up from 48 hours). This decision makes it possible for students to be licensed in Idaho or Washington, making the degree more attractive and valuable to students.

e. *College of Nursing* has taken steps to ensure that students prepare for their professions through faculty-initiated inter-professional collaborations, such as simulated emergency situations where Pharmacy, Nursing, and other medical students work together to problem-solve. In addition, a student-initiated collaboration brings in outside speakers as well as other activities. These inter-professional initiatives were initially funded through Nursing and now enjoy support from WSU Spokane, Pharmacy, and Nursing.

3. Resource Allocation. Colleges across WSU use assessment data to inform resource decisions, especially important during times of budget limitations. All 11 colleges have used assessment data to guide resource allocation decisions. Examples:

a. *University College.* Survey data from students participating in the Common Reading showed positive outcomes on student engagement and participation. This assessment data helped inform the decision to continue the Common Reading program in the face of budget cuts.

b. *Honors College.* Assessment results contributed to the decision in Honors College to allocate resources to equip and support two multi-media classrooms.

c. *Hiring Decisions*. In all colleges, assessment data contributes to decisions to hire new faculty or staff, to support curriculum, teaching, learning and/or assessment.

4. Professional Accreditation. Every degree-granting college has accreditation (or similar certification or licensure) in some form: either the entire college or specific degree programs are professionally-accredited. Consequently, in every college, assessment results contribute to maintaining professional accreditation.

5.D. Institution-level Use of Assessment
Assessment results contribute to strategic planning and decision-making at the institutional level, particularly in connection with math and writing in general education as well as large class instruction and assessment. Three recent examples include:

1. *Mathematics*: An initiative to improve student success in math service course for non-majors and math foundations course for students going into STEM fields: Based on math placement scores of the larger freshmen cohort and increased overall enrollment, Math 99 had a shortage of spaces, creating a backlog of students. To address this need, two colleges and the Provost's Office are making significant changes to enhance foundational math education, by creating a "Math Emporium," proactively applying best practices in math education. Math 105[E] and 106[E]

will become five-credit courses, and students will be required to participate in the newly-instituted Math Learning Center (MLC, providing centralized tutoring) and the computer labs.

Assessment data also contributed to this decision, as grades students receive in their first math class at WSU are a predictor of the student's persistence to degree. With a pilot in spring 2013, this program potentially impacts thousands of students each year and is designed to improve teaching and learning in foundational mathematics so more students can successfully enter STEM disciplines or fulfill their quantitative reasoning requirement for general education. It represents a strategic investment in foundational math education involving significant resource allocation, coordination with institutional leadership and partnerships among colleges, and redeployment of physical space, facilities and infrastructure.

2. *Assessment of Writing Skills: A Continuing Program*: WSU's Writing Assessment Program requires skill evaluations for all entering freshmen and at the junior-level when students are preparing to certify into their major field of study. Students who exhibit weak writing skills are offered tools for improvement, including tutoring or extra classes. Students who pass their Junior Writing Portfolio "with distinction" have that achievement noted on their transcript. The Writing Assessment Program prepares detailed analyses of student portfolios every two years, and the most recent report in 2012 indicates that WSU's student writers are good communicators.

The affiliated Writing Center supports classroom assessment by helping faculty develop writing assignment and evaluation techniques. The Writing Program has been an active participant and leader in the State-Wide Writing Initiative and Washington higher education outcomes efforts, bringing together public universities to identify new ways to assess student learning outcomes in writing, critical thinking, information literacy, and quantitative and symbolic reasoning. The WSU Writing Program has consistently been named an "Academic Program to Look for" by U.S. News and World Report.

3. *Support for Large Class Instruction and Classroom Assessment:* WSU has allocated resources to support a new *One-Stop-Shop* resource (beginning in 2011) with instructor-level support for teaching with technology, including assessment of student work in larger classes, and support for piloting innovations in teaching and assessment.

6. Conclusion

WSU is successfully implementing educational assessment institution-wide. Since January 2011, WSU has taken significant steps to improve the University's assessment process, developing effective assessment systems and practices in all undergraduate and graduate programs and improving the reporting and use of assessment at the institutional, college, and program levels at all campuses. The University has achieved this through centralized coordination, a strengthened infrastructure for assessment, and by articulating and supporting departmental responsibilities for effective assessment. With continuing input from departments and academic leadership, the system is intended to be responsive, useful and sustainable.

