

# Year Seven Self-Evaluation Report

To be Submitted to the Northwest Commission on Colleges and Universities



**AS APPROVED BY THE BOARD OF REGENTS, MAY 2017**

WASHINGTON STATE  
 UNIVERSITY



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# Institutional Overview



## Institutional Overview

Washington State University is Washington's original land-grant institution. The University serves more than 30,000 students and offers 95 academic majors for undergraduates. The University offers 42 doctoral degree programs and 65 master's degree programs to advance knowledge through creative research and scholarship in more than 89 fields of study. In addition, the University offers three professional degrees (DVM, Pharm.D., and M.D.) and a variety of graduate certificates.

WSU fosters academic excellence through its 10 discipline-specific colleges plus the Honors College, Graduate School, and Libraries. Instructional sites throughout the state (commonly referred to as "campuses") in Pullman, Spokane, Tri-Cities, Vancouver, Everett, as well as online programming (Global Campus), and extension offices in each county advance the land-grant mission of service to the state, nation, and world.

Founded in 1890, WSU has been accredited continuously by the Northwest Commission on Colleges and Universities, and its 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 instructional sites (campuses) were authorized, WSU 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. WSU's campuses include:

- Pullman
- Global Campus (online delivery of degree programs)
- Everett
- Spokane
- Tri-Cities
- Vancouver

The University also maintains instructional sites for nursing and pharmacy in Yakima and Walla Walla, and for mechanical and electrical engineering in Bremerton.

The University's 10 discipline-specific colleges are responsible for faculty members, research, service, and degree programs throughout the state. The Honors College has vital responsibilities for undergraduate students, the Graduate School oversees graduate programs and its students, and the Libraries support the system. Each has a dean reporting to the provost. Professional programs are administered by the discipline-specific colleges and by the provost.

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

- Academic Affairs (Office of the Provost)
- Academic Outreach and Innovation
- Advancement and WSU Foundation
- External Affairs and Government Relations
- Finance and Administration
- Information Technology Services
- International Programs
- Marketing and Communication
- Research
- Student Affairs

WSU students and alumni are characterized by enthusiastic and lifelong 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 it serves.

Graduate and professional education are critical functions of the University. Mentoring the next generation of professionals, researchers, and university instructors is an essential and unique responsibility of land-grant research universities, and one that WSU embraces.

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

# Institutional Data Form



## NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

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

### Institutional Information

**Name of Institution:** Washington State University

Mailing Address: P.O. Box 641046  
 Address 2: \_\_\_\_\_  
 City: Pullman  
 State/Province: Washington  
 Zip/Postal Code: 99164  
 Main Phone Number: 509-335-3564  
 Country: United States

#### Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.  
 First Name: Kirk  
 Last Name: Schulz  
 Position (President, etc.): President  
 Phone: 509-335-4200  
 Fax: \_\_\_\_\_  
 Email: PresidentsOffice@wsu.edu

#### Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Dr.  
 First Name: Erica  
 Last Name: Austin  
 Position (President, etc.): Vice Provost for Academic Affairs  
 Phone: 509-335-5581  
 Fax: \_\_\_\_\_  
 Email: eaustin@wsu.edu

#### Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms.  
 First Name: Joan  
 Last Name: King  
 Position (President, etc.): Chief University Budget Officer  
 Phone: 509-335-9681  
 Fax: 509-335-3870  
 Email: joank@wsu.edu

### Institutional Demographics

**Institutional Type** *(Choose all that apply)*

- Comprehensive
- Specialized
- Health-Centered
- Religious-Based
- Native/Tribal
- Other (specify): \_\_\_\_\_

**Degree Levels** *(Choose all that apply)*

- Associate
- Baccalaureate
- Master
- Doctorate
- If part of a multi-institution system, name of system: \_\_\_\_\_

**Calendar Plan** *(Choose one that applies)*

- Semester
- Quarter
- 4-1-4
- Trimester
- Other (specify): \_\_\_\_\_

**Institutional Control** *(Choose all that apply)*

- City
- County
- State
- Federal
- Tribal
  
- Public
- Non-Profit
- OR
- Private/Independent
- For-Profit

**Students** (all locations)

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: IPEDS)

Official Fall: 2016 (most recent year) FTE Student Enrollments

Classification	Current Year: <u>2016</u>	One Year Prior: <u>2015</u>	Two Years Prior: <u>2014</u>
Undergraduate	22736	22413	21851
Graduate	3119	3186	2988
Professional	998	945	885
Unclassified	-	-	-
Total all levels	26853	26543	25724

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

Official Fall: 2016 (most recent year) Student Headcount Enrollments

Classification	Current Year: <u>2016</u>	One Year Prior: <u>2015</u>	Two Years Prior: <u>2014</u>
Undergraduate	21652	21384	20843
Graduate	2559	2644	2516
Professional	998	944	884
Unclassified	-	-	-
Total all levels	25209	24972	24243

**Faculty** (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 2016 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	347	44				6		341
Associate Professor	316	19				14		302
Assistant Professor	235	15				6		229
Instructor	178	131			7	105		60
Lecturer and Teaching Assistant	Lecture = 4 TA = 0	Lecture = 216 TA = 911			Lecture = 1	Lecture = 3		
Research Staff and Research Assistant	RS = 310 RA = 0	RS = 51 RA = 786			RS = 1	RS = 7		267
Undesignated Rank	305	68			2	58		238

**Faculty** (all locations)

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

Rank	Mean Salary	Mean Years of Service
Professor	126,359	19.5
Associate Professor	88,313	12.9
Assistant Professor	85,066	2.8
Instructor	48,645	6.7
Lecturer and Teaching Assistant	58,012	3.3
Research Staff and Research Assistant	44,194	4.0
Undesignated Rank	74,644	8.0

**Institutional Finances**

**Financial Information.** Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

**New Degree / Certificate Programs**

**Substantive Changes**

Substantive changes including degree or certificate programs planned for 2016 - 2017 (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

*\* This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
Please see attachment #2			



**Distance Education**

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

*\* This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Please see attachment #4						



## Financial Information

### Attachment #1

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

Fiscal year of the institution: July 1 – June 30

Reporting of income: Accrual Basis Yes Accrual Basis

Reporting of expenses: Accrual Basis Yes Accrual Basis

### BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 2016	One Year Prior to Last Completed FY Dates: 2015	Two Years Prior to Last Completed FY Dates: 2014
<b>CURRENT FUNDS</b>			
Unrestricted			
Cash	41,125,391	28,962,735	24,024,708
Investments	116,900,418	157,985,917	165,703,722
Accounts receivable gross	52,012,162	43,165,970	45,353,489
Less allowance for bad debts	(12,928,704)	(11,525,602)	(8,864,098)
Inventories	14,863,970	16,130,199	16,141,237
Prepaid expenses and deferred charges	519,515	497,071	426,635
Other (identify) Deposits in Escrow	4,101,580	5,139,309	6,024,737
Due from	0	0	0
<b>Total Unrestricted</b>	<b>216,594,332</b>	<b>240,628,599</b>	<b>248,810,430</b>
Restricted			
Cash	23,558,150	25,216,135	22,310,012
Investments	56,581,135	57,112,104	66,055,247
Accounts receivable gross	63,659,844	52,488,509	61,394,292
Less allowance for bad debts	(8,447,617)	(4,668,599)	(5,438,328)
Inventories	187,609	42,221	0
Prepaid expenses and deferred charges	291,701	247,295	207,256
Other (identify) Pension Assets	956,615	1,152,603	1,588,697
Due to Assets held in trust for agencies	5,410,794	5,320,452	5,391,902
<b>Total Restricted</b>	<b>142,198,231</b>	<b>136,910,720</b>	<b>151,509,078</b>
<b>TOTAL CURRENT FUNDS</b>	<b>358,792,563</b>	<b>377,539,319</b>	<b>400,319,508</b>
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Cash	0	0	0
Investments	528,459,093	518,231,277	503,991,331
Other (identify)	0	0	0
Due from-WSU Foundation	13,427,968	15,061,215	19,909,407
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	<b>541,887,061</b>	<b>533,292,492</b>	<b>523,900,738</b>
<b>PLANT FUND</b>			
Unexpended			
Cash	27,414,545	29,568,848	40,521,002
Investments	68,478,680	108,758,488	60,507,540
Accounts receivable gross	3,894,691	4,101,373	3,396,573
Less allowance for bad debts	(344,521)	(318,919)	(232,745)
Other (identify)			
<b>Total Unexpended</b>	<b>99,443,395</b>	<b>142,109,790</b>	<b>104,192,370</b>
Investment in Plant			
Land	34,517,614	34,126,588	41,075,811
Land improvements	93,914,857	118,988,436	110,587,406
Buildings	1,232,998,860	1,149,307,573	1,087,856,845
Equipment	72,021,158	78,230,441	70,294,644
Library resources	55,439,762	54,668,025	53,690,493

Other (identify):Improvements and infrastructure	180,707,532	186,316,776	192,443,439
<b>Total investments in plant</b>	<b>1,669,599,783</b>	<b>1,621,637,839</b>	<b>1,555,948,638</b>
Due from	0	0	0
Other plant funds (identify)	0	0	0
<b>TOTAL PLANT FUNDS</b>	<b>1,769,043,178</b>	<b>1,763,747,629</b>	<b>1,660,141,008</b>
<b>OTHER ASSETS (IDENTIFY)</b>	<b>28,445,750</b>	<b>15,982,114</b>	<b>16,925,239</b>
<b>TOTAL OTHER ASSETS</b>	<b>28,445,750</b>	<b>15,982,114</b>	<b>16,925,239</b>
<b>TOTAL ASSETS</b>	<b>2,698,168,552</b>	<b>2,690,288,554</b>	<b>2,601,286,493</b>

**BALANCE SHEET DATA (continued)**

LIABILITIES	Last Completed FY Dates: 2016	One Year Prior to Last Completed FY Dates: 2015	Two Years Prior to Last Completed FY Dates: 2014
<b>CURRENT FUNDS</b>			
Unrestricted			
Accounts payable	54,305,682	46,523,909	34,917,174
Accrued liabilities	181,239,793	146,502,458	143,318,200
Students' deposits	27,794,865	29,687,655	26,698,037
Deferred credits	21,985,312	19,705,046	15,184,973
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	(66,863,753)	(7,461,096)	11,567,840
<b>Total Unrestricted</b>	<b>218,461,899</b>	<b>234,957,972</b>	<b>231,686,224</b>
Restricted			
Accounts payable	8,001,178	8,499,272	11,124,546
Accrued liabilities	6,325,631	6,117,565	5,816,496
Other pollution remediation obligation	71,100	0	107,117
Other-Deferred compensation	0	0	152,251
Due to	0	0	0
Fund balance	260,490,940	278,534,719	263,700,497
<b>Total Restricted</b>	<b>274,888,849</b>	<b>293,151,556</b>	<b>280,900,907</b>
<b>TOTAL CURRENT FUNDS</b>	<b>493,350,748</b>	<b>528,109,527</b>	<b>512,587,131</b>
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	<b>504,300,813</b>	<b>481,182,685</b>	<b>471,364,261</b>
<b>PLANT FUND</b>			
Unexpended			
Accounts payable	22,344,182	24,647,939	22,793,568
Accrued liabilities	0	6,192	6,065
Notes payable	0	0	0
Bonds payable	0	0	0
Deferred revenue	0	0	6,940,278
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	950,874,978	931,981,850	948,421,251
Investment in Plant	<b>973,219,160</b>	<b>956,635,981</b>	<b>978,161,162</b>
Notes payable	0	0	0
Bonds payable	693,634,009	675,217,892	589,662,787

Mortgage payable	0	0	0
Other liabilities-Capital Leases	17,689,469	16,721,538	17,864,600
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
<b>TOTAL INVESTMENTS IN PLANT FUND</b>	<b>711,323,478</b>	<b>691,939,430</b>	<b>607,527,387</b>
<b>OTHER LIABILITIES-Deferred Inflows of Resources</b>	<b>15,974,353</b>	<b>32,240,928</b>	<b>31,646,552</b>
<b>TOTAL OTHER LIABILITIES</b>			
<b>TOTAL LIABILITIES</b>	<b>1,049,365,574</b>	<b>1,005,870,396</b>	<b>906,232,644</b>
<b>FUND BALANCE</b>	<b>1,648,802,978</b>	<b>1,684,238,158</b>	<b>1,695,053,849</b>

REVENUES	Last Completed FY Dates: 2016	One Year Prior to Last Completed FY Dates: 2015	Two Years Prior to Last Completed FY Dates: 2014
Tuition and fees	286,292,496	292,867,105	290,508,398
Federal appropriations	11,008,107	10,559,055	10,733,435
State appropriations	198,805,066	178,717,955	176,033,698
Local appropriations-Capital	28,230,835	32,992,075	8,724,921
Grants and contracts	291,704,332	279,736,177	296,019,888
Endowment income	39,132,418	45,431,543	73,400,953
Auxiliary enterprises	153,800,429	144,925,726	133,890,712
Other (identify)-Other operating & non-operating	15,693,719	15,938,970	10,201,508
Other: Sales & Service of educational departments	24,082,341	22,319,611	20,198,562
Other: Gifts and contributions	37,331,742	37,397,111	35,840,676
<b>EXPENDITURE &amp; MANDATORY TRANSFERS</b>			
Educational and General			
Instruction	253,469,415	242,614,386	241,352,941
Research	197,715,595	191,976,127	212,508,387
Public services	41,167,966	40,362,310	45,237,190
Academic support	87,670,234	76,144,936	81,303,498
Student services	31,512,720	31,844,348	33,542,232
Institutional support	93,491,359	92,444,383	78,422,116
Operation and maintenance of plant	67,781,631	67,601,988	77,289,297
Scholarships and fellowships	67,957,820	63,701,593	73,029,774
Other (identify): Depreciation	98,360,455	92,665,558	86,946,411
Mandatory transfers for:			
Principal and interest	24,076,623	23,597,113	22,389,869
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other – Settlement of Lawsuit	6,688,000	0	0
<b>Total Educational and General</b>	<b>969,891,818</b>	<b>922,952,742</b>	<b>952,021,715</b>
Auxiliary Enterprises			
Expenditures	122,238,394	119,915,921	124,974,835
Mandatory transfers for:			
Principal and interest	29,386,453	28,832,356	26,286,485
Renewals and replacements			
<b>Total Auxiliary Enterprises</b>	<b>151,624,847</b>	<b>148,748,277</b>	<b>151,261,320</b>
<b>TOTAL EXPENDITURE &amp; MANDATORY TRANSFERS</b>	<b>1,121,516,665</b>	<b>1,071,701,019</b>	<b>1,103,283,035</b>
<b>OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>EXCESS</b> [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	(35,435,180)	(10,815,691)	(47,730,284)
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**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGE**

**INSTITUTIONAL INDEBTEDNESS**

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

<b>TOTAL DEBT TO OUTSIDE PARTIES</b>	<b>Last Completed FY Dates: 2016</b>	<b>One Year Prior to Last Completed FY Dates: 2015</b>	<b>Two Years Prior to Last Completed FY Dates: 2014</b>
For Capital Outlay	711,323,478	691,939,430	607,527,387
For Operations			



## NWCCU Substantive Changes – Domestic Off Campus

### Attachment #3

#### Domestic Off Campus Degree Programs and Academic Credit Sites

Fall 2016

Location	Program	Courses	Students	Faculty
BREMERTON/OLYMPIC COLLEGE	BS Mechanical Engineering		59	
	BS Electrical Engineering		9	
	Pre-Cert Post Bacc Electrical Engineering		3	
	Pre-Cert Post Bacc Mechanical Engineering		3	
<b>BREMERTON/OLYMPIC COLLEGE</b>		<b>15</b>	<b>74</b>	<b>9</b>
YAKIMA (Pacifice Northwest Univ.)	Doctor of Pharmacy (Pharm.D.)	17	67	4
	Pharmacy Total	<b>17</b>	<b>67</b>	<b>4</b>
YAKIMA (Yakima Valley CC)	BS Nursing		110	
	MS Nursing		10	
	Nursing Total	<b>41</b>	<b>120</b>	<b>10</b>
<b>YAKIMA</b>		<b>58</b>	<b>187</b>	<b>14</b>

### Attachment #4

#### Distance Education

Fall 2016

Location	Program	Courses	Students	Faculty
NON-SITE SPECIFIC	<b>Global Campus</b>			
	BA - Accounting			
	BS - Economics			
	BA - Hospitality Business Management			
	BA - Management			
	BA - Management Information Systems			
	BA - Criminal Justice			
	BA - Human Development			
	BA - Humanities			
	BA - Social Sciences			
	BS - Psychology			
	MA Criminal Justice			
	EdM - Special Education			
	MA - Strategic Communications			
	Executive MBA			
	MBA			
	Masters of Engineering and Technology Management (METM)			
	MS - Agriculture			
	MS Agriculture- Food Science and Management			
	MS - Agriculture - Plant Health Management			
	MS - Electric Power Engineering (PSM)			
	Professional Science Masters-Molecular Biosciences (PSM)			
	MS - Software Engineering			
	American Indian Studies (Non-Degree)			
	Early Childhood Education (Non-Degree)			
	Gerontology (Non-Degree)			
	Global Leadership (Non-Degree)			
	Molecular Biosciences (Non-Degree)			
	Organic Agriculture (Non-Degree)			
	Professional Science and Technology Writing Certificate (Non-Degree)			
	Professional Writing (Non-Degree)			
Bioethics (Non-Degree)				
Engineering and Technology Management (Non-Degree)				
OMBA Concentrations (Non-Degree)				
Sustainable Agriculture (Non-Degree)				
Special Education (Endorsement)				
English Language Learners (Endorsement)				
ProTeach (Endorsement)				
<b>NON-SITE SPECIFIC Total</b>		<b>296</b>	<b>2899</b>	<b>236</b>

## Distance Education

### Attachment #5

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
<p>Site locations and data on students attending colleges and universities on non-degree seeking education abroad programs for AY2015.</p> <p>3. Direct enrollment 4. Exchange 5. Faculty-led 6. Affiliated programs: study abroad provide programs</p> <p><b>Summary:</b> 688 WSU undergraduate students participated in credit-earning education abroad experiences in Fall 2015, Spring 2016 and Summer 2016.</p>	<p>Various</p>	<p>Various</p>	<p>Total: <b>688</b></p> <p>52 WSU undergraduates directly enrolled in accredited foreign universities unaffiliated with WSU</p> <p>61 WSU undergraduate exchange students.</p> <p>363 WSU undergraduates in WSU faculty-led programs</p> <p>212 WSU undergraduates in programs affiliated with WSU</p>	

**Direct Enrollment Study Abroad Programs – WSU student enrolls directly in a foreign university with limited assistance from WSU**

Direct Enrollment Program	City	Country	Region	Term	Number of students
<b>Internships Abroad</b>					
	London	UK	Europe	Summer	2
	Prague	Czech Republic	Europe	Summer	1
	Auckland	New Zealand	Oceania	Spring	1
	Valencia	Spain	Europe	Summer	2
<b>Direct Enrolled</b>					
			Antarctica	Fall	2
	Banda Fassi	Senegal	Africa	Summer	1
	Barcelona	Spain	Europe	Summer	1
	Bath	United Kingdom	Europe	Spring	1
	Berlin	Germany	Europe	Summer	1
	Cape Town	South Africa	Africa	Summer	1
	Cochabamba	Bolivia	Americas	Summer	1
	Dublin	Ireland	Europe	Spring	1
				Summer	1
	Florence	Italy	Europe	Spring	1
	Guang Zhou	China	Asia	Summer	1
	London	United Kingdom	Europe	Fall	1
				Summer	1
	Mishinomiya	Japan	Asia	Summer	2
	Potchefstroom	South Africa	Africa	Summer	1
	Pretoria	South Africa	Africa	Summer	1
	Robina	Australia	Oceania	Spring	1
	Santo Domingo	Dominican Republic	Americas	Fall	1
	Seoul	South Korea	Asia	Summer	1
	Shanghai	China	Asia	Fall	1
				Summer	1
	Sydney	Australia	Oceania	Fall	1
	Tokyo	Japan	Asia	Summer	1
	Zagreb	Croatia	Europe	Summer	1
<b>Direct Enroll Continued</b>					
<b>Pharmacy Rotations Abroad</b>					
	Cardiff	Wales	Europe	Summer	4
	Hoi An	Vietnam	Asia	Summer	2
	Quito	Peru	Americas	Summer	1
<b>Student Teaching Abroad</b>					
	Grafenwoehr	Germany	Europe	Fall	2
	London	United Kingdom	Europe	Fall	1
	Vilseck	Germany	Europe	Fall	1
	Stuttgart	Germany	Europe	Spring	5
<b>Veterinary Experience Abroad</b>					
	Serengeti National Park	Tanzania	Africa	Summer	1
				Fall	1
	Iquitos	Peru	Americas	Summer	1
	Kathmandu	Nepal	Asia	Summer	1
<b>Terms</b>	<b>Totals</b>				
<b>Fall</b>	<b>11</b>				
<b>Spring</b>	<b>10</b>				
<b>Summer</b>	<b>31</b>				
<b>Academic/Calendar Year</b>	<b>0</b>				
<b>Total Students in Direct Enroll Programs</b>	<b>52</b>				

**Exchange and Partnership Programs** – An education abroad program in which there is a one-to-one student “exchange” between a foreign university and WSU or a specific contractual arrangement between a foreign university and WSU to take WSU students as non-degree seeking students for at least one semester.

Exchange and Partnership Programs					
	City	Country	Region	Term	Number of students
<b>ISEP Exchanges</b>					
	Kamloops	Canada	Americas	Fall	1
	Hyderabad	India	Asia	AY	1
<b>Bilateral Exchanges</b>					
	Melbourne	Australia	Oceania	Fall	2
				Spring	2
	Copenhagen	Denmark	Europe	Spring	1
	Lyngby	Denmark	Europe	Spring	2
	Toulouse	France	Europe	Summer	2
	Bonn	Germany	Europe	Spring	1
	Bremen	Germany	Europe	Spring	2
	Cork	Ireland	Europe	Fall	2
	Hirakata City	Japan	Asia	Fall	4
				Spring	1
	Tokyo	Japan	Asia	AY	1
	Stirling	Scotland	Europe	Spring	3
				Fall	1
	Segovia	Spain	Europe	AY	1
			Spring	2	
St. Gallen	Switzerland	Europe	Fall	1	
Aberystwyth	United Kingdom	Europe	Fall	1	
<b>IAU College Partnership</b>					
	Aix-en-Provence	France	Europe	Summer	9
<b>Camp Adventure Partnership</b>					
<b>Exchanges continued</b>	Manama	Bahrain	Asia	Summer	3
	Beijing	China	Asia	Summer	1
	Baumholder	Germany	Europe	Summer	1
	Stuttgart	Germany	Europe	Summer	2
	Naples	Italy	Europe	Summer	1
	Sigonella	Italy	Europe	Summer	1
	Vicenza	Italy	Europe	Summer	1
	Atsugi	Japan	Asia	Summer	1
	Ikego	Japan	Asia	Summer	2
	Iwakuni	Japan	Asia	Summer	1
	Okinawa	Japan	Asia	Summer	3
	Yokosuka	Japan	Asia	Summer	2
	Schinnen	Netherlands	Europe	Summer	1
	Rota	Spain	Europe	Summer	1
<b>Terms</b>	<b>Totals</b>				
Fall	12				
Spring	14				
Summer	32				
Academic/Calendar Year	3				
<b>Total Students in Exchange and Partnership Programs</b>	<b>61</b>				

**Faculty Led Programs – An education abroad program directed by a WSU faculty member in which WSU students are enrolled in WSU courses taught abroad.**

Faculty Led Programs					
College	City	Country	Region	Term	Number of students
<b>Business</b>					
	Beijing, Chengdu	China	Asia	Spring	10
				Summer	5
	Beijing, Shanghai	China	Asia	Summer	33
	Beijing, Seoul	China, S Korea	Asia	Spring	7
	Athens	Greece	Europe	Summer	17
	Florence	Italy	Europe	Summer	14
	Seoul	S Korea	Asia	Summer	13
	Barcelona	Spain	Europe	Summer	31
	Brig	Switzerland	Europe	Fall	9
				Spring	22
	Bangkok	Thailand	Asia	Summer	11
<b>Arts &amp; Sciences</b>					
	Vienna	Austria	Europe	Summer	12
	Guatemala City	Guatemala	Americas	Spring	24
	Amsterdam	Netherlands	Europe	Spring	8
<b>Agricultural, Human, and Natural Resource Sciences</b>					
	Beijing	China	Asia	Summer	8
	Dublin	Ireland	Europe	Summer	11
	El Tambo	Ecuador	Americas	Summer	5
<b>Communication</b>					
	Havana	Cuba	Americas	Summer	11
<b>Honors</b>					
	Quito	Ecuador	Americas	Summer	17
	Copenhagen	Denmark	Europe	Summer	12
<b>Design and Construction</b>					
	Paris	France	Europe	Summer	14
	Florence	Italy	Europe	Fall	11
<b>Medical Sciences</b>					
	Guatemala City	Guatemala	Americas	Spring	24
<b>Provost's Office</b>					
	Rome	Italy	Europe	Summer	17
<b>Nursing</b>					
	Iquitos	Peru	Americas	Summer	17
<b>Terms</b>	<b>Totals</b>				
<b>Fall</b>	<b>20</b>				
<b>Spring</b>	<b>84</b>				
<b>Summer</b>	<b>259</b>				
<b>Total Students in Faculty Led Programs</b>	<b>363</b>				

**Study Abroad Provider Based Programs - Education abroad experiences facilitated by a third party provider.**

Program Provider	City	Country	Region	Term	Number of students
<b>AIFS</b>					
	Athens	Greece	Europe	Summer	1
				Fall	1
	Barcelona	Spain	Europe	Spring	7
				Summer	2
	Buenos Aires	Argentina	Americas	Spring	1
	Florence	Italy	Europe	Summer	1
				Academic Year	1
	Granada	Spain	Europe	Fall	1
	Grenoble	France	Europe	Summer	1
				Fall	1
	Limerick	Ireland	Europe	Fall	1
	London	England	Europe	Fall	1
				Spring	1
				Summer	1
	Salzburg	Austria	Europe	Fall	1
	Stellenbosch	South Africa	Africa	Summer	1
	Various	Various	Europe	Summer	3
<b>API</b>					
	Dubrovnik	Croatia	Europe	Spring	1
	Florence	Italy	Europe	Spring	10
				Fall	1
	Granada	Spain	Europe	Spring	1
	London	England	Europe	Summer	1
				Academic Year	1
	Madrid	Spain	Europe	Spring	1
	Paris	France	Europe	Fall	1
	Seville	Spain	Europe	Spring	1
<b>Arcadia</b>					
	Cambridge	United Kingdom	Europe	Summer	1
	Dunedin	New Zealand	Oceania	Spring	1
	Edinburgh	United Kingdom	Europe	Summer	1
	Istanbul	Turkey	Asia	Spring	1
Program Provider	City	Country	Region	Term	Number of students
<b>CAPA</b>					
	London	United Kingdom	Europe	Summer	2
				Fall	1
	Dublin	Ireland	Europe	Spring	1
<b>CEA</b>					
	Aix-en-Provence	France	Europe	Summer	1
	Barcelona	Spain	Europe	Spring	3
				Summer	1
				Fall	1
	Florence	Italy	Europe	Fall	1
	Galway	Ireland	Europe	Spring	1
	Madrid	Spain	Europe	Spring	1
	Paris	France	Europe	Spring	2
	Prague	Czech Republic	Europe	Spring	1
				Summer	2
	Rome	Italy	Europe	Spring	1
				Fall	1
	Seville	Spain	Europe	Spring	1
<b>CET</b>					
	Beijing	China	Asia	Summer	1
				Fall	1
	Harbin	China	Asia	Fall	2

continued

CET					
	Beijing	China	Asia	Summer	1
				Fall	1
	Harbin	China	Asia	Fall	2
CIEE					
	Barcelona	Spain	Europe	Fall	4
	Dakar	Senegal	Africa	Summer	1
	Groningen	Netherlands	Europe	Spring	1
	Prague	Czech Republic	Europe	Fall	2
	Santiago	Dominican Republic	Americas	Spring	1
	Seville	Spain	Europe	Summer	1
	Shanghai	China	Asia	Summer	1
	Uppsala	Sweden	Europe	Spring	1
Education Abroad Network					
	Alice Springs	Australia	Oceania	Summer	1
	Dunedin	New Zealand	Oceania	Spring	1
	Melbourne	Australia	Oceania	Spring	1
Program Provider	City	Country	Region	Term	Number of students
IES					
	Amsterdam	Netherlands	Europe	Spring	2
				Summer	1
	Christchurch	New Zealand	Oceania	Calendar Year	1
	Freiburg	Germany	Europe	Spring	2
	London	United Kingdom	Europe	Spring	1
	Nagoya	Japan	Asia	Spring	1
	Vienna	Austria	Europe	Summer	1
IFSA - Butler					
	Coleraine	United Kingdom	Europe	Summer	1
	Mendoza	Argentina	Americas	Spring	1
	Merida	Mexico	Americas	Academic Year	1
IPSL					
	Chiang Mai	Thailand	Asia	Spring	1
ISA					
	Adelaide	Australia	Oceania	Fall	1
	Barcelona	Spain	Europe	Spring	7
	Beppu	Japan	Asia	Academic Year	1
	Bilbao	Spain	Europe	Academic Year	1
	Christchurch	New Zealand	Oceania	Fall	1
	Cuzco	Peru	Americas	Summer	2
	Dublin	Ireland	Europe	Spring	1
	Florence	Italy	Europe	Spring	5
				Fall	1
	Galway	Ireland	Europe	Summer	1
	Lille	France	Europe	Summer	1
	Madrid	Spain	Europe	Summer	1
	Malaga	Spain	Europe	Summer	1
	Paris	France	Europe	Fall	1
	Prague	Czech Republic	Europe	Spring	1
	Rome	Italy	Europe	Spring	3
				Fall	1
	Seville	Spain	Europe	Spring	1
	Sydney	Australia	Oceania	Fall	1
	Thessaloniki	Greece	Europe	Fall	1

Program Provider	City	Country	Region	Term	Number of students
	Tokyo	Japan	Asia	Fall	1
	Valencia	Spain	Europe	Spring	3
<b>KEI</b>					
	Bangkok	Thailand	Asia	Fall	1
	Dublin	Ireland	Europe	Spring	2
	Nairobi	Kenya	Africa	Spring	1
	Paris	France	Europe	Spring	1
<b>SAI</b>					
	Florence	Italy	Europe	Spring	16
				Summer	2
				Fall	2
	London	United Kingdom	Europe	Spring	2
				Summer	1
				Fall	1
	Milan	Italy	Europe	Summer	3
	Paris	France	Europe	Summer	1
	Rome	Italy	Europe	Summer	1
<b>Semester at Sea</b>					
	Various			Spring	1
				Fall	2
<b>SFS</b>					
	Bocas del Toro	Panama	Americas	Spring	1
	Moyo Hill Camp	Tanzania	Africa	Summer	1
<b>SIT</b>					
	Jaipur	India	Asia	Spring	1
<b>USAC</b>					
	Alicante	Spain	Europe	Summer	2
	Bilbao	Spain	Europe	Summer	2
	Brighton	England	Europe	Spring	1
	Brisbane	Australia	Oceania	Spring	1
	Chengdu	China	Asia	Summer	1
				Fall	1
	Chiang Mai	Thailand	Asia	Spring	2
				Fall	1
	Cork	Ireland	Europe	Spring	1
Program Provider	City	Country	Region	Term	Number of students
	Florianopolis	Brazil	Americas	Fall	2
	Havana	Cuba	Americas	Summer	1
	Heredia	Costa Rica	Americas	Spring	1
	Luneburg	Germany	Europe	Spring	1
	Luneburg (con't)			Summer	1
				Fall	1
	Madrid	Spain	Europe	Summer	1
	Pau	France	Europe	Summer	1
	Prague	Czech Republic	Europe	Spring	2
	Puntarenas	Costa Rica	Central America	Summer	1
	Reggio Emilia	Italy	Europe	Spring	1
	San Ramon	Costa Rica	Central America	Summer	1
	San Sebastian	Spain	Europe	Summer	3
	Seoul	South Korea	Asia	Summer	1
	Shanghai	China	Asia	Summer	1
				Academic Year	1
	Turin	Italy	Europe	Summer	1
	Viterbo	Italy	Europe	Summer	1
<b>Terms</b>		<b>Totals</b>			
Fall		40			
Spring		105			
Summer		60			
Academic Year / Calendar Year		7			
Total Students in Provider-based Programs		212			