In addressing previous gaps in assessment, WSU has provided significantly increased support and resources for program assessment and for assessment in multi-campus programs. WSU can demonstrate progress in all areas:

- 100 percent of undergraduate programs have essential elements of assessment in place (an assessment plan, student learning outcomes, at least one direct measure and one indirect measure to assess student learning or achievement) and demonstrated use of assessment.

- 100 percent of WSU's Ph.D. programs participated in the program review meetings in 2012. All graduate programs also have essential elements of assessment in place and have demonstrated use of assessment results.

- In an environment of rapid growth and change, the multi-campus assessment system will remain dynamic; the foundation for multi-campus assessment is in place as evidenced by 100 percent of all degree-granting programs—including branch campuses—reporting in 2012 on assessment and use of assessment results. Through strengthening the assessment infrastructure and clarifying communication, WSU has made progress toward integrating assessment across campuses. With this structure in place, WSU will continue to monitor multi-campus assessment to ensure continuous quality improvement.

- Assessment results contribute to decision-making and strategic planning at the college, campus, and institutional levels.

In these ways, WSU is actively and systematically growing infrastructure and practices that align program assessment, assessment of student learning, and use of results. This infrastructure supports the continuous quality improvement of WSU's assessment process. The institution believes it now meets the assessment standard of the Recommendation 2.

Appendices to Addendum I

A.   Links to Evidence
B.   Glossary of Assessment Terms
C.   Key Elements of Assessment in Undergraduate Programs
D.   Graduate Program Assessment Process
E.   Ph.D. Program Review Process
F.   Selected Bibliography

Appendix A: Links to Evidence

Evidence	Link
Executive Policy #29, May 5, 2009 Policies and Responsibilities for the Operation of Multi-Campus Academic Programs	wsu.edu/forms2/ALTPDF/EPM/EP29.pdf
Educational Policies and Procedures Manual (EPPM)	facsen.wsu.edu/eppm/AssessmentStudentLearning.pdf
WSU's Accreditation Website, Office of the Provost	accreditation.wsu.edu
Institution-wide Undergraduate Program Assessment Summary Report, 2012	accreditation.wsu.edu/exhibits/2013-year-three-report/Rec2_2012_UG-Program_Assessment_Reports_WSU-Summary_Final.pdf
Institution-wide Undergraduate Program Assessment Summary Report, 2011	atl.wsu.edu/reporting_and_accreditation/2011_UGProgram_Assessment_Compiled_Results_WSU_Final_3-9-2012.pdf
Undergraduate Program's Annual Assessment Report Template, 2012	accreditation.wsu.edu/exhibits/2013-year-three-report/Rec2_Undergraduate_Program_Assessment_Reporting_Template_2012_revision_3_30_12.pdf
Assessment Inventory Survey, 2011	atl.wsu.edu/reporting_and_accreditation/inventory_2011.html
Wheel of Roles in Assessment	accreditation.wsu.edu/exhibits/2013-year-three-report/Rec2_Wheel_of_Assessment_Roles_UG_Progs_WSU_Draft_12-30-12_ATL.pdf
Flowchart of Assessment Reporting	accreditation.wsu.edu/exhibits/2013-year-three-report/Rec2_UG_Assessment_Reporting_Flowchart_general_Pullman-home-prog_12-14-12.pdf
Office of Assessment of Teaching and Learning Website	atl.wsu.edu
Liaison Council for Undergraduate Program Assessment	atl.wsu.edu/reporting_and_accreditation/liaison_council.html Workspace: assessment.wsu.edu/aalc/default.aspx
Graduate School Website for Assessment	gradschool.wsu.edu/facultystaff/assessment
Graduate School SharePoint Site (with all program review materials)	sharepoint.ogrd.wsu.edu/ProgramAssessment/SitePages/Home.aspx

Graduate School 2012 Ph.D. Program Review Report	accreditation.wsu.edu/exhibits/2013-year-three-report/Rec2_Graduate%20School%202012%20PhD%20Program%20Review%20Summary%20Report%20-%20Final.pdf
Graduate and Professional Program 2012 Assessment Review Summary Report	accreditation.wsu.edu/exhibits/2013-year-three-report/Rec2_Graduate School 2012 Assessment Review Summary Report - Final.pdf
Graduate School 2011 Student Climate Survey Online Form	accreditation.wsu.edu/exhibits/2013-year-three-report/Rec2_Graduate School 2011 Student Climate Survey Online Form.pdf
Summary of Uses of Assessment for Decision-making and Strategic Planning by College Leadership	accreditation.wsu.edu/exhibits/2013-year-three-report/Rec2_Summary_UsesofAssessment_by_College_exhibits2012.pdf
SharePoint Site with Access to Past Undergraduate Assessment Reports, 2010-2012	assessment.wsu.edu/sites/OAITeam/Program%20Reports universityportfolio.wsu.edu/2009-2010/Assessment%20Reports

Appendix B: Glossary of Assessment Terms

Assessment Plan
A process and timeline for designing, collecting, and analyzing assessment data.

Assessment Results
Analyzed or summarized assessment data (data may be quantitative or qualitative) or other impacts of assessment activities; shared formally or informally.

Branch Campus
In this report, "branch campus" is used as defined by the NWCCU, to designate the WSU campuses in Spokane, Tri-Cities, and Vancouver: "A location of an institution that is geographically apart and independent of the main campus and (1) is permanent in nature; (2) offers at least 50 percent of the courses of an educational program leading to a degree, certificate, or other educational credential; (3) has its own faculty and administrative organization; and (4) has its own budgetary and hiring authority (34 CFR 600.2)."

Curriculum Map
A matrix aligning student learning outcomes with the courses in a program of study.

Direct Measure
A measure of student's performance or work product that demonstrates skills and knowledge.

Disaggregate Data
A whole set of data separated into parts and sorted by meaningful categories, such as campus or student demographic information.

Indirect Measure
Information associated with learning, motivation, perceived success, or satisfaction; gathered, for example, through a survey or focus group.

Student Learning Outcomes
Core skills and knowledge students should develop through a program of study.

Using Assessment Results
Assessment results a) inform continual reflection and discussion of teaching and learning and b) contribute to decision–making to ensure effective teaching and learning. Decisions can include the choice to continue current effective practices or build on established strengths.

Appendix C: Key Elements of Effective Assessment in Undergraduate Programs

1. Identify key skills and knowledge for the major (*Student Learning Outcomes*) appropriate to the degree, discipline, and context of WSU; for one-third of the majors, learning outcomes may be connected to professional accreditation standards (such as nursing, engineering, or business).

2. Map the program's student learning outcomes to learning outcomes for WSU's general education (*Aligned with the Seven Learning Goals of the Baccalaureate*).

3. Review the program's curriculum, to ensure student can build, refine and master the learning outcomes as they progress through the major (*Curriculum Map*).

4. Implement an assessment plan that examines student learning in the context of current questions in the discipline, department, institution, or industry (*Assessment Plan*).

5. Collect and interpret a variety of measures to ascertain student attainment of learning outcomes overall or at key points in the curriculum, including

    *   Assessment of student work, presentations and/or projects (*Direct Measures*).
    *   Assessment using perspectives from students, employers, supervisors, or others about student learning or experiences (*Indirect Measures*).

6. Evidence that programs are using that information to make decisions within their own programs and departments to support effective teaching and learning (*Using Assessment Results*). Note that WSU, like other institutions, has focused on assessment for improvement of student learning and program improvement, rather than institutional or programmatic benchmarking.

Appendix D: Graduate Program Assessment Process

Phase I: Development of a Graduate Program's Assessment Plan: The Graduate School mandates that each program have clearly articulated learning outcomes that are available to all students. What counts as evidence of success, with respect to graduate student learning outcomes, is the province of each graduate program's faculty with oversight from the Graduate School. Program faculty exercise their authority by establishing learning goals, designing courses appropriate to achieving those goals, and assessing student achievement of those goals using methods appropriate to the discipline. The assessment plan includes the program's mission's statement and the broad objectives that define what it means to be an effective program. It also contains specific, measurable outcomes that support the objectives. The plan identifies the data that will be collected to evaluate the program's outcomes, the sources of that data, how often the data will be collected, and who will be in charge of collection, analysis, and reporting.