# New Degrees – Tracking Sheet Faculty Senate

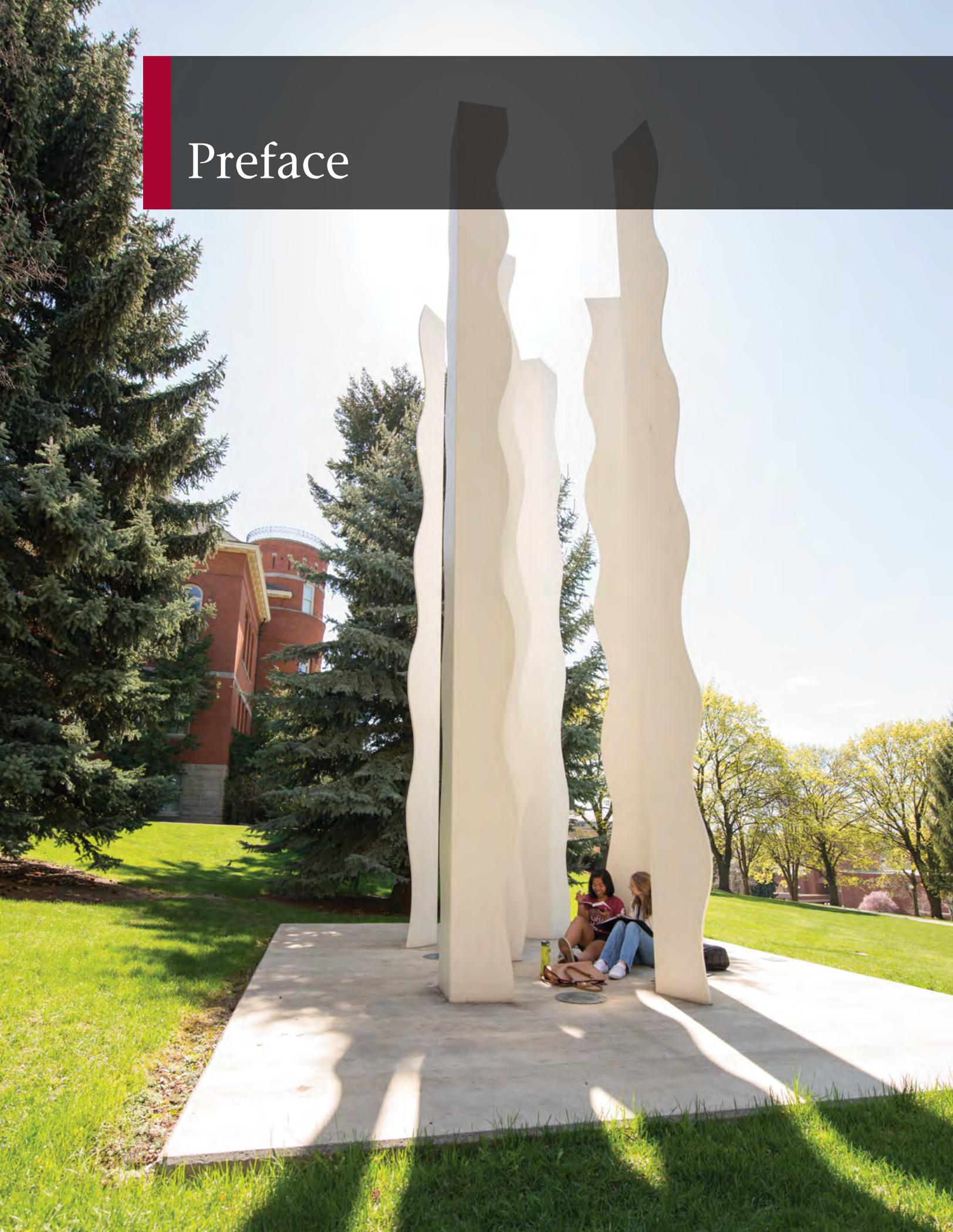
## PROPOSED NEW DEGREES, LOCATIONS, ETC.: ACADEMIC YEAR 2016-17

DEGREE TITLE & LOCATION	Rec'd in: Faculty Senate Office	Sent to: F.S. Budget Committee	Sent to: F.S. Library Committee	Sent to: Catalog Sub-committee	Sent to: Academic Affairs Committee	Sent to: Graduate Studies Committee	Sent to: Faculty Affairs Committee	On Faculty Senate Agenda as Discussion Item	On Faculty Senate Agenda as Action Item	Approved by: Faculty Senate	Notes
<b>Fall Semester 2016</b>											
Rename a Degree- Master of Arts in Hispanic Studies Apprv'd 09.08.16	02.23.16	n/a	n/a	02.23.16 apprvd		04.14.16 apprvd		04.14.16	09.08.16	09.08.16	
Extend Masters in Teaching (MIT) Elementary to Tri-City Apprv'd 10.20.16	03.02.16	03.02.16 apprv 03.21.16	03.02.16 apprv 03.02.16	03.21.16 apprv 03.25.16		03.25.16 apprv. 09.28.16		10.06.16	10.20.16	10.20.16	
Degree name change-BA in Apparel, Merchandising, Design and Textiles Apprv'd 10.06.16	09.01.16	n/a	n/a	n/a	09.01.16 APPRV 9.15.16			09.22.16	10.06.16	10.06.16	
Rename: 2 current programs in COE: Master of Education (align w/Ph.D degree); & Discontinue 2 programs: Master of Ed/Arts in Ed. Apprv 11.3.16	09.20.16	n/a	n/a	n/a		09.20.16 Apprv 10.13.16		10.20.16	11.03.16	11.03.16	
New Degree/Masters in Athletic Training; BS in Sports Medicine	10.19.16	10.19.16 apprv'd 10.26.16	10.19.16 apprv 11/3/16	11/3/16	Appv'd 0228.17	Sent to GSC 03.031.17		03.09.17	03.30.17		
NOI- Nutrition & Exercise Physiology (NEP) program 11.17.16	10.24.16	n/a	n/a	n/a	n/a	n/a	10.24.16 & Steering apprvd by Health Science committee 11.9.16		On 11.17.16 agenda as Info Item	11.17.16	Falls under MOU/goes to FAC & Steering
3 New Depts/Murrow College of Communication 1-Dept of Journalism/Media Production; 2-Dept of Communication/Society; 3-Dept of Strategic Communication 11.17.16	10.27.16- Per MOU Sent to Senate Exec Officers						11.2.16 & Steering		On 11.17.16 agenda as Info Item	11.17.16	Falls under MOU
Extend BA in Strategic Communication, Integrated Strategic Communication to Global Campus – 01.26.17	10.27.16 Falls under MOU fast track.	n/a	n/a	n/a	10.27.16 apprvd 11.16.16			01.12.17	01.26.17	01.26.17	
Create New PhD in Statistical Science 03.09.17	11.17.16	11.17.16 Appv 12.1.16	11.17.16 apprvd 12.19.16	01.03.17		GSC apprvd 2.14.17		02.23.17	03.09.17	03.09.17	
<b>DEGREE TITLE &amp; LOCATION</b>											
<b>Fall Semester 2016</b>											
Change MA in Apparel, Merchandising, Textiles to MS in AMT	11.21.16	11.22.16 apprv 11.30.16	11.22.16 apprv'd 12.19.16	01.03.17		Apprvd 3.1.17		03.09.17	03.30.17		
<b>SPRING 2017</b>											
Extend BS in AG&Food system, Organic Ag system to Everett 02.23.17	01.04.17	n/a	n/a	n/a	01.04.17 apprvd 01.30.17			02.09.17	02.23.17	02.23.17	Streamline Proposal- no curricular changes

Updated 03.10.17



# Preface



## Brief Update on Institutional Changes since the Institution's Last Report

Since the most recent NWCCU site visit in 2010 and the most recent reaffirmation of accreditation in 2013, Washington State University has initiated change in response to strategic goals and has responded to challenges and opportunities that have emerged in the areas of fiscal matters, leadership, community needs, and legislative requests.

As will be referenced throughout this report, Washington State University has developed and implemented a refreshed 2014-19 Strategic Plan that recognizes the dramatic changes in public funding that occurred over the duration of the previous strategic plan, along with the need for greater institutional nimbleness, openness, and entrepreneurial activity that diversifies the University's funding portfolio. In reaffirming WSU's land-grant mission, the plan focuses even greater attention system-wide on increasing access to educational opportunity; responding to the needs of Washington state through research, instruction, and outreach; and contributing to economic development and public policy.

The refreshed strategic plan responds to the opportunities and challenges over the previous planning cycle by including the following emphases:

- An emphasis on incorporating the institution's commitment to diversity and inclusiveness in all themes, while also remaining a major focus of Theme 4.
- Increased attention to measuring progress on infrastructure needs and alignment of resources, including the stewardship of resources, infrastructure, and workload.
- An increased emphasis in Theme 1 on Washington State University's unique strengths, the need for multidisciplinary, the importance of collaboration within the institution and externally, and a high priority on engaging students in mentored research.
- An increased emphasis in Theme 2 on stewarding and continuing growth in access and enrollment, improving student success toward graduation, and ensuring graduates are ready to provide effective leadership in society.
  - The goals developed for this theme reflect a broadened conception of academic achievement (beyond core competencies, a focus of the previous plan) and learning (beyond classroom).
- An expansion in Theme 3 to give more emphasis to the role of outreach and impact of what Washington State University does as a land-grant institution serving the state of Washington.
  - Goals developed for this theme include a focus on access and availability of a Washington State University education, along with the role the University plays in communities and in an increasingly international economic and social landscape.
  - Goals developed for this theme also recognize importance of outreach and recognition internally and externally in order for the institution to achieve its maximum impact.
- An increased emphasis in Theme 4 on openness and accountability, including the integration of accountability reporting so it more effectively benefits the University and its community members.

A brief summary of changes related to strategic priorities, leadership, budget allocations, and priorities of the Washington legislature follows:

- In 2015, upon authorization of the Washington state legislature, Washington State University set out to establish the state's second medical school, later named the Elson S. Floyd College of Medicine after the late president. The community-based medical school admitted its first class of students in fall of 2017, and is based on the WSU Health Sciences campus in Spokane.
- Under authorization of Senate Bill 5636, WSU Everett began offering a BA in mechanical engineering in 2012 on the Everett Community College campus. This was followed by bachelor's degree programs in electrical

engineering, integrated strategic communication, and hospitality business management. In 2014, WSU NPSE assumed management of the Everett University Center, which offered an additional 12 programs in collaboration with WSU NPSE's partners: Western Washington University, the University of Washington Bothell, Eastern Washington University, Central Washington University, Hope International, and the Evergreen State College.

Since the most recent accreditation site visit in 2013, Washington State University has an almost entirely new leadership team at the vice presidential level and above; a majority of deans are also relatively new. This has given fresh eyes and fresh energy to respond to assessments and to advance the goals of the strategic plan.

At the presidential level, WSU lost its visionary president, Elson S. Floyd, in June of 2015. Dr. Floyd served Washington State University from 2007 and guided WSU through some of the most difficult fiscal challenges in its history. During his tenure, overall student enrollment grew to record highs, reaching 28,686 in fall 2014, and has continued steady growth since. The number of students of color nearly doubled. In addition, annual research expenditures grew by 57.5 percent from approximately \$213.2 million in 2007 to more than \$335.9 million in 2015, placing WSU in the top 11 percent of public universities for research funding. All of WSU's health sciences programs were consolidated on its Spokane campus, including the colleges of nursing and pharmacy, and the new college of medicine. In 2015, the University successfully completed the \$1 billion fundraising *Campaign for Washington State University: Because the World Needs Big Ideas*. Also under Dr. Floyd's leadership, WSU won bipartisan support in the Washington state legislature to create its own, separately accredited medical school at WSU Health Sciences Spokane. WSU also completed a series of major construction projects from 2007–2015, including one of the world's most technologically advanced wine science centers at WSU Tri-Cities, and launched a new instructional site at WSU Everett.

In June of 2016, Washington State University hired its 11th president, Kirk Schulz, who is guiding Washington State University's transformation into one of the nation's top public research universities. Building on the University's existing strategic plan, President Schulz is prioritizing the University's exceptional research and innovation that addresses the world's challenges and enhancing efforts to provide students with a truly transformative educational experience. In the fall of 2016, WSU launched the Drive to 25, an institutional commitment to achieving recognized status as one of the nation's top 25 public research universities by 2030. During his first months at WSU, President Schulz has emphasized listening to the Cougar nation by meeting regularly with faculty, staff, students, alumni, and other stakeholders across the state and beyond, as he partners with others to build upon the University's recent successes.

A nationally respected leader in higher education, President Schulz is a tenured professor in the Gene and Linda Voiland School of Chemical Engineering and Bioengineering. He previously served seven years as president of Kansas State University. Prior to his appointment at KSU, President Schulz served in a variety of administrative roles during nine years at Mississippi State University, where he served as vice president for research and economic development from 2007 to 2009, dean of the James Worth Bagley College of Engineering from 2005 to 2007, and director of the Dave C. Swalm School of Chemical Engineering from 2001 to 2004. He also served on the faculty at Michigan Technological University and the University of North Dakota.

Other leadership changes since 2013 have provided continuity during this transitional period and have maintained momentum for mission fulfillment under the refreshed strategic plan, as follows:

- Daniel J. Bernardo was named provost of Washington State University in 2014. Bernardo served as interim president from July of 2015 to June of 2016 and resumed his role as provost in June of 2016, when Kirk Schulz took over as president. While Bernardo served in the position of interim president, interim co-provosts included Ron Mittelhammer, dean of the College of Agricultural, Human, and Natural Resource Sciences; and Erica Austin, vice provost for Academic Affairs. Both since have returned to their permanent roles, pro-

viding continuity of support for the new leadership and University community.

- New deans include Mary Rezac (Voiland College of Engineering and Architecture), Daryll DeWald (College of Arts and Sciences), Larry W. (Chip) Hunter (Carson College of Business), Ron Mittelhammer (College of Agricultural, Human, and Natural Resource Sciences), Bruce Pinkleton (interim, Murrow College of Communication), Joyce P. Griffin-Sobel (Nursing), and John Tomkowiak (Elson S. Floyd College of Medicine).
  - WSU will commence dean searches for the College of Agricultural, Human, and Natural Resource Sciences; College of Arts and Sciences; and The Murrow College of Communication. These searches are anticipated to conclude spring 2018.
- New chancellors include Daryll DeWald (Spokane), H. Keith Moo-Young (Tri-Cities), and Paul Pitre (Everett).
  - WSU will commence a chancellor search for the Tri-Cities campus. The search is anticipated to conclude spring 2018.
- New vice presidents include: Lisa Calvert (Advancement and CEO of the WSU Foundation), Asif Chaudhry (International Programs), David Cillay (Academic Outreach and Innovation), Mary Jo Gonzales (Student Affairs), Christopher Keane (Research), Colleen Kerr (External Affairs and Government Relations), Sasi Pillay (Information Technology Services and Chief Information Officer), Stacy M. Pearson (Finance and Administration), and Phil Weiler (Marketing and Communication).

Some of these leadership changes have taken place in conjunction with a set of reorganizational steps responsive to goals of the strategic plan and priorities of the state legislature in keeping with WSU's land-grant mission, and guided by assessments in particular to increase the efficiency and effectiveness of WSU's student success efforts, such as:

- Moving all auxiliary services under Student Affairs to strengthen their ability to respond to student needs.
- Moving Enrollment Management under the provost to facilitate connections among recruitment, admission, and academic affairs to maximize opportunities for ensuring student success.
- The elevation of Information Technology Services, International Programs, Government Relations, and University Communications to vice presidential levels to facilitate maximum responsiveness and coordination of policy, technology, and communication for student success.
- The separation of the Graduate School, which reports to the provost, and the Office of Research, which reports to the president, to increase the effectiveness of the University's services for graduate students and to elevate and increase the effectiveness of the University's pursuit of its research mission.

Washington State University has placed particular emphasis in its strategic plan on access and inclusion in an increasingly international economic and social landscape, reaffirming WSU's commitment to its 21st-century land-grant mission. This commitment has been reflected in its enrollment management strategies, capital planning, programmatic initiatives, and outreach. WSU's goal is to increase the six-year graduation rate to 70 percent over the next five years while closing the gap between the general student population graduation rate and that of minority, first-generation, and low income students. In conjunction with this commitment and consistent with Goal 2 of the strategic plan, WSU has focused on increasing high-impact educational practices to ensure that graduates are prepared to lead and excel in a diverse United States and global society. Among recent accomplishments:

- WSU increased enrollment system-wide, increasing diversity, number of first-generation students and transfer students.
  - Increased overall enrollment to 30,142 in fall of 2016 from 27,659 in fall of 2012
  - Increased minority enrollment from 6,252 (22.6 percent) in 2012 to 8,698 (28.9 percent) in 2016
- WSU capped a successful *Campaign for WSU* in 2015, raising a total of \$1.065 billion with \$338 million focused on student initiatives and scholarship support, \$338 million for faculty and research, and \$344 million for programs and facilities. Support from 206,259 donors participating in the campaign included 44.6 percent of alumni.

- Responding to employers' needs, and the needs of students in northwest Washington, beginning in 2012 Washington State University began offering bachelor's-degree completion programs at the Everett University Center, located on the Everett Community College campus.
- The Elson S. Floyd College of Medicine accepted its first class of 60 students to begin studies in fall of 2017 following authorization by the Washington state legislature in 2015 to address physician shortages in communities across Washington state. A community-based model of medical education was selected with the goal of filling critical health care gaps in rural Washington. The medical school earned preliminary accreditation in October 2016 by the Liaison Committee on Medical Education (LCME) and institutional accreditation in February 2017 from the Northwest Council on Colleges and Universities.
- WSU launched a major internationalization initiative in 2016 by entering a long-term agreement with INTO, a private global education company that works with more than 20 leading universities across the world to expand international student enrollment. WSU and INTO are developing academic pathway programs for international students to improve their English language comprehension while preparing them to be successful, degree-seeking students. The initiative responds to the fact that few WSU students study abroad and WSU's peer institutions tend to have a larger representation of international students on campus: 7.1 percent international, while American Association of Colleges and Universities peers are 18-20 percent. Current undergraduate enrollment at WSU is less than 4 percent international. As an essential building block for the Drive to 25, the internationalization of Washington State University will enable more Washington state students to develop skills to work across languages, cultures, and borders to solve critical, complex global problems.

Washington State University's portfolio of academic offerings has continued to evolve in response to the needs of Washington state, national and international trends, advances in fields of study, and with attention to the sustainability of programs within an increasingly tuition-driven university budget.

- New programs developed in response to state and employer demand for highly qualified STEM professionals, especially in engineering and computer science, include:
  - M.S. in electrical engineering at Vancouver
  - B.S. in electrical engineering and B.S. in mechanical engineering at Bremerton
  - B.S. in data analytics on multiple campuses
  - B.S. in software engineering on multiple campuses
  - B.S. in construction engineering in Pullman
  - PSM in electrical engineering to Global Campus
  - B.S. in civil engineering in Tri-Cities
  - M.S. in software engineering to Global Campus
- Responding to changes in various professions, other new degree programs have included:
  - B.A. communication and society
  - B.A. journalism and media production
  - B.A. strategic communication
  - Doctor of Nursing Practice
  - Ph.D. in developmental science and prevention
- Several programs have undergone changes to adapt to their respective fields, including:
  - B.S. in crop science, soil science, and horticulture merged into B.S. in integrated plant sciences
  - Discontinued B.A. in economics, created B.S. in economic sciences
  - Discontinued M.A. in applied economics, created M.S. in applied economics
  - Discontinued B.S. in environmental science, created B.S. in earth and environmental sciences
- Discontinued programs resulting from mission realignments have included:
  - M.A. in counseling and Ph.D. in counseling psychology
  - Ed.D. in curriculum and instruction

- B.S. in natural resource sciences
- B.S. in geology
- Extension of degrees to other campuses as they grow and develop have included:
  - Biology, civil engineering, fine arts, and AFS/viticulture and enology to Tri-Cities
  - History, mathematics, neuroscience, sociology, and communication to Vancouver
  - Mechanical engineering, electrical engineering, data analytics, hospitality business management, and integrated strategic communication to Everett
- As WSU redoubles its strategic focus on its outreach mission, degrees have been extended to the Global Campus:
  - B.S. in economic sciences
  - B.S. in data analytics
  - Professional Science Masters in electrical engineering
  - M.A. in criminal justice
  - B.S. in psychology
  - MBA

WSU has placed a particular emphasis on innovation for student engagement, high-impact practices to facilitate learning goals, and student success, reflected in initiatives such as the following, discussed further in Chapters 4 and 5:

- Systematic assessment of all seven undergraduate learning goals, using assessment of student work by faculty, to inform improvements to courses and curriculum to meet the evolving needs of students. More information about this effort is provided in WSU's Response to Recommendation 2 from the NWCCU 2013 report.
- Monitoring and emphasis on five High-Impact Practices into the metrics of the strategic plan and indicators for quality, including capstones, internships, service learning, undergraduate research, and learning communities. Recent results detailed further in Response to Recommendation 2 of NWCCU's 2013 report show that 90 percent of WSU seniors have engaged in at least one high impact practice; 74 percent of seniors have completed or plan to complete a capstone experience, 72 percent of seniors have completed or plan to complete an internship, 65 percent of seniors have completed courses with a service learning project, 35 percent of seniors have worked with a faculty member on research or plan to do so, 32 percent of seniors have participated in a learning community, all undergraduates entering as of 2012 will complete a capstone course, and all undergraduates take two intensive writing-in-the-major courses (University requirement).
- Continued emphasis on the use of assessment in degree programs, with substantially all undergraduate programs ( $\geq 90$  percent) now having all key assessment elements in place (95 percent in 2016), continuing an upward trend over the past five years. The University's goal is for assessment to be meaningful and useful; thus, rather than focusing on 100 percent compliance, WSU's approach encourages deeper involvement in assessment as faculty iterate changes and improvements to meet evolving needs of students and curricula. All undergraduate programs reported that in the past two years they completed an assessment cycle for one or more learning outcomes and used results to inform program decisions (100 percent). At the graduate level, annual assessment reports to the Graduate School support continuous quality improvement, with annual summary information available on the Graduate School web pages and shared with leadership, also showing an upward trend over four years.
- WSU has prioritized student involvement in research as a specific emphasis in the refreshed strategic plan and as one of the metrics to track in the Drive to 25 initiative. An example of progress made on this initiative can be seen in the Showcase for Undergraduate Creative and Research Activities (SURCA), launched in 2012. The number of student presenters has increased nearly 70 percent—in 2016, 249 students' abstracts were accepted for presentations. In addition, SURCA has made nearly 250 awards, made possible by community and campus sponsors.

- A competitive strategic reallocation review process in 2016 awarded \$7,395,267 (over five years) to an evidence-based project aimed at both freshmen and upperclassmen to build resilience, purpose, and growth through both faculty support and parental interventions, and integrate peer mentoring, programming, and advising to move students into increasingly experiential learning opportunities.

New buildings and facilities opened since 2013 continue to expand opportunities for students and faculty, as follows:

- The Brelsford WSU Visitor Center opened in 2013 in Pullman. It functions as an information center for the University and a resource for the campus community, featuring WSU's teaching, research, athletics, and student and faculty contributions.
- The Washington Grains Plant Growth Facility opened on the WSU Pullman campus in 2015, representing a partnership with industry that provides \$1.1 billion annually and over 3,700 jobs to Washington's economy. The new building adds 7,200 square feet of greenhouse space, a seed storage area, a specialized room for herbicide studies, and new lab space for breeders and other faculty, students, and staff, among other benefits.
- The Ste. Michelle Wine Estates WSU Wine Science Center opened on the campus of WSU Tri-Cities in 2015, providing a world-leading teaching and research facility to support the country's second-largest and fast-growing premium wine industry. Students, faculty, researchers, and industry members from around the globe use the center as a gathering place to spark innovation, fuel economic development, support local, regional, national, and international collaboration, and provide a catalyst for research breakthroughs.
- The PACCAR Environmental Technology Building opened in 2015 on the Pullman campus. The 96,000 square-foot building is a hub for faculty from engineering, the sciences, and allied fields to engage in cutting-edge, interdisciplinary environmental technology research and education. The building houses five of WSU's longstanding research centers dedicated to tackling multifaceted environmental issues through interdisciplinary collaboration. Focus areas include sustainable design and construction, water quality, and atmospheric sciences.
- Global Scholars Hall opened in 2015, expanding residential opportunities on the growing Pullman campus. Designed as a living-learning community, Global Scholars Hall is an innovative and inclusive environment for students from all backgrounds, and inspires students to learn from their peers and make a positive impact on WSU and the global community.
- The WSU Spokane Teaching Health Clinic, opened in 2016 to provide services to the public in conjunction with additional opportunities for medical residents and health sciences students from WSU Spokane and Eastern Washington University. The community-based primary health care teaching clinic enables resident physicians (newly graduated physicians doing their required post-graduate work under supervision) and university professors and students in nursing, pharmacy, medicine, physical therapy, occupational therapy, and social work to deliver comprehensive, high quality care under one roof to residents of the community.
- The Spark Academic Innovation Hub opened in fall of 2017, enabling faculty to employ innovative technologies to engage students in learning through large- and small-group opportunities using flexible spaces and multidisciplinary activities. The facility positions Washington State University to accommodate student population growth and knowledge advances regarding the way students learn.
- The WSU University Center classroom building in Everett opened in fall of 2017, and features STEM-oriented teaching facilities and a fabrication lab funded by the Boeing Corporation. The building houses classrooms, laboratories, faculty offices, and services for students working toward degrees in STEM education.
- The Museum of Art building Expansion, Pullman, is projected to open in December 2017 to provide additional gallery and programming space in the heart of the Pullman campus. New spaces feature an entrance gathering place for students and faculty, permanent collection galleries, an outdoor sculpture garden, and galleries for special exhibitions.
- The Troy Hall renovation, completed in 2017 on the Pullman campus, provides much-needed modern space for academic instruction, multidisciplinary interaction, and cutting-edge research in chemical and environ-

mental sciences. The project supports the University's commitment to providing STEM education and training for the state of Washington.

- The Elson S. Floyd Cultural Center opened in fall of 2017, and provides educational and performance facilities, a meditation pavilion, and gallery. Envisioned as an iconic symbol and gateway to the Pullman campus for welcoming students of all backgrounds, it supports cultural programming, social justice outreach, and community engagement.
- The Chinook Student Center, Pullman, funded through student-authorized fees, opened in 2017 to bring additional recreational facilities, study spaces, a napping zone, and food service to the heart of the Pullman campus to serve the growing student population.
- The Tri-Cities Student Union Building, is a student-fee funded facility that opened in 2017 to provide facilities dedicated to student organizations, leadership opportunities, and social development. The building provides study, leisure, and meeting spaces.
- The Chief Joseph Village Apartments renovation, Pullman, completed in 2017, has updated the remaining buildings in the complex following an initial set of updates performed in 2011, consistent with the Student Housing Long Range Plan.
- The Food Quality Building Addition, which opened on the Pullman campus in 2017, includes a whey processing room that allows the creamery to convert a portion of its whey into marketable products and provide whey processing experience to students.

Washington State University also has placed strategic emphasis on tools and technologies for strategic and data-driven decision making to advance mission fulfillment, consistent with the goals of Theme 4 of the strategic plan. For example:

- WSU invested in the development of an integrated, student information enterprise data warehouse. Currently in phase II, additional data will be added on an ongoing basis as WSU builds out its student enterprise data warehouse. The presence of this centralized effort for institutional analysis and data governance functions ensures closer collaboration among the academic and business units. A concerted effort is providing more self-service data in order to perform program assessments, analyze and meaningfully disaggregate student learning outcomes data and student success data, monitor trends, and support data-driven decisions and activities to continually improve academic programs and services.
- WSU continues to build out the student-facing aspects of the student information system launched in 2012. The online portal allows students to access WSU services, register for classes, keep personal information up to date, and find information and resources at their University.
- Predictive analytics academic advising tools have been developed since 2013, based on 10 years of student enrollment data, to provide academic advisors with a powerful, easy-to-use tool that shows them where a student stands academically and how to keep the student on track toward graduation.

Within Theme 1 of the strategic plan, WSU has placed a stronger emphasis on the University's unique strengths, the need for multidisciplinary investigation, the desirability of collaborative work (both internally and externally), and supporting the engagement of students in research.

- To facilitate this effort, a 120-Day Study led by the vice president for research identified five Grand Challenges to catalyze multidisciplinary research efforts to achieve broad societal impact.
- The Office of Research 120-Day Study also deployed the University community through four subcommittees and input from hundreds of stakeholders to develop a set of 19 recommendations and 72 sub-recommendations that are being implemented with the oversight of an institution-level research council.

Under WSU's refreshed strategic plan for 2014-19, growth and stewardship of resources are a primary focus of Theme 4. The effects of the recent recession on Washington State University have led to a stronger focus on openness and accountability in operations, with a particular goal of improving the regularity and breadth of accountability reporting to ensure efficiency, effectiveness, and sustainability. Recent accomplishments and initiatives have included:

- WSU is in the early planning and assessment phase to modernize finance, payroll, and human resource business processes and systems. The modernization initiative will ensure continuity of University operations and capture future efficiencies and strategic advantages that will serve the University for years to come.
- WSU awarded in 2013-15 the first salary increases for faculty and staff since 2009. New state funds were used in 2014 for a 4 percent across the board increase for administrative professionals, graduate assistants, and faculty. Additional meritorious increases for eligible tenured, tenure-track, and clinical faculty were funded with internal funds, resulting in a 6.5 percent increase in the total faculty salary base.
- A combination of new state funds and funds generated through an internal reallocation were used to provide an additional 4 percent increase for faculty and graduate students, and a 3 percent increase for administrative professionals in FY 2015. As of July 1, 2016, the state funded increases of 1.8 percent for all employee types. When compared to WSU's Global Challenge State peers, from fall of 2013 to fiscal year 2016, WSU progressed in all faculty ranks to more competitive salary levels.
- In FY 2016 WSU participated in an internal budget reallocation to generate a pool of funds for targeted investment in research and student services. Through a competitive process, more than \$29 million over five years was awarded to support multidisciplinary research projects and student success initiatives.
- To better allocate resources to areas impacted by enrollment growth, the University implemented an enrollment-based budget model in AY 2013. This model allocates new resources to areas with increased course sections and/or course enrollments.

## Assessment of Changes and Actions Implemented

Washington State University has implemented actions institution-wide to address the refreshed 2014-19 Strategic Plan, associated Drive to 25 initiative, and continuing economic and social changes in the state, national and global environment. WSU's explanation of Standard 1 (Mission, Core Themes, and Expectations) provides detail regarding the strategic plan that guides the University's planning, implementation, and assessment. In the response for Standard 2 (Resources and Capacity), WSU describes the breadth and depth of resources and policies that support mission delivery. A comprehensive assessment and evaluation of WSU's actions taken since 2013, as well as WSU's continuing array of programs and services, follows in this report's presentation of Standard 3 (Planning), Standard 4 (Effectiveness and Improvement), and Standard 5 (Mission Fulfillment).

## Response to Recommendation One: Assessment of Learning Outcomes Including Online Programs and Courses (Standard 2.C.5)

NWCCU Recommendation on Assessment of Learning Outcomes including Online Programs and Courses: The evaluation committee recommends that Washington State University's academic programs continue to strengthen collective faculty responsibility for fostering and assessing student achievement of learning outcomes and ensure that student learning outcome information from online programs and courses are consistently included in assessment processes. (Standard 2.C.5)

Over the past several years, Washington State University has continued to improve its entire assessment system to strengthen collective faculty responsibility and participation in the assessment of student learning, and ensure that all programs and courses, including those delivered online, are included in assessment processes. Standard 4, Theme 2, sections 4.3 and 4.6 have a comprehensive discussion of WSU's assessment system, which includes all online programs and courses, and describes in detail faculty engagement in the assessment system.

### 1. Faculty Responsibility for Assessment of Student Learning

As stated in Standard 4, Theme 2, Section 4.A.3, faculty and their academic programs are at the core of WSU's assessment system. Faculty actively participate in all phases of assessment of student achievement, from developing and approving program curricula, to defining course and program student learning outcomes, to the delivery of the curriculum and the assessment of student learning outcomes at the course and program levels.