Phase II: Assessment of the Review Process: Each program assigns an assessment coordinator or faculty member to oversee and implement the assessment plan.

Phase III: Assessment Review Report: The Assessment Review Report should provide the historical overview, mission, and description of how the program reflects the University's strategic priorities, along with the scope and purpose of the assessment. The Assessment Review Report is also an opportunity for the department to describe, analyze, and present additional data.

Phase IV: Review of the Assessment Process: The Graduate School's assessment specialist will meet with program faculty and staff to review the process and elicit feedback from the team regarding how the assessment process might be improved.

Graduate School 2012 Ph.D. Program Reviews
Ph.D. Programs with Assessment Plans (42)
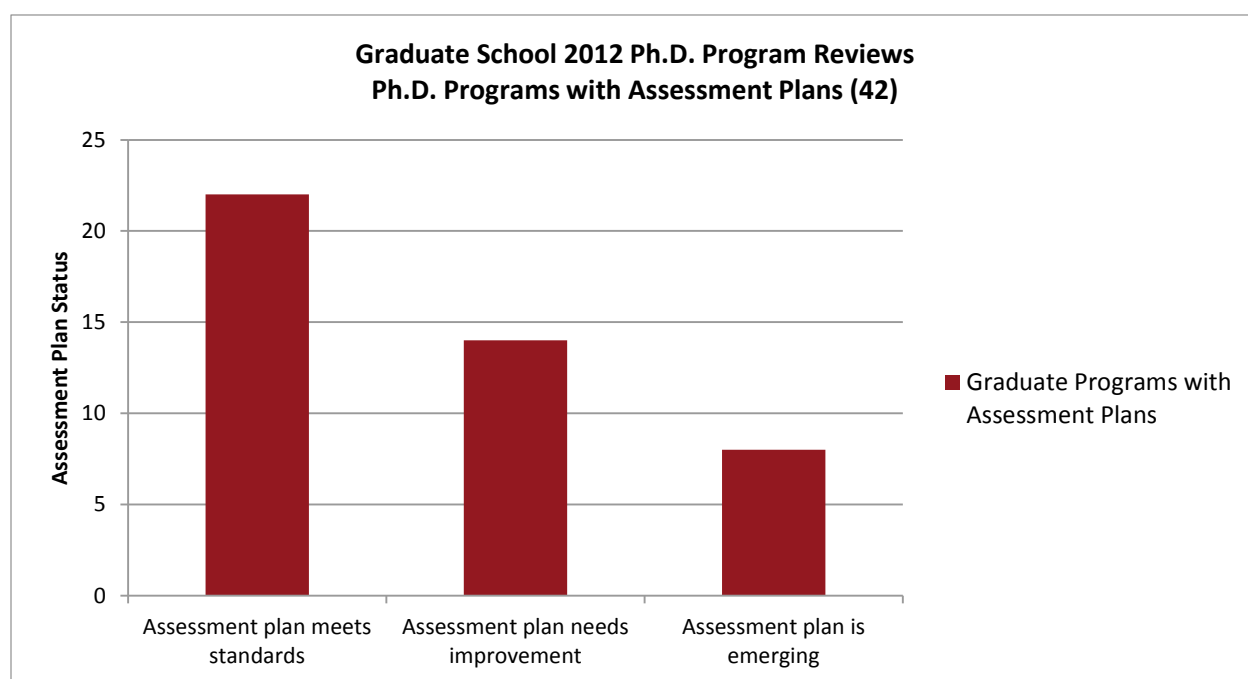
Appendix E: Ph.D. Program Review Process

In 2011, the Graduate School asked all Ph.D. programs to participate in an updated program review process—an objective process that involved self-study, review of institutional data, and an evaluation of program practices that support students. The review meetings were designed to open up conversation about the program and provide opportunities for faculty to address issues that impact student performance and program quality. Program review documents, best practices, and examples for improving student learning outcomes were posted on the Graduate School's SharePoint site so college leadership and program directors could have easy access to these materials. In preparation for the review, each program was asked to submit the following information:

1. *Student Handbook* or similar documents describing the structure, curriculum, policies, and practices of the program.

2. *Assessment Plan* including program objectives, student learning outcomes, data sources, assessment tools, and recent assessment or self-study reports.

3. Student Annual Reviews of all Doctoral Students (2010-2011 academic year).

4. *List of All Current Students* with indication of financial support (assistantships, fellowships, etc.).

5. *List of Recent Ph.D. Graduates* with information describing their employment history since graduation from WSU.

While this information was being collected, the Graduate School assembled and analyzed the following data:

1. *Programs of Study* — A sample of 10 programs of study for students in the program was reviewed for consistency, adherence to policy, use of conjoint and cooperative courses, and faculty committee composition. These documents were taken from the Graduate School's Imaging System.

2. *Catalog Courses* — Courses listed in the catalog were reviewed; conjoint and cooperative courses were noted for discussion during the review meeting.

3. *Program Profiles* — The program profile, compiled by Institutional Research, showed new enrollment and total enrollment from 2006 through 2011; degrees conferred over that time; average time to degree for full-time, part-time, and overall students; cohort performance (retention); graduate assistantships by student and department; and faculty involvement (chairing committees).

4. *Teacher Assignment Data Report* — This data, also captured by Institutional Research, showed faculty who served as committee chairs for students by major and by appointing department for fall 2011.

5. *Research Profile* — The research profile was run from the Institutional Research website and included proposals submitted, grants awarded, and grant expenditure by department/unit over several fiscal years.

6. *Student Survey Data* —Data from the 2010 Graduate Student Survey was analyzed and sorted by program. Programs were given aggregate data for their program and the average responses from the entire surveyed student population.

The program review data was analyzed and summarized in a discussion guide for the program review meetings. In spring 2012, the Graduate School hired an assessment coordinator to assist with the program review process. Meetings were scheduled for the Graduate School dean, associate deans, and assessment coordinator to meet with the department chair and program director for every Ph.D. program offered at WSU. Program faculty and staff were welcome to attend the reviews. In 2012, 100 percent of WSU's 45 Ph.D. programs participated in the program review meetings.

Appendix F: Selected Bibliography

WSU's planning and implementation of educational assessment is based on established principles and best practices. A selected bibliography of resources that have informed this work is provided below.

1. Banta, T. and Palomba, C. (1999). *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education*. San Francisco: Jossey-Bass.

2. Blaich, C. and Wise K. (2011). From Gathering to Using Assessment Results: Lessons from the Wabash National Study. *National Institute for Learning Outcomes Assessment, Occasional Paper #8*. Retrieved from learningoutcomesassessment.org/documents/Wabash_001.pdf.

3. *Council for Higher Education* Accreditation (2012). www.chea.org. Referenced May 11, 2012.

4. Hutchings, P. (2010). Opening Doors to Faculty Involvement in Assessment. *National Institute for Learning Outcomes Assessment, Occasional Paper #4*. Retrieved from learningoutcomesassessment.org/documents/PatHutchings_000.pdf.

5. *Regional Accreditation and Student Learning: Principles for Good Practices*. (2003). Prepared for and endorsed by the Council for Regional Accrediting Commissions.

6. Suskie, L. (2009). *Assessing Student Learning: A Common Sense Guide*. John Wiley and Sons, Inc.

7. Upcraft, M.L. and Schuh, J.H. (2002) Assessment vs. Research: Why We Should Care about the Difference. *About Campus*, 2(1), 16-20.

8. Walvoord, B. (2010). *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. John Wiley and Sons, Inc.

Addendum II
Response to Recommendation Three: Communication

University Communications

Within this addendum, and throughout the Year Three Report, WSU describes ways in which the University communicates with and appropriately involves its constituencies on a wide variety of issues, fully addressing the concerns expressed in the commission's 2009 recommendation and standards. (1.B.3 and 6.A.3[13])

Open dialogue and communication with faculty, staff, and students, as well as parents, the community, and the board of regents, are essential to upholding the fundamental values of institutional integrity and accountability (as expressed in WSU's strategic plan). A key component of the University's communication strategy is to ensure that the campus community and its stakeholders are engaged in the decision-making process on issues of institutional significance, and are given opportunities to share their views and concerns.