For each degree program, faculty with teaching responsibilities have a primary role in assessing student achievement of clearly identified, program level student learning outcomes. Faculty in all WSU departments and degree programs are responsible for identifying their assessment measures and processes within frameworks of good practice. Individual instructors also assess student learning at the course level, ensuring students are meeting those learning outcomes. WSU policy requires faculty to provide student learning outcomes on all syllabi, as part of their regular course-level assessment. The faculty and their departments/schools are also responsible for using assessment results to improve the quality of the academic program and the student experience.

### Policy on Faculty and Department Responsibilities for Assessment

#### WSU's Executive Policy on Assessment of Student Learning

To further strengthen collective faculty responsibility for assessment, the Faculty Senate updated the WSU executive policy on the Assessment of Student Learning in Degree Programs, Educational Policies and Procedures<sup>1</sup>, in 2014 and 2016 to clarify teaching faculty and departmental roles and responsibilities for program assessment, including online degree programs. The responsibilities for faculty and department leaders are stated in the policy as follows:

- Faculty. For each degree program, faculty with teaching responsibilities have a primary role in assessing student achievement of clearly identified, program-level student learning outcomes. Learning outcomes should guide the curriculum and be widely publicized (e.g. department website, student handbook) and periodically reviewed for currency and utility, with input from appropriate stakeholders.
- Department/School. The chair/director is responsible for working with faculty to a) ensure each degree program has learning outcomes and an assessment plan that involves all campuses offering the degree, including online degrees, b) implement the program's assessment plan, c) share results with faculty on all campuses offering the degree, and d) manage implementation of program improvements based on assessment results.

### WSU Strategic Plan Update

When the University updated its strategic plan in 2014, two metrics related to assessment of student learning were included in Core Theme 2, Transformative Student Experience<sup>2</sup>, communicating the value WSU places on assessment and use of results:

- Metric 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
- Metric 17: Percent of graduate degree programs using student learning assessment results in decision-making or planning

### Evidence of Faculty Engagement

As described in Standard 4, Theme 2, Section 4.A.3.4, Faculty Engagement in Assessment of Student Learning, WSU faculty actively and regularly engage in assessment of student learning. In undergraduate programs, faculty are involved in planning assessment, mapping curriculum, determining appropriate assessment measures, and discussing results. In all graduate programs, WSU faculty play a critical role in assessment of graduate student learning. Faculty conduct significant work toward continuous improvement of curriculum, instruction, and assessment. See Standard 4, Theme 2, section 4.A.3.3, Faculty Engagement in Assessment of Student Learning, for details and evidence.

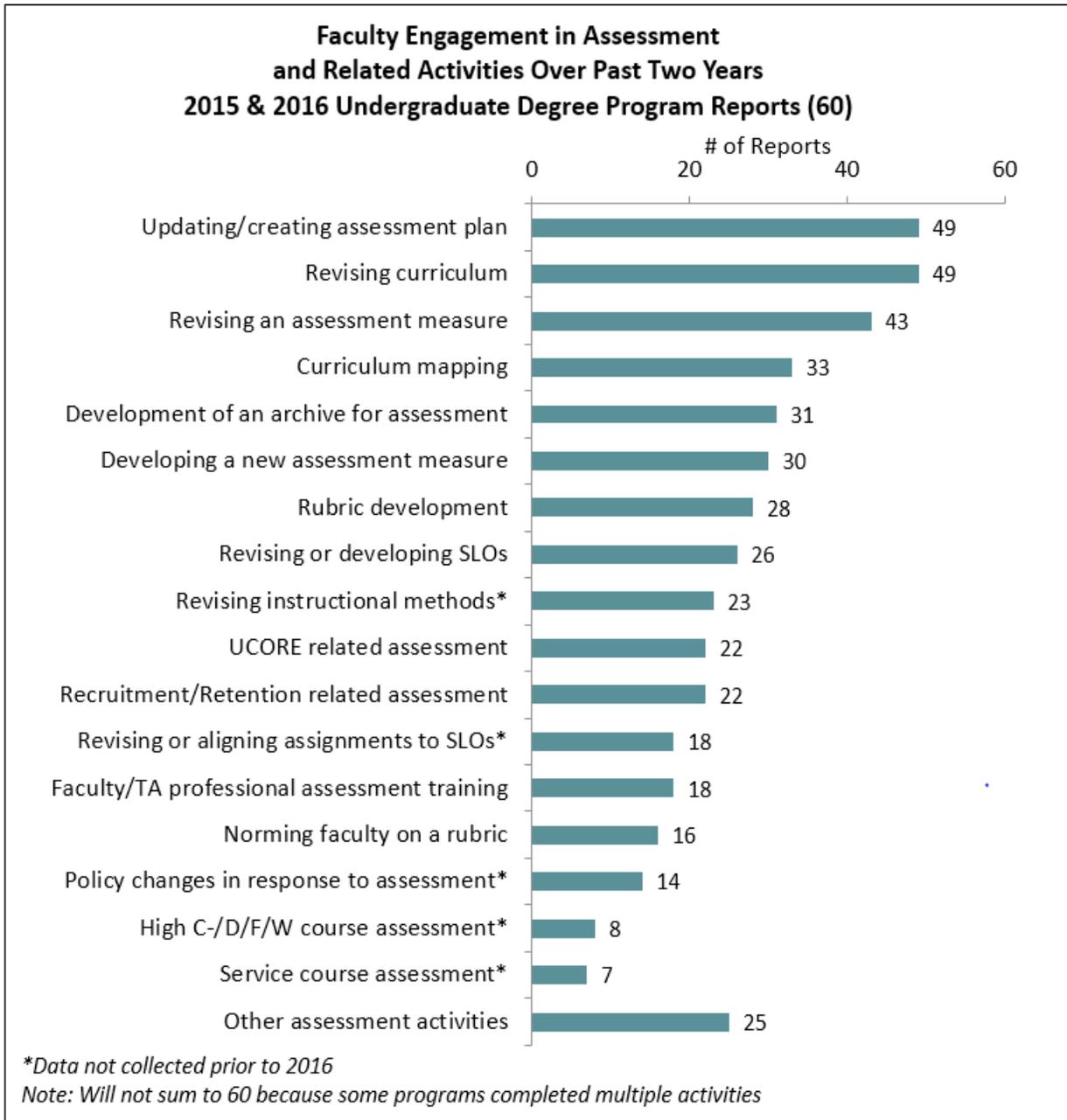
Annual undergraduate program assessment reports help provide evidence of engagement by faculty who teach, with new quality indicators added beginning in 2015 to show faculty engagement in assessment. (See Table 1, below)

Table 1, Recommendation 1

Faculty Engagement: Program-Level Student Learning Outcomes Assessment Undergraduate Degree Program Reports, 2015 and 2016		
	2015	2016
	% of Reports	% of Reports
Student learning outcomes approved by faculty who teach	97%	95%
Curriculum map approved by faculty who teach	88%	93%
Assessment measures approved by faculty who teach	95%	95%
Total Number of Reports	60	60

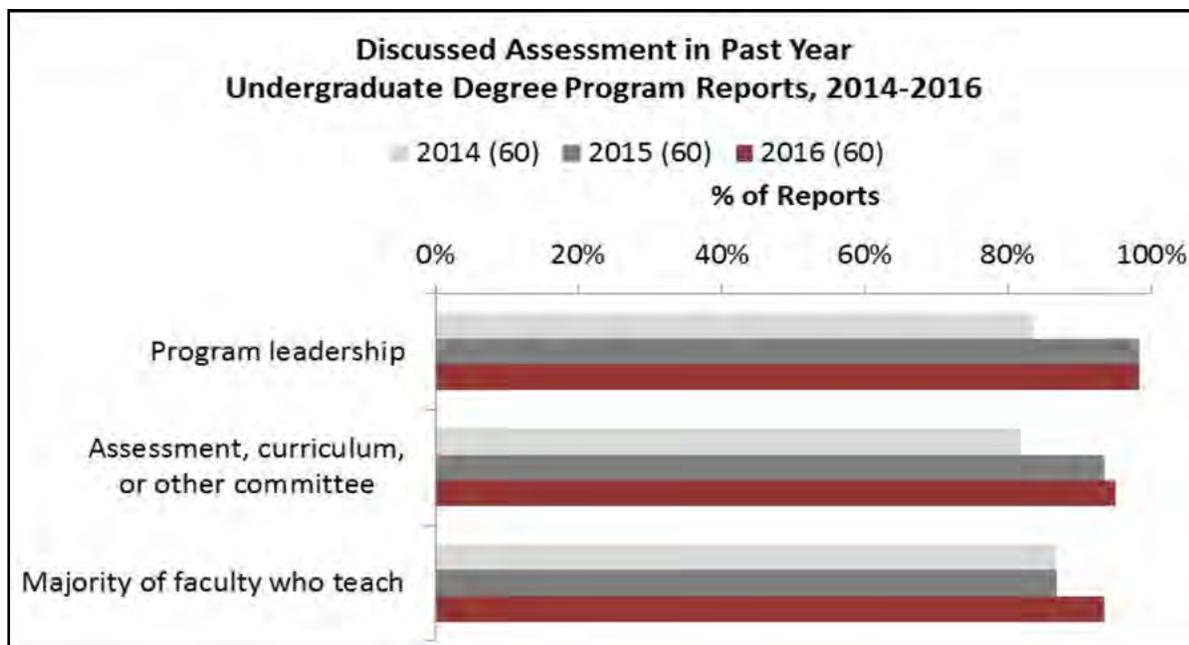
As shown below, faculty engaged in a range of assessment activities in 2015 and 2016. (See Figure 1 below) Of note, all undergraduate programs reported engaging in multiple assessment and assessment-related activities in the past two years.

Figure 1, Recommendation 1



Finally, WSU faculty and program leadership regularly discuss assessment of student learning in substantially all undergraduate programs, as reported over three years (2014-2016), continuing a positive upward trend (See Figure 2 below).

Figure 2, Recommendation 1



#### *Faculty Participation in General Education (UCORE) Assessment*

WSU faculty participate on UCORE's steering committee, which meets biweekly, and on its subcommittee for assessment. Faculty contribute to assessment of student learning in their own UCORE-designated courses, report on student learning in capstone courses, and contribute to other UCORE-related assessments of student learning. (See Table 2 below).

Table 2, Recommendation 1

Examples of Faculty Participation in UCORE/General Education Assessment	
<a href="#">UCORE faculty committee</a>	<a href="#">UCORE subcommittee for assessment</a>
<a href="#">UCORE Capstone</a> Faculty teaching capstone courses report each semester on student learning	<a href="#">Roots of Contemporary Issues</a> Faculty rate student work each summer

See Standard 4, Theme 2, Section 4.A.3.4, Faculty Engagement in Assessment of Student Learning, for additional details and evidence. In September 2017, ATL will add data from the 2017 annual departmental reports, available in the 2017 WSU-wide Summary of Undergraduate Degree Program Assessment Reports.<sup>3</sup>

## 2. Online Programs and Courses Included in Assessment Processes

WSU academic courses and degrees offered online are taught by departmental faculty, and overseen by department chairs and ultimately the dean of the college. Thus all online courses offered as part of degree programs are included in the regular assessment processes of the department – meeting the same expectations for assessment as on-campus delivery modes.

For a comprehensive overview of how online courses and students are folded into undergraduate assessment processes, please see Table 3 (below) and the discussion of Undergraduate Degree Programs and Academic Courses Offered Online.

### Provost's Task Force on Assessment in Degrees Offered Online

To further strengthen WSU's assessment system, in 2014 the provost formed a one-semester task force to review assessment in online programs, with representatives from the colleges with online degree programs: Business; Arts and Sciences; Agriculture, Human, and Natural Resource Sciences; Engineering and Architecture; Veterinary Medicine; and Education, as well as administrators from the Office of Assessment of Teaching and Learning, the Graduate School, and the Global Campus. The charge of the group was to inventory how online programs are assessing student learning, share best practices and successes, identify any gaps, and provide a brief report with recommendations and results. The task force report,<sup>4</sup> produced in June 2014, was shared with the provost, the Liaison Council for Undergraduate Assessment, and the Graduate Advisory Council, with follow-up action by departments, colleges, Global Campus, the Office of Assessment of Teaching and Learning (ATL), the Graduate School, and the Office of the Provost.

During their meetings, task force representatives discussed online program assessment, shared good practices and ideas for innovation, and received support from their peers and the central administration regarding assessment of student learning in online environments. Members assessed their own degree's elements of assessment and data collection practices in 2014 (see task force report).<sup>4</sup> Members returned to their colleges and departments with several resources and strategies to ensure that program-level assessment of student learning included online courses and programs. As a follow up and to monitor progress, departments offering degrees online assessed themselves again for 2016 and showed improvements. Updates can be found on both the ATL and Graduate School websites for assessment.<sup>5,6</sup>

In addition, Global Campus has developed resources and support (including workshops) for faculty and chairs/directors involved in assessment of student learning in online courses. A comprehensive eLearning website<sup>7</sup> was designed to support faculty engaged in online teaching and learning at WSU, and work with faculty one-on-one with their courses. The site offers resources, training, and tutorials and showcases online teaching. Global Campus also houses WSU's Technology Test Kitchen,<sup>8</sup> a program created by the Office of the Provost and Academic Outreach and Innovation to help staff and faculty try out the latest educational technologies in a supportive environment.

### Examples of Assessment Activities and Processes in Programs Offered

Table 3 shows current examples and/or highlights of assessment activities and processes involving undergraduate and graduate degree programs and course offered online, as documented in WSU's assessment system.

### Undergraduate Programs and Courses Offered Online

Student learning outcome information from online programs and courses consistently are included in undergraduate assessment processes. The table below shows key assessment processes, which include online courses and students, for program-level assessment and for general education.

Table 3, Recommendation 1

Inclusion of Online Courses and Students in Assessment Processes Key Undergraduate Assessments, 2014-2017				
	2014	2015	2016	2017
Program-level Assessment	<u>All</u> programs offering degrees online submitted annual Program Assessment Reports.  <u>All</u> programs offering degrees online participated in Provost's Online Task Force	<u>All</u> programs offering degrees online submitted annual Program Assessment Reports	<u>All</u> programs offering degrees online submitted annual Program Assessment Reports	<i><u>All</u> programs offering online degrees will submit annual Program Assessment Reports</i>
UCORE Capstone Course Assessment Reports	N/A	Requested from <u>all</u> online CAPS courses	Requested from <u>all</u> online CAPS courses	<i>Will be requested from <u>all</u> online CAPS courses</i>
National Survey of Student Engagement  Seniors and First year students	<u>All</u> online students included in census administration	<u>All</u> online students included in census administration	N/A	<i><u>All</u> online students will be included in census administration</i>
University Writing Portfolio	<u>All</u> online students included	<u>All</u> online students included	<u>All</u> online students included	<i><u>All</u> online students will be included</i>
RCI Research Paper Assessment	Online sections and student papers included	Online sections and student papers included	Online sections and student papers included	<i>Online sections and student papers will be included</i>
English 101 Portfolio Assessment	Online sections and students included	Online sections and students included	Online sections and students included	<i>Online sections and students will be included</i>
Libraries Information Literacy Assessment with Engl 101 and Hist 105	Online sections and students included	Online sections and students included	Online sections and students included	<i>Online sections and students will be included</i>

## Discussion

### UCORE / General Education Assessment

Online courses, students, and instructors are regularly included in key assessments for UCORE and the Seven Learnings Goals. At the senior level, these include capstone direct measures and National Survey of Student Engagement (NSSE) surveys, foundational courses in the first year, such as History 105 and English 101, and related library instruction assessment in information literacy. See UCORE Assessment website.<sup>9</sup>

### Program-Level Assessment

Each department or degree program plans and implements assessment of student learning, including online and other campuses offering the degree, in the system described in Standard Four, Theme Two, section 4.A.3 and 4.A.6. All undergraduate degrees offered online are also offered on one or more campuses; assessment is planned and conducted for the degree on all campuses.

In recent years, departments offering degrees online have given additional attention to ensure assessment includes those courses. In June, 2016, annual program reports from the seven undergraduate degrees offered online showed that six of seven programs conducted assessment that included their online students or courses—see *WSU-wide Summary of Annual Undergraduate Program Assessment Reports*.<sup>3</sup> Three undergraduate programs offering their degrees online are making improvements to assessment that includes online students and courses:

- Two interdisciplinary degrees offered online are being thoroughly revamped in AY 2016-17, to update curriculum, develop new courses, and improve assessability for online and on-campus offerings.
- Another degree was offered online for the first time in 2016 and is expanding its assessment activities from on-campus to online.