WSU communicates in a variety of ways to ensure that internal audiences are informed of critical issues, aware of intended policy changes, and have the opportunity to provide feedback as part of our shared system of governance. These include:

- Regular meetings of the president and provost with various faculty, staff, student, and other constituent groups (see 2.A.1, Exhibit 1).

- Public addresses and forums for faculty, staff, students, and members of the community experience.wsu.edu/Floyd/Floyd.aspx.

- Communication to University-wide and targeted audiences (described below).

WSU uses a variety of communication tools to systematically inform the University community on issues of direct impact, and includes leadership response or interpretation as appropriate. University leaders at all levels are strongly encouraged to share information, establish a dialogue within their colleges, departments, or units on key issues, and provide opportunities for student, faculty, and staff feedback. University-wide communication vehicles include:

- **WSU News Center.** Designed as a central source of news and information about WSU.

- **WSU News Releases.** Information distributed to local, regional, and national news agencies.

- **WSU News Update.** Emailed to all University faculty and staff at noon, Monday-Friday.

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[13] NWCCU Standards, 2003-2009
1.B.3: The planning process is participatory involving constituencies appropriate to the institution, such as board members, administrators, faculty, staff, students, and other interested parties.
6.A.3: The system of governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest.

- **WSU Announcements.** Sent by email twice daily, these are items submitted directly by WSU faculty and staff for campus distribution.

- **Perspectives.** A blog written by WSU President Elson S. Floyd designed to communicate important information directly to the WSU community.

- *Daily Evergreen.* Student-run newspaper.

- **WSU Facebook.** WSU's official social media location used to provide timely updates and links to the most critical information of the day.

- *Washington State Magazine.* Quarterly publication for alumni and employees.

- **Crisis Communication System.** A contracted messaging service designed to send direct emergency notifications to students, faculty, and staff via land line and cell phone using voice, text messaging, and email.

- **WSU Alert Email.** Designed to transmit important information to students, staff, and faculty.

- **Campus Outdoor Warning System.** Provides emergency notification through siren tones and public address announcements for those outside in the core campus area.

Additionally, campuses, colleges, and divisions have an established web presence to keep constituents informed with timely news and updates, reminders of meetings, and decision-making timelines.

- A partial list of these sites: news.wsu.edu/pages/links.asp?PageID=162.

- Web page for news by campus: news.wsu.edu/default.asp?PageID=402.

Examples of Communication with the University Community on Substantive Issues and Constituent Involvement

For the purpose of illustration, descriptions of communication processes for major University issues are presented: a) budget cuts, b) tuition setting, c) the campus master plan for Pullman, and d) other examples cited in the Year Three Report.

A. Budget Cuts

Between 2009 and 2011 the University lost $231 million—a 52 percent loss—in net state appropriations (see preface, 2.A.1, and 2.A.3 for details on the University process, actions taken, and constituency participation). Through news stories, individual messages to the WSU community, public forums hosted by the president and provost, and a website established for submission of ideas, constituents were informed about the budget challenge and given opportunities to offer suggestions and provide feedback.

Below is a chronological list of University efforts to both inform and involve the University community in formulating a response to the budget challenge.

Communication about Budget Cuts	Link
President's Perspectives: The Voluntary Early Retirement Incentive, 2/2/09	president.wsu.edu/blog/perspectives/?p=149
President's Perspectives: Preliminary Budget Plan, 4/30/09	president.wsu.edu/blog/perspectives/?p=145
WSU News article: People, quality, transparency are priorities, Floyd says, 2/4/10	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=18068
President's Perspectives: Legislative Update, 2/11/10	president.wsu.edu/blog/perspectives/?p=106
WSU News article: Early retirement plan to be considered by regents, 2/25/10	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=18559
President's Perspectives: This Year's Budget Process, 2/26/10	president.wsu.edu/blog/perspectives/?p=218
President's Perspectives: The Legislature's Budget, 4/14/10	president.wsu.edu/blog/perspectives/?p=97
WSU News forum invitation: Budget forum planned by president, provost, 4/14/10	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=19532
WSU News article: Vacancies, retirements, administration efficiencies, 4/20/10	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=19682
President's Perspectives: A Step Toward Reorganization, 4/20/10	president.wsu.edu/blog/perspectives/?p=94
WSU News article: Reorganization aims at economies of scale, 8/16/10	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=20975
President's Perspectives: Thursday's Budget News, 9/17/10	president.wsu.edu/blog/perspectives/?p=81
President's Perspectives: Sharing Budget Information, 10/27/10	president.wsu.edu/blog/perspectives/?p=76
President's Perspectives: Upcoming Budget Forum, 12/1/10	president.wsu.edu/blog/perspectives/?p=71
WSU News forum invitation: WSU President Floyd, Provost Bayly to hold Budget Proposal Forum, 12/3/10	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=23248
WSU News article: University releases budget info for review, comment, 12/3/10	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=23261
WSU News article: State cuts WSU 36 percent in three years, 12/9/10	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=23369