### Graduate Programs Offered Online

Over the past few years during its program review process, the Graduate School met with representatives from master's and doctoral graduate programs to discuss the overall program, review program and student assessment data, learn about changes faculty have made in the program, and discuss program strengths and challenges that faculty must address.

Based on data collected by the Graduate School during its assessment reporting process, the assessment of online graduate courses and degree programs has substantially improved since 2013. A total of 100 percent of online graduate and professional programs conducted at least one online assessment activity in 2015, up from 75 percent in 2013. Below are two highlights of the strategies and activities that fully online programs are using to enhance their assessment of student achievement.

- **Master's in Engineering and Technology Management.** The master's in engineering and technology management (METM) degree program provides students an integrated education in technical decision-making and leadership. Headquartered in Pullman, the program is delivered online utilizing web-based technologies by WSU faculty located throughout the country. As a best practice in student assessment, the METM faculty come together in Pullman once each semester to discuss the strategic direction of the program, its curriculum, admissions, student progress, and assessment practices. At their 2015 fall meeting, the faculty established committees for admissions, assessment planning, and the mastery/capstone experience. Each of the committees reported in the spring 2016 faculty meeting for discussion and decision. These biannual, face-to-face meetings provide faculty with an opportunity to discuss, in depth, assessment data and the progress that students are making in the program. Such discussions lead to new course development, changes in requirements, and improvements to enhance student learning.

- Master of Arts in Integrated Strategic Communication. The master of arts (M.A.) in integrated strategic communication is an online program designed for students who want to excel in advertising, public relations, corporate communication, or communication management. The online M.A. in Integrated Strategic Communication program is pioneering efforts to design curriculum and balloting processes centered on high standards of quality design, execution and evaluation methodology. The program's goal is to improve quality, create greater efficiencies, and establish a replicable and sustainable model for future online M.A. programs. This year faculty are conducting a two-year audit that will generate a model of ongoing self-reflection, collaboration, teamwork, and peer feedback for an online degree program. The audit is based on structured conversations among administrators, advisors, faculty, stakeholders, and peer reviewers—all focused on improving quality processes in teaching and learning in online degree programs and courses to enhance student and faculty success. The areas that faculty particularly are focused on include learning outcomes, curriculum, teaching and learning, and student learning assessment.
- More examples are available on the Graduate School's website.<sup>10</sup>

#### Other Assessment to Ensure Quality Student Experiences in Online Offerings

WSU academic courses and degrees offered online courses are taught by departmental faculty, and overseen by department chairs and ultimately the dean of the college. Global Campus delivers online courses and degrees for WSU academic programs and uses other assessments to support and refine quality online instruction.

- Every WSU course includes an end-of-term student feedback/course evaluation. For online courses, the evaluation instrument contains additional questions specific to the online delivery environment. Based on this student feedback, Global Campus provides resources to faculty each time an online course is taught, facilitating improvement and revision as needed.
- Global Campus leadership and instructional designers review data from these delivery environment questions. The information informs overall online course design, recommendations for specific course redesign, and ongoing instructor training efforts. The unit provides workshops and trainings for instructors teaching online, covering both the application of technology as well as pedagogical considerations of the online environment.
- Global Campus also gathers feedback from students regarding its student services through biennial advising surveys. This information is used to assess the quality of the advising experience, determine the most useful aspects of advising, and identify shortcomings. Results also inform the delivery, timing, and content of communication to students, including website content.
- A variety of other data sources including Institutional Research and the student information system are consistently employed to inform online course and program offerings, and to track student retention and progress to graduation.

#### Conclusion

Faculty assessment of student learning, including courses and degree programs offered online, is ongoing, and the University community is continuing to learn, adapt, and improve assessment systems and practices to ensure that student achievement is consistent and of high quality across the University. Many offices and committees support faculty in this effort. Overall, WSU has effective practices and policies in place to ensure collective faculty responsibility for fostering and assessing student achievement of learning outcomes and to ensure student learning outcome information from online programs and courses are consistently included in assessment processes.

**Exhibits for Response to Recommendation 1**

#		Evidence
1	Educational Policies and Procedures Manual on Assessment of Student Learning in Degree Programs	<a href="https://facsen.wsu.edu/eppm/EPPM%20olicy.2016.%20Assessment%20of%20Student%20Learning%20in%20Degree%20Programs.pdf">https://facsen.wsu.edu/eppm/EPPM%20olicy.2016.%20Assessment%20of%20Student%20Learning%20in%20Degree%20Programs.pdf</a>
2	WSU Strategic Plan, Theme Two, Transformative Student Experience	<a href="https://strategicplan.wsu.edu/plan/transformative-student-experience/">https://strategicplan.wsu.edu/plan/transformative-student-experience/</a>
3	WSU-Wide Summaries of Annual Undergraduate Degree Program Assessment Reports	<a href="https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/">https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/</a>
4	Online Assessment Task Force Reports, 2014	<a href="https://atl.wsu.edu/documents/2014/07/report-by-provosts-task-force-on-assessment-in-online-programs.pdf/">https://atl.wsu.edu/documents/2014/07/report-by-provosts-task-force-on-assessment-in-online-programs.pdf/</a>
5	ATL Website for Assessment	<a href="https://atl.wsu.edu/about-assessment/">https://atl.wsu.edu/about-assessment/</a>
6	Graduate School website for Assessment	<a href="https://gradschool.wsu.edu/program-assessment/">https://gradschool.wsu.edu/program-assessment/</a>
7	eLearning website	<a href="https://elearning.wsu.edu/">https://elearning.wsu.edu/</a>
8	Technology Test Kitchen	<a href="https://elearning.wsu.edu/testkitchen/">https://elearning.wsu.edu/testkitchen/</a>
9	UCORE Assessment website	<a href="https://ucore.wsu.edu/assessment/">https://ucore.wsu.edu/assessment/</a>
10	Graduate Program Assessment Highlights	<a href="https://gradschool.wsu.edu/assessment-highlights-for-graduate-and-professional-programs/">https://gradschool.wsu.edu/assessment-highlights-for-graduate-and-professional-programs/</a>

## Response to Recommendation Two

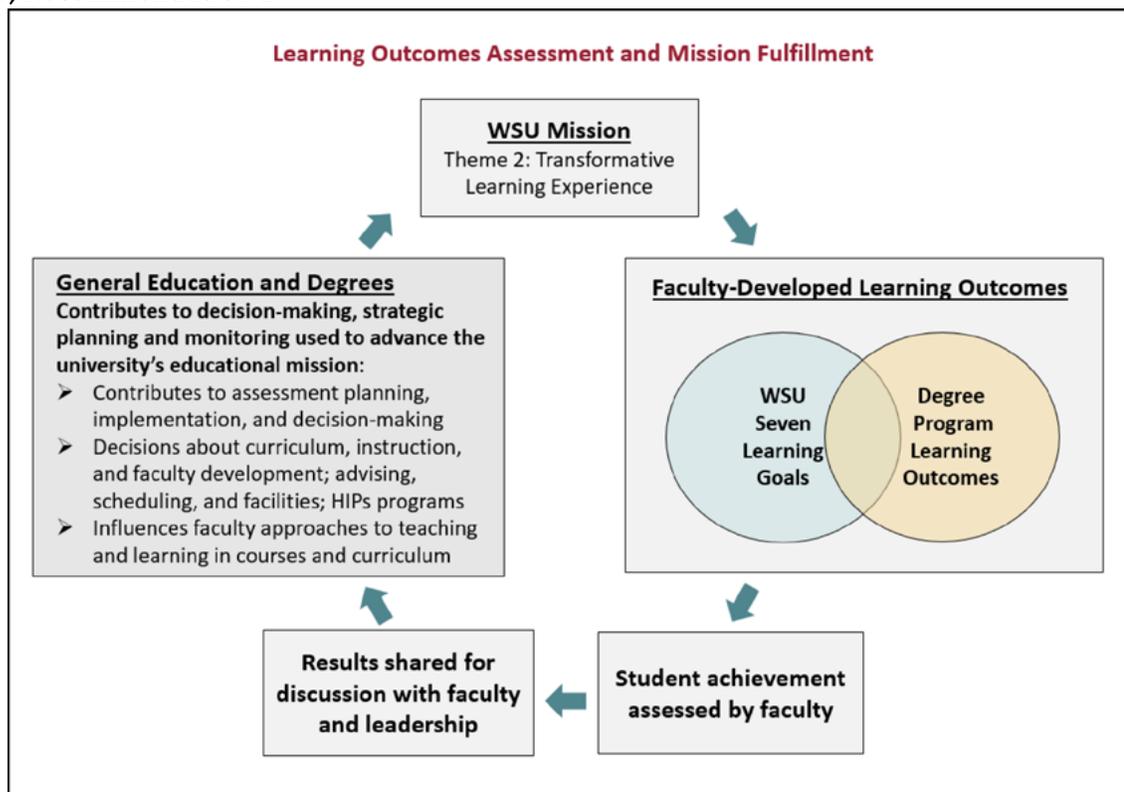
Recommendation 2, NWCCU 2013: The evaluation committee recommends that the University incorporate student learning outcomes summary information into the evaluation of overall mission fulfillment. (Standard 1.B.2)

As noted in WSU's responses to Standards 1 and 5, WSU's mission includes "extending knowledge through innovative educational programs in which students and emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society." This Response to Recommendation 2 includes and extends information on how WSU incorporates student learning outcomes summary information in its evaluation of mission fulfillment. Because student learning assessment and use of results are core to what WSU faculty and administration consider when making a variety of decisions about curriculum, instruction, and resourcing, as well as mission fulfillment, some of the assessment results provided here are also discussed in Standard 4.

The University's strategic plan, anchored in its mission, identifies a range of qualitative and quantitative metrics the University monitors to indicate progress toward mission fulfillment. For Theme 2, Transformative Student Experience, the metrics and other evidence include: general education (UCORE) assessments of quality, NSE results, and assessment reporting by the undergraduate and graduate degree programs.

General education's metrics and evidence, complemented by assessment in WSU's degree programs, provide a lens for viewing mission fulfillment and demonstrate that WSU is meeting and advancing its educational mission (Figure 1).

**Figure 1, Recommendation 2**



## 1. General Education (UCORE) Assessment and Achievement Support Mission Fulfillment

The general education program, called University Common Requirements (UCORE), constitutes the center of the undergraduate curriculum. While the greater part of students' courses of study will be devoted to their major field(s), the UCORE curriculum equips students with a broad set of skills that prepares them for the specialized focus of academic majors. These skills are integral to coursework in all majors and are highly sought by employers. Accordingly, the program offers a wide variety of elective choices within requirement categories and provides many individual pathways through the curriculum. The general education outcomes are rooted in the Seven Goals of Undergraduate Education and advance student achievement of those goals (see WSU Catalog and UCORE Handbook).

Beginning in 2015, as the first cohort under the revamped general education curriculum approached graduation, UCORE completed a framework for systematic assessment of all seven undergraduate learning goals, using assessment of student work by faculty. This approach connects teaching, learning, and assessment, whereby faculty and students are engaged. With direct senior measures piloted in 2015 and refined through two further iterations in 2016, the data generated at the capstone level and first year level, along with other indirect assessments, offers a rich mix of quantitative and qualitative assessment, providing a holistic view of student achievement and mission fulfillment. More importantly, these assessments drive meaningful dialogue with faculty about ways to improve courses and curriculum to meet the evolving needs of students. Highlights include:

### Overall Student Achievement

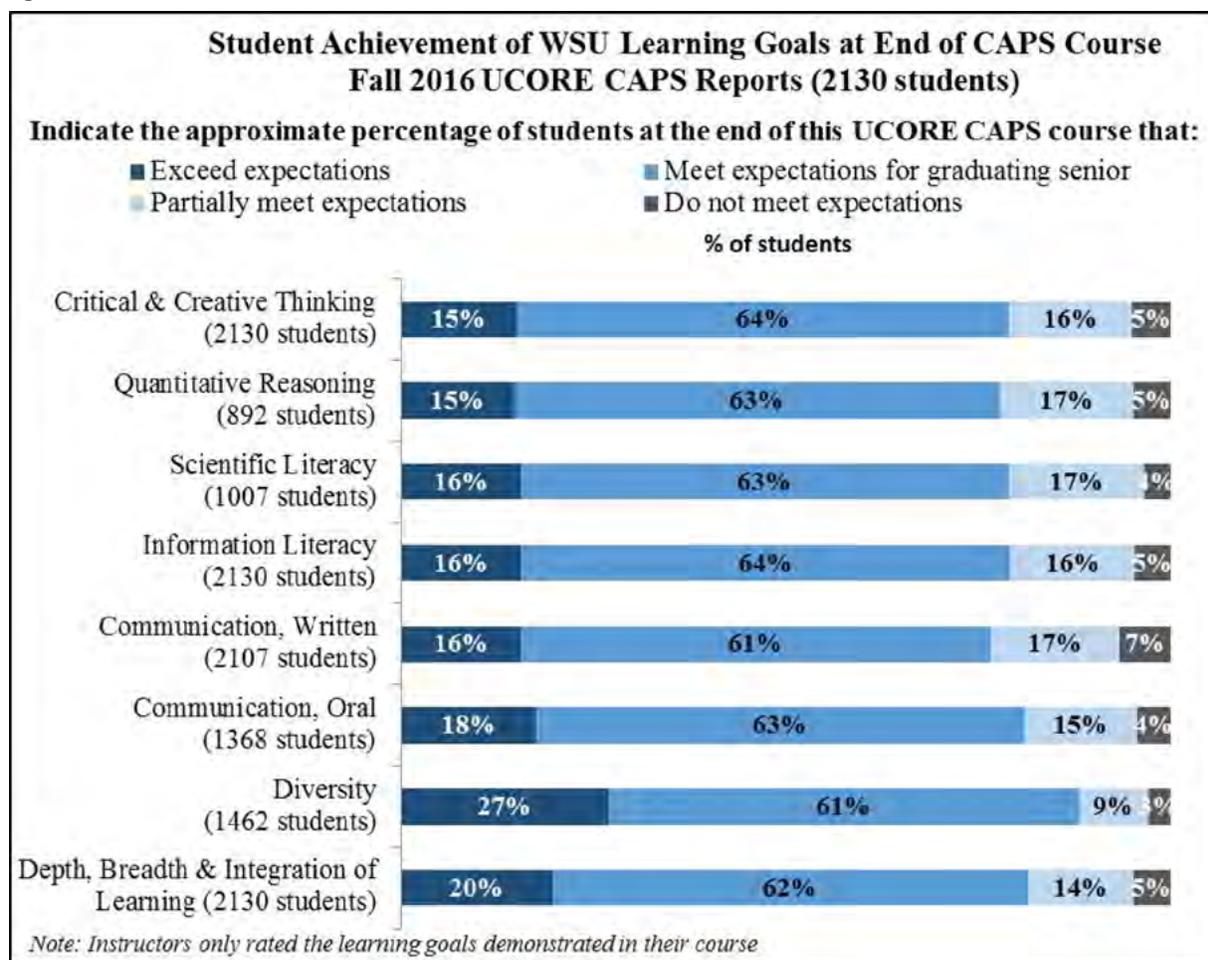
Most students are meeting or exceeding expectations for the WSU learning goals demonstrated in their capstone courses (CAPS), based on direct measures of student performance by faculty teaching capstone courses (figure 2) and by results of indirect measures from the National Survey of Student Engagement.

**2016 UCORE Assessment Summary of Student Achievement of WSU's Seven Learning Goals<sup>1</sup>**  
**This report provides a picture of student learning achievement and growth, bringing together capstone assessment results on all learning goals, results from the Science Literacy Concept Inventory, results from a first-year experience foundational course, and results from the National Survey of Student Engagement (NSSE) related to specific learning goals.**

**2015 UCORE Assessment Summary of Student Achievement of WSU's Seven Learning Goals<sup>2</sup>**  
**This report provides capstone assessment results on four learning goals and results from the Science Literacy Concept Inventory and NSSE.**

### Learning Goals Achievement Fall 2016

CAPS instructors were asked to rate students on their ability in each of the WSU Learning Goals demonstrated in their course. Overall, instructors indicated that 79 percent of students met or exceeded expectations at the graduating undergraduate level for Critical and Creative Thinking, 78 percent for Quantitative Reasoning, 79 percent for Scientific Literacy, 79 percent for Information Literacy, 77 percent for Written Communication, 81 percent for Oral Communication, 88 percent for Diversity, and 81 percent for Depth, Breadth and Integration of Learning (Figure 2).