President's Perspectives: The Legislature's Special Session, 12/14/10	president.wsu.edu/blog/perspectives/?p=66
President's Perspectives: Next Step on the Budget, 12/16/10	president.wsu.edu/blog/perspectives/?p=63
President's Perspectives: Looking at Budgetary Reserves, 1/25/11	president.wsu.edu/blog/perspectives/?p=58
President's Perspectives: Budget Reduction Scenarios, 2/24/11	president.wsu.edu/blog/perspectives/?p=49
WSU News forum invitation: Budget forum to provide update, answer questions, 3/4/11	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=24803
WSU News article: President paints daunting picture with looming cuts, 3/11/11	wsunews.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=24938
President's Perspectives: The New State Revenue Forecast, 3/17/11	president.wsu.edu/blog/perspectives/?p=42
President's Perspectives: The Budget Timeline, 3/31/11	president.wsu.edu/blog/perspectives/?p=30
President's Perspectives: House Budget Update, 4/5/11	president.wsu.edu/blog/perspectives/?p=18
President's Perspectives: Budget Reduction Plan, 7/20/11	president.wsu.edu/blog/perspectives/?p=328
President's Perspectives: Upcoming Budget Forecast, 9/13/11	president.wsu.edu/blog/perspectives/?p=354
WSU News article: President notifies employees of final budget decisions, 9/18/11	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=27842
Crimson Communiqué: E-mail message from President Floyd, 9/28/11	from.wsu.edu/president/2011/09-28/136279-email.html
WSU News article: President Floyd's statement in response to governor's budget, 10/27/11	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=28448
WSU News article: University Relations departments reorganized, 11/4/11	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=28635
WSU News article: WSU President Floyd reacts to Gov. Gregoire's budget proposal, 11/21/11	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=28908
WSU News article: No plan for budget cuts because proposal is unacceptable, 12/9/11	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=29247
WSU News article: Unprecedented conversation on state higher-ed funding, 1/27/12	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=29901

President's Perspectives: Letter to legislators, 2/3/12	president.wsu.edu/blog/perspectives/?p=406
WSU News article: Faculty Senate debates speedy posting of all mid-term grades, 2/27/12	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=30451
WSU News article: Washington Senate budget spares WSU from cuts, 2/28/12	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=30487
President's Perspectives: Senate Budget Update, 3/5/12	president.wsu.edu/blog/perspectives/?p=437
WSU News article: President hails passage of state supplemental budget, 4/11/12	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=31266
President's Perspectives: A Turning Point (A recap of the 2012 legislative session), 4/24/12	president.wsu.edu/blog/perspectives/?p=494
WSU Budget Office: Budget Reduction and Efficiency Actions, 2008-2011	budget.wsu.edu/budget-reduction-efficiency-actions/
WSU Budget Office: Website for tuition feedback	budget.wsu.edu/formtool/Signup/index.castle?formid=1
Experience.WSU: Archived videostreams of University Budget Forums, President's Public Forums, Town Hall Meetings, and State of the University Addresses by WSU President Elson S. Floyd and WSU Provost Warwick M. Bayly.	experience.wsu.edu/Floyd/Floyd.aspx

B. Tuition Setting

Annual tuition for resident undergraduate students nearly doubled between 2007 and 2011, increasing from $6,290 to $11,386. Students now pay 57 percent of the cost of instruction compared to 33 percent in 2007. This cost increase to students and their families is a major hardship and of great concern to the University. President Floyd therefore established a University Tuition Committee comprised of students, faculty, and staff to consider tuition rates for academic year 2012-13. The work of this committee continues during academic year 2012-13 to solicit input, consider options, and make recommendations for tuition rates for 2013-14 and longer-term tuition policy.