**Figure 2, Recommendation 2**

### Discussion and use of assessment

Widely-shared with the UCORE faculty committee members and others, the 2016 UCORE Assessment Summary of Student Achievement of WSU's Seven Learning Goals<sup>1</sup> has fueled faculty discussion of strengths and areas for improvement. High priority topics include refining the definitions of the diversity and communication learning goals to improve assessability and clarifying the role of integrative learning at the first year and senior levels, distinct from depth and breadth of particular skills and content learning. UCORE is also monitoring and discussing the learning goal achievement of all students, seniors, and senior majors in order to determine the effectiveness of the new curriculum and enhanced relationship of learning in general education and the major.

For additional details, see UCORE-CAPS Learning Achievement Summary Tables, 2015 to present;<sup>2</sup> UCORE CAPS Course Assessments and Executive Summaries;<sup>3</sup> 2015 Pilot UCORE CAPS Course Assessment Report for UCORE Committee;<sup>4</sup> Spring 2016 Summary CAPS Assessment Report for UCORE Committee and Fall 2016 Summary CAPS Assessment Report for UCORE Committee;<sup>5</sup> UCORE Assessment Subcommittee Report on 2016 Activities, Results, and Recommendations, 12/2016.<sup>6</sup>

Recognizing that capstone assignment design is key to both fostering and assessing integrative learning at the senior level, WSU faculty have given extra attention to this work, benefiting from significant professional development activities related to capstones. For example, in 2016, 30 faculty in 22 departments participated in a summer assignment redesign workshop led by Dr. Pat Hutchings, exchanging ideas with peers and revising their capstone assignment to better leverage principles of integrative learning and more deeply engage students in their culminating experience.

(See ATL's capstone resources<sup>7</sup> and also discussion below of high impact practices).

Additional information about UCORE Assessment is available on its website,<sup>8</sup> including evidence of student learning pages.<sup>9</sup>

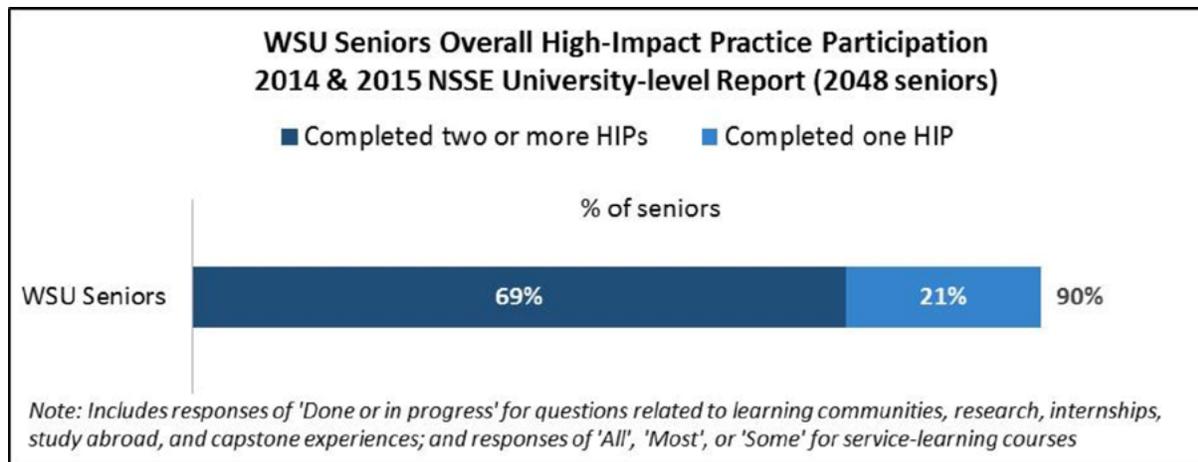
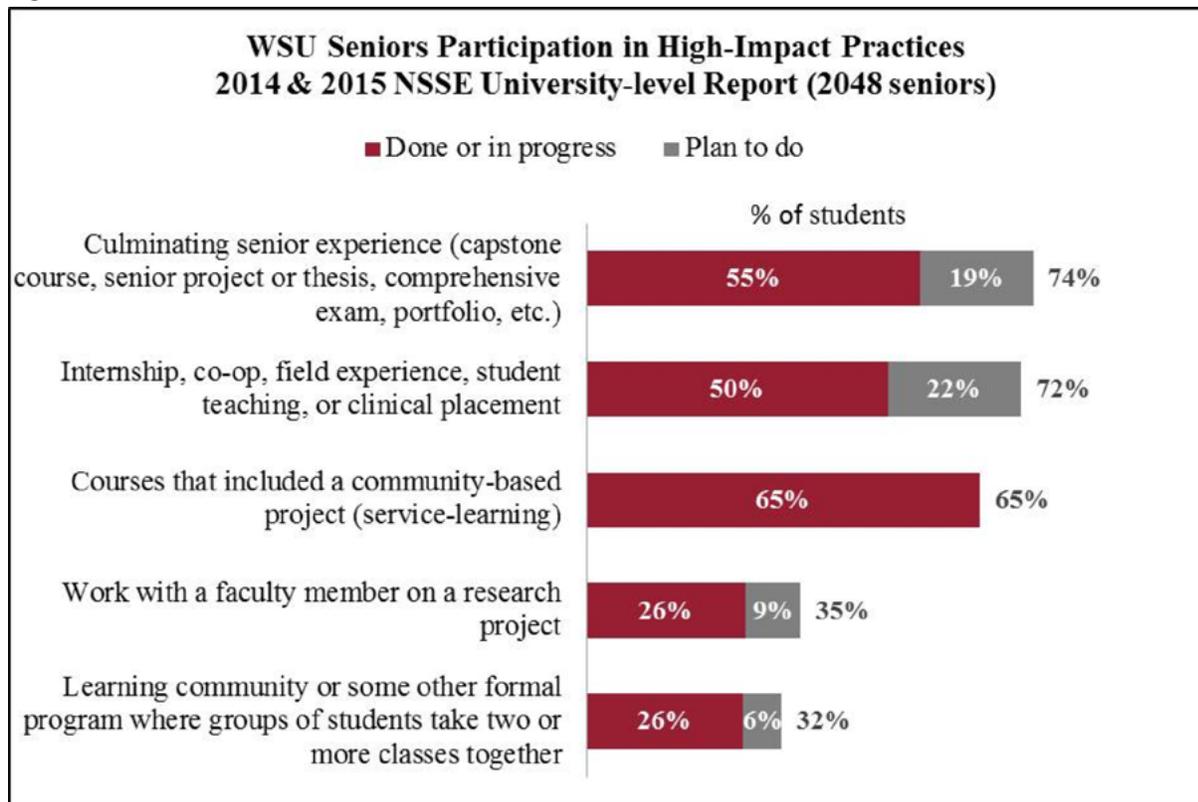
## 2. High-Impact Practices Support Mission Fulfillment

As reflected in its mission statement and Theme 2, Transformative Student Experience, WSU is committed to providing “a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society (Theme 2, Goal 2). To help fulfill this part of its mission, WSU prioritizes opportunities for student engagement, particularly in high impact practices (HIPs) such as culminating senior experiences, internships, service learning, undergraduate research, and other forms of experience-based learning. Growing evidence nationally suggests that HIPs provide substantial educational benefits to students—associated with high levels of student learning and personal development, as well as student persistence—as recognized nationally by the Association of American Colleges & Universities (AAC&U 2007) and others (Kuh 2008, NSSE 2007). HIPs typically demand that students devote considerable time and effort to purposeful tasks, interact with faculty and peers about substantive matters, experience diversity through contact with people different from themselves, and get frequent feedback about their performance.

WSU continued to prioritize HIPs when it revamped its general education curriculum in 2012, requiring that all undergraduates complete a capstone as well as writing intensive courses in their major (another of the ten HIPs identified by the AAC&U), and when it updated its strategic plan in 2014, building in its deep commitment to these good practices by embedding five HIPs into its metrics and indicators for quality: capstones, internships, service learning, undergraduate research, and learning communities.

Thus, additional indicators of undergraduate student achievement and transformational learning identified in the strategic plan include results from NSSE and from college reports on specific HIPs (see strategic plan metrics 15, 20, 42, 46, and other types of evidence).<sup>10</sup> Recent results show that:

- 90 percent of WSU seniors have engaged in at least one high impact practice (NSSE, 2014 and 2015) including: capstone experience, internship, community service, undergraduate research, learning community, or study abroad, and 69 percent of seniors have engaged in two or more high impact practices (NSSE, 2014 and 2015) (Figure 3)
- Participation in specific HIPs (Figure 4)
  - Capstone: 74 percent of seniors have completed or plan to complete a capstone experience
  - Internship: 72 percent of seniors have completed or plan to complete an internship
  - Service learning: 65 percent of seniors have completed courses with a service learning project
  - Undergraduate research: 35 percent of seniors have worked with a faculty member on research or plan to do so
  - Learning communities: 32 percent of seniors have participated in a learning community
- All undergraduates entering as of 2012 will complete a capstone course (tracked in NSSE 2017)
- All undergraduates take two intensive writing in the major courses (University requirement)

**Figure 3, Recommendation 2****Figure 4, Recommendation 2**

WSU's commitment to HIPs in support of its mission includes university staffing and resourcing of key offices and programs, such as:

- First-Year Experience and Common Reading
- Undergraduate Research and annual showcase
- Writing Program and Writing Center
- Center for Civic Engagement
- Colleges also provide HIP opportunities for undergraduates, particularly internships and service learning projects

### 3. Assessment of Student Learning in Degree Programs Supports Mission Fulfillment

WSU's strategic plan identifies metrics regarding assessment of student learning and use of results for program improvement by undergraduate degree programs (metric 16) and graduate degree programs (metric 17). Through these metrics, the University monitors additional information about student achievement and overall educational quality that help fulfill its educational mission in Theme 2.

#### Key Assessment Elements

All undergraduate programs report on their Key Assessment Elements for systematic, effective assessment, as developed to fit their unique context and needs. Substantially all programs ( $\geq 90$  percent) have all key assessment elements in place (95 percent in 2016), continuing an upward trend over the past five years (Table 1).

**Table 1, Recommendation 2**

Key Assessment Elements Undergraduate Degree Program Reports, 2012-2016						
Key Elements in Place	2011	2012	2013	2014	2015	2016
	% of Re-ports	% of Reports	% of Reports	% of Reports	% of Re-ports	% of Re-ports
Student Learning Outcomes	89%	100%	100%	100%	100%	100%
Curriculum Map	66%	100%	100%	92%	93%	97%
Direct Measure	64%	100%	100%	97%	100%	97%
Indirect Measure	64%	100%	98%	98%	100%	100%
Assessment Plan	88%	100%	98%	98%	93%	98%
Use of Assessment	77%	100%	96%	92%	100%	100%
All Six Elements	46%	100%	96%	85%	88%	95%

#### Measures of Student Learning

Substantially all ( $\geq 90$  percent) undergraduate programs collect direct and indirect measures of student learning, including one or more direct measure of seniors, providing information about what students are able to achieve near the end of the program (Table 2).

**Table 2, Recommendation 2**

Measures of Student Learning Undergraduate Degree Program Reports, 2014-2016			
	2014	2015	2016
	% of Re-ports	% of Re-ports	% of Re-ports
One or more direct measure collected	97%	100%	97%
One or more indirect measure collected	98%	100%	100%
Senior-level measure(s) collected	88%	95%	100%
Senior-level direct measure(s) collected*	NA	87%	92%
Total Number of Reports	60	60	60

\*Data not available prior to 2015

### Targets Met to Support Quality Assessment

WSU expects substantially all programs ( $\geq 90$  percent) to continuously have their assessment elements in place and updated and to collect measures of student learning. This target recognizes that, in any given year, a few programs may experience a change in their program context, prompting faculty to revisit basic processes, measures, or tools.

*The University's goal is for assessment to be meaningful and useful; thus, rather than focusing on 100 percent compliance, WSU's approach encourages deeper involvement in assessment as faculty iterate changes and improvements to meet evolving needs of students and curricula.*

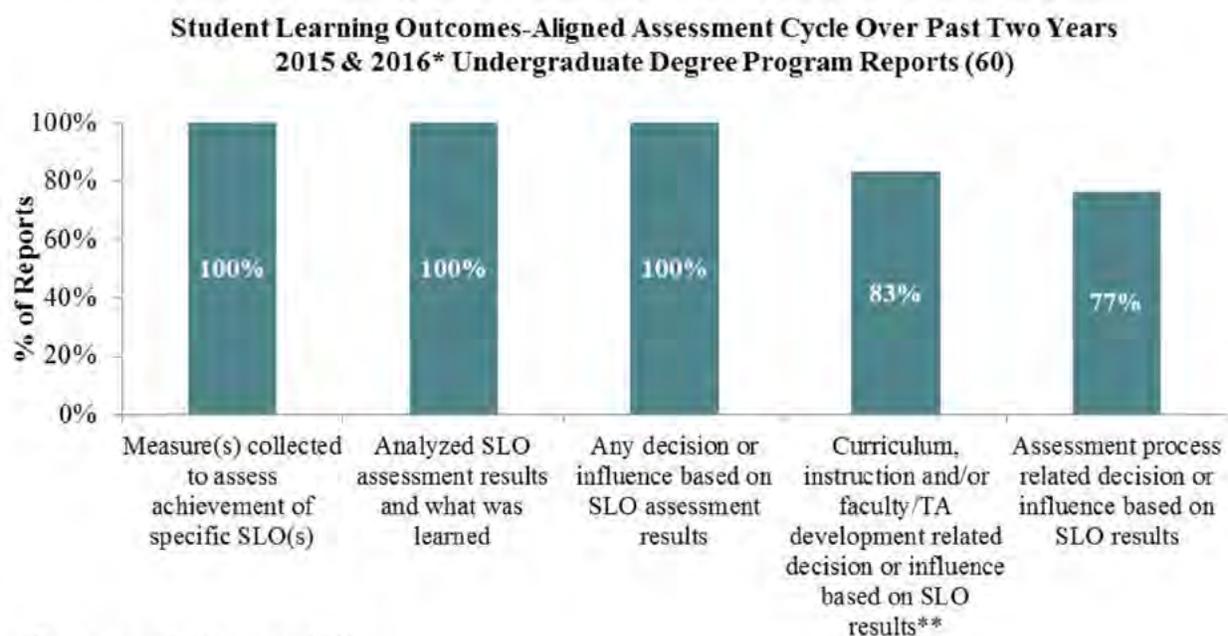
WSU undergraduate programs are meeting this university target for regular, systematic, and meaningful assessment of student learning.

### Using Assessment Data from Measures Aligned with Specific Learning Outcomes

All undergraduate programs reported that in the past two years they completed an assessment cycle for one or more learning outcomes and used results to inform program decisions (100 percent).

#### Figure 5, Recommendation 2

*Eighty-three percent categorized the decisions/change as being about curriculum, instruction or faculty development—the sorts of decisions that contribute most directly to improving student learning.*



\*Data not available prior to 2015

\*\*Faculty/TA development related decision or influence is based on past one year only (data not available prior to

Annual summaries of undergraduate program-level assessment are shared with the provost and are available on ATL's website.<sup>11</sup>

Similarly, graduate programs conduct and use assessment of student learning for program improvement, as reported in annual assessment reports to the Graduate School, to support continuous quality improvement in a proactive manner; annual summary information, which is shared with leadership, is available on the Graduate School website for assessment<sup>12</sup> and shows an upward trend over five years (See Table 3).

**Table 3, Recommendation 2**

Key Assessment Elements					
Graduate and Professional Degree Programs, 2012-2016					
Key Elements in Place	2012	2013	2014	2015	2016
	% of Pro-grams				
Student Learning Outcomes	100%	100%	100%	100%	100%
Assessment Plan	100%	100%	100%	100%	100%
Collected Assessment Data	100%	96%	100%	100%	100%
Used Assessment Data for Pro-gram Improvement	61%	72%	80%	85%	97%
Total Number of Reports	68	68	69*	75**	75

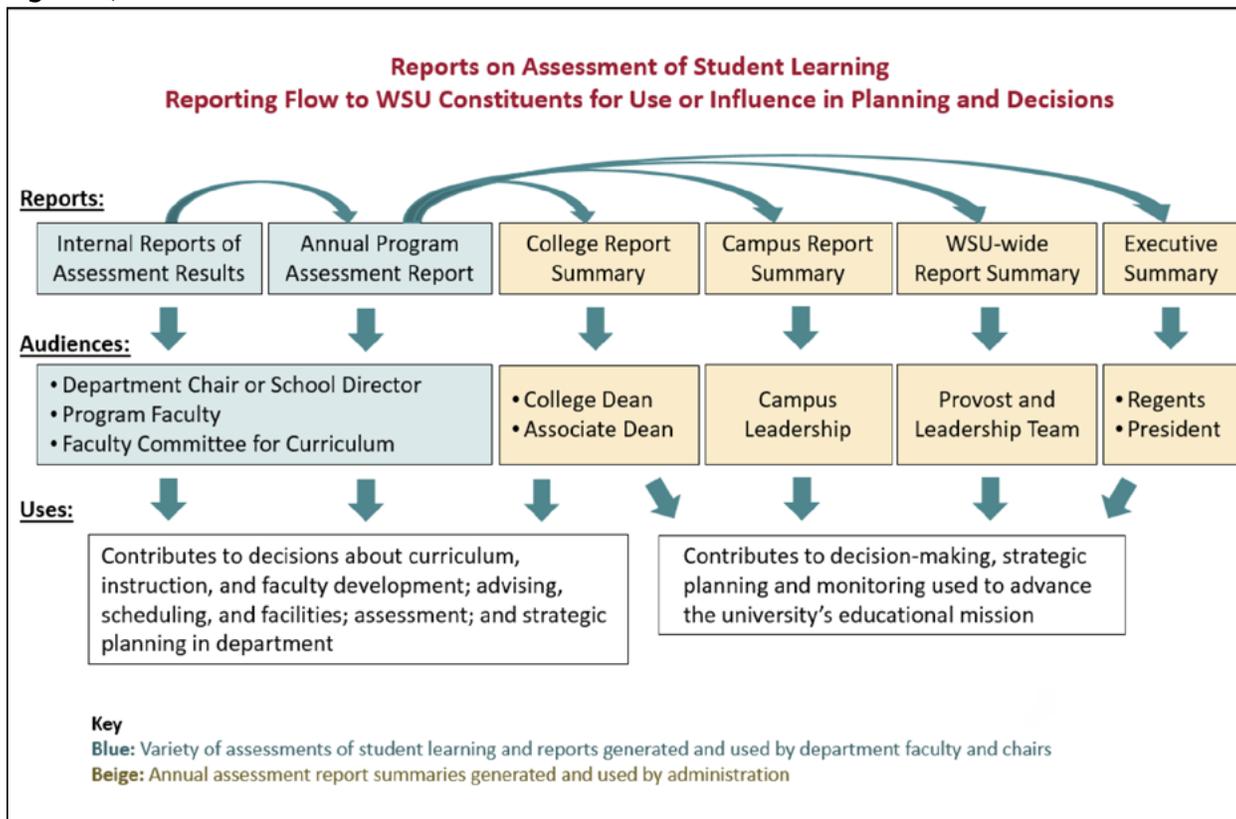
\* Does not include 3 graduate programs

\*\*Does not include the 1 graduate program

These consistent practices—conducted and used by faculty to assess and support student learning and effective curricula and instruction in courses and undergraduate and graduate degrees, wherever offered and however delivered—contribute to advance and fulfill the University’s education mission.

Finally, summary reports of student learning assessment are widely shared within the University to contribute to decision-making at many levels of the University, as part of our assessment system. (See Figure 6, below.)

**Figure 6, Recommendation 2**



#### 4. Conclusion: Student Learning Outcomes Summary Information Contributes to Mission Fulfillment

Through its UCORE assessment summaries of student achievement of Seven Learning Goals, complemented by systematic ongoing student learning assessment and use of results in the degree programs, student learning outcomes summary information contributes to WSU's evaluation of overall mission fulfillment. The University also supports and tracks participation in high impact practices, which further contribute to the transformative student experience identified in its educational mission. These metrics and evidence are part of the strategic plan for Theme 2 and form part of the University's regular, ongoing self evaluation of mission fulfillment and continual improvement.

WSU considers it critical to objectively document student learning at a deep level that reflects its centrality to the University's overall mission. While we consider the placement of our graduates into competitive jobs and post-baccalaureate degree programs as good evidence of our educational quality, we want and need to identify aspects of our education programs and infrastructure that need improvement or revision. Our emphasis on student learning as central to our mission is reflected in the use of assessments of student learning outcomes that map to (Standard 1.B.2) a set of key indicators selected to represent the Drive to 25 initiative (Standards 1.A.2, 1.B.2) and thereby inform resource and capacity decisions. To this end, WSU has undertaken a number of initiatives, such as those explained in the following paragraphs.

WSU has taken a set of reorganizational steps responsive to goals of the strategic plan and priorities of the state legislature in keeping with WSU's land-grant mission, and guided by assessments in particular to increase the efficiency and effectiveness of student learning and WSU's student success efforts. These steps have involved Student Affairs, Enrollment Management, Information Technology Services, International Programs, Government Relations, University Communications, the Graduate School, and the Office of Research.

The Executive Policies and Procedures Manual (EPPM) was revised in 2014 and 2016 to make explicit who is responsible for assessment of student achievement and to state that curriculum planning is to be guided by results of these assessments.

WSU is in the process of implementing a new software interface, Activity Insight, to use for annual review of faculty performance. The basic interface will be ready for use for evaluation of performance during calendar year 2017. A second phase of implementation of Activity Insight will be undertaken after the basic interface is fully functioning, and in this second phase we will integrate "faculty assessment activities" as information that can be reported. This improvement will better enable faculty to be recognized for assessment activities, helping to operationalize the University's EPPM on assessment, encouraging faculty participation in assessment, and further reinforcing the responsibility of faculty to evaluate student achievement of learning outcomes.

WSU is also in the midst of developing an integrated student data warehouse. When fully functional, units will be able to access the warehouse and generate reports on program assessments and student learning outcomes. These reports will provide comprehensive and summative tools to help units determine not only where they need improvement, but also where their assessment of learning outcomes needs attention.

As indicated elsewhere in this report, WSU has established a college of medicine and will offer the M.D. degree beginning with the Fall 2017 semester. The program is conditionally accredited by the Liaison Committee on Medical Education (LCME). This conditional accreditation, as well as the full accreditation we hope to receive in 2021, requires use of specific measures of outcome achievement for each class, comparison of those measures against program objectives, and a decision-making structure such that courses in which students are failing to meet criterion are identified, and plans for revision are developed. The University met these requirements by adopting the methodology developed in 2012 by the American Association of Medical Colleges' (AAMC) MedBiquitous

Curriculum Inventory Working Group. In brief, this methodology sets standards for the percentage of students who must attain specific skill competencies in each class, describes how a program is to remediate those students who fail to achieve competency, and explains the process by which the program is to determine to what extent failure rates are attributable to shortcomings of the course itself. Other programs at WSU that have converted to competency-based assessment since our last accreditation review (veterinary medicine, pharmacy) have similar procedures for assessing adequacy of the curriculum. While these procedures do not easily lend themselves to application to curricula that employ letter-grading, they have stimulated discussion within other programs about how best to determine whether students are acquiring the skills and knowledge the program expects them to acquire.

### Exhibits for Response to Recommendation 2

#		Evidence
1	2016 UCORE Assessment Summary of Student Achievement of Seven Learning Goals	<a href="https://ucore.wsu.edu/assessment/ucore-assessment-summaries/">https://ucore.wsu.edu/assessment/ucore-assessment-summaries/</a>
2	UCORE-Capstone Learning Goals Achievement Summary Tables, 2016 and 2015	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/Rec.2%20UCORE-CAPS%20Learning%20Achievement%20Summary%20Tables%202015-2016.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/Rec.2%20UCORE-CAPS%20Learning%20Achievement%20Summary%20Tables%202015-2016.pdf</a>
3	UCORE Capstone Course Assessment Reports: Executive Summaries, 2015 to present	<a href="https://ucore.wsu.edu/assessment/key-assessments/caps/">https://ucore.wsu.edu/assessment/key-assessments/caps/</a>
4	2015 UCORE Assessment Summary of Student Achievement of Seven Learning Goals	<a href="https://ucore.wsu.edu/assessment/documents/2017/02/2015-ucore-assessment-summary.pdf">https://ucore.wsu.edu/assessment/documents/2017/02/2015-ucore-assessment-summary.pdf</a>
5	2016 UCORE Capstone Course Assessment Reports for UCORE Committee (extended, Spring 2016 and Fall 2016)	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/Rec.2%20SPR2016-.PDF">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/Rec.2%20SPR2016-.PDF</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/Rec.2%20Fall2016%20Summary%20CAPS%20Asmt%20Repts%20for%20UCORE%20-%20Internal%20Review%202017.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/Rec.2%20Fall2016%20Summary%20CAPS%20Asmt%20Repts%20for%20UCORE%20-%20Internal%20Review%202017.pdf</a>
6	UCORE Assessment Subcommittee Report on 2016 Activities, Results, and Recommendations – (internal)	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/Rec.2%20UCORE-AS.PDF">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/Rec.2%20UCORE-AS.PDF</a>
7	Capstone Resources	<a href="https://atl.wsu.edu/teaching-resources/hutchings-workshop/">https://atl.wsu.edu/teaching-resources/hutchings-workshop/</a>
8	UCORE Assessment website	<a href="https://ucore.wsu.edu/assessment/">https://ucore.wsu.edu/assessment/</a>
9	UCORE Assessment website: Evidence of Student Learning	<a href="https://ucore.wsu.edu/assessment/evidence">https://ucore.wsu.edu/assessment/evidence</a>
10	WSU's Strategic Plan	<a href="https://strategicplan.wsu.edu/wp-content/uploads/sites/153/2014/07/WSU-Strategic-Plan-2014-2019.pdf">https://strategicplan.wsu.edu/wp-content/uploads/sites/153/2014/07/WSU-Strategic-Plan-2014-2019.pdf</a>
11	WSU wide Annual Undergraduate Program Assessment Summaries	<a href="https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/">https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/</a>

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12	Annual Graduate Program Assessment Summaries	<a href="https://gradschool.wsu.edu/review-and-assessment-reports/">https://gradschool.wsu.edu/review-and-assessment-reports/</a>
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# Chapter 1:

## Mission, Core Themes, and Expectations



## Executive Summary of Eligibility Requirements 2 and 3

1. Authority. The Revised Code of Washington (Title 288 RCW), Higher Education, designates Washington State University as a “state university” in Pullman, Washington, “to provide education in such fields as may be established therein from time to time by the board of regents or law, including instruction in agriculture or other industrial pursuits, mechanical arts, and the natural sciences,” (288.30.015), and authorizes operation of its campuses (288.45). 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 2014 and prominently published on the WSU website (strategicplan.wsu.edu and Reader’s Guide).

Substantially all of its resources are utilized in support of its mission and goals (core themes).

### 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.

#### 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. WSU’s 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: WSU is committed to maintaining quality and excellence in all endeavors.
- Integrity, Trust, and Respect: WSU is committed to being an institution that demonstrates trust and respect for all persons and cultivates individual and institutional integrity in all that it does.
- Research, Innovation, and Creativity: WSU is committed to the pursuit of inquiry and discovery, and to the creation and dissemination of knowledge.
- Land-Grant Ideals: WSU is 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: WSU embraces a worldview that recognizes and values the importance of domestic and global diversity, global interdependence, and sustainability.
- Freedom of Expression: WSU is committed to the free exchange of ideas in a constructive and civil environment, including the canons of academic freedom in research, teaching, and outreach.
- Stewardship and Accountability: WSU is committed to serving as ethical and responsible stewards of University resources.

## 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.

The University's strategic plan retains the four core themes of the previous plan (2008-2013). It is centered on a transformational student experience and a preeminent research portfolio. Campuses, colleges, and other units have developed their own strategic plans that align with the University plan, and they make decisions and investments according to structures and processes set forth herein.

The strategic plan includes a detailed implementation plan and the establishment of a committee to ensure that initiatives are developed and executed to realize the plan's goals.

WSU distinguishes between strategic indicators for improvement in fulfilling its mission—those associated with the strategic plan—and a threshold below which it could be said that the institution is at risk of not fulfilling its mission. WSU operates, and has long operated, in an arena of performance improvement significantly above the bar for mission failure. The institution would be at risk of not fulfilling its mission if it were no longer defined as a research university, if graduation rates slipped below the national average, if evidence showed that the majority of students are not substantially achieving intended learning and outcomes, or if it were no longer able to serve the state of Washington. Fortunately, all these conditions are far from reality, and WSU continues to focus its efforts on improvement in all aspects of its mission through the goals, initiatives, and metrics of the strategic plan and its core themes.

The strategic plan includes 57 performance metrics to measure, monitor, and report annually to assess progress toward goals enumerated in the plan. In addition, accreditation requirements with the NWCCU dictate a close correspondence between accreditation activities and the University's strategic plan. Similarly, other state and federal agency reporting requirements necessitate comprehensive and integrated performance data management. A need exists to consolidate all university-level performance measurement and assessment activities into a single platform to reduce redundancy, maximize efficiency, and maximize university effectiveness. In so doing, WSU will take the next step in realizing its goal of becoming a more data-driven university.

The implementation committee was established as the Institutional Effectiveness Council (IEC) in 2014. The IEC serves as a coordinated, sustainable system to pursue university institutional effectiveness. Specific goals of the council are:

- to coordinate strategic planning implementation, required accountability reporting, and decision support;
- to reduce redundancy and increase efficiency, transparency, and accountability among strategic planning, institutional management, university accreditation, and other state and federal reporting requirements; and
- to optimize usefulness of data and reports system-wide at all levels.

The IEC Steering Committee oversees strategic plan implementation and fulfillment. It directs and resources the Council and the Accreditation, Assessment and Academic Program Review Committee. It reviews and approves recommendations from the council for strategic planning implementation and institution-level accountability metrics. Finally, it also ensures that the council aligns data collection and reporting for institutional effectiveness, NWCCU accreditation standards, other external report mandates, and other internal needs for data and evaluation.

The IEC subcommittees report annually to the IEC Steering Committee on strategic plan fulfillment of WSU's programs and services. Units, colleges, and areas assess how their activities and accomplishments align with the strategic plan and core themes, achieve their unit's goals or outcomes, and use data for decisions and improvement. Each subcommittee corresponds to a strategic plan core theme, with broad representation. The subcommittees are made up of staff, faculty, and administrators from academic affairs, student affairs, business services and operations, and all campuses and colleges, based on programs and services connected to each core theme. The IEC subcommittees are charged with:

- facilitating of unit- and program-level fulfillment of strategic plan goals, including collection and analysis of data to track progress toward the core theme's objectives;
- monitoring and reporting to steering committee on infrastructure and training needs from units and programs;
- contributing to a University-wide annual inventory of assessment activities for each core theme;
- promoting awareness and communication about these topics among WSU units and employees;
- providing summary reports on strategic plan fulfillment annually to the IEC Steering Committee.

The IEC produced its first annual report in 2015, establishing a peer-comparison group and benchmarks for progress, along with reports of activity and achievements for each core theme in the strategic plan. Campuses, colleges, and other units are expected to identify and report annually on their progress toward metrics consistent with, and whose attainment will contribute to, the institution-level plan.

Quantitative metrics identified for each sub-goal are calculated on an annual basis. The IEC works with the Office of the Provost to define quantitative targets and annual rates of progress for these benchmarks. Other evidence for assessing programs is included, but may not always be collected and reported annually.

The IEC also collaborates with various academic and support units to identify targeted initiatives to advance the institution in achieving the specific goals and sub-goals included in the plan. The Strategic Plan Progress Report was published in early 2016. It includes progress reports for each core theme, and a full quantitative metrics report.

The vice president for research led an effort to identify WSU's strategic areas of research excellence and emerging areas requiring additional investment to achieve national and international prominence. The resulting 120-Day Study identified the Grand Challenge research themes, which guide the research enterprise at the University.

## 1.B.1 Core Themes Overview

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

Washington State University identifies four core themes