For 2012-13, as with previous tuition rate increases, students, families, faculty, staff, and the public were invited to provide feedback through public meetings on each campus and via online comments. Meetings with various student groups provided students additional opportunities for feedback. A chronological summary of these opportunities follows.

Communication about Tuition Setting	Link
President's Perspectives: On Tuition-Setting Authority, 1/26/10	president.wsu.edu/blog/perspectives/?p=108

President's Perspectives: On Setting Tuition, 5/13/11	president.wsu.edu/blog/perspectives/?p=25
President's Perspectives: Tuition Process Update, 5/23/11	president.wsu.edu/blog/perspectives/?p=180
WSU News article: Regents approve tuition increase, new academic offerings, 5/4/12	news.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=31625
President's Perspectives: Setting Tuition for 2012-13	president.wsu.edu/blog/perspectives/?p=508
WSU Budget Office: Homepage	budget.wsu.edu/index.html
WSU Budget Office: President Floyd's 2012-2013 Tuition Recommendations For Regent Consideration	budget.wsu.edu/documents/President-2012-2013-Tuition-Recommendations-For-Regent-Consideration.pdf

C. Campus Master Plan for Pullman

The 2012 campus master plan update is the result of a collaborative effort led by the University's Office of Capital Planning and Development and Hanbury Evans Wright Vlattas & Company. The process was guided by a steering committee and a campus master planning committee composed of University faculty, staff, and students. The plan incorporates ideas from a wide variety of internal and external sources generated through on-site workshops, stakeholder interviews, planning team meetings, presentations, and reviews with University leaders and the board of regents (see also 2.G.3).

Communication about Pullman Master Plan	Link or Standard in Year Three Report
WSU Campus Planning: Information on the Master Plan, how it was developed, and constituency participation	www.cpd.wsu.edu/CampusPlanning/MasterPlan/ and in 2.G.3
WSU News article: Feedback sought at master plan update forum, 10/25/10	wsutoday.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=22531
WSU News article: Public invited to review 50 year campus master plan (final plan unveiled), 4/26/11	wsutoday.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=25846
The Daily Evergreen: City Council discusses final WSU Master Plan, 12/8/2011	dailyevergreen.wsu.edu/read/News.CITYCOUNCIL12/6.p.7
WSU News article: Tuition rates, academic changes on tap for WSU regents, 5/1/12	wsutoday.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=31567
WSU News YouTube video: WSU Pullman Master Plan, 6/4/12	youtube.com/watch?v=Nyn68yyL79M
WSU News article: Master plan envisions 3X graduate population, 6/7/12	wsutoday.wsu.edu/pages/publications.asp?Action=Detail&PublicationID=31914

D. Other

As noted at the beginning of this addendum, the Year Three report contains evidence throughout of institutional efforts to foster communication and open dialog across the University community and participation by appropriate constituencies. Additional examples are listed below.

Subject	Location in Year Three Report
Governance	2.A.1
UCORE Revision	2.C.9
Master Plan	2.G.3
Budget: Constituency Participation	2.F.3
Educational Assessment	Addendum responding to Recommendation 2

Conclusion

As this section and other sections of the report demonstrate, WSU uses a variety of ways to ensure that our internal and external constituencies stay informed of critical issues, become aware of proposed policy changes, and have the opportunity to express their views, provide feedback as part of our shared system of governance, and become appropriately engaged in University decision-making processes.

The strategies employed, particularly those used by University leaders, have had a profound and positive impact on formulating responses to major challenges the University has faced in recent years. As communication needs evolve, WSU will adjust these strategies to ensure continued effective communication across the entire WSU community.

WSU believes that the University clearly communicates with and appropriately involves its constituencies, and that it has fully addressed the concerns expressed in the commission's 2009 recommendation and standards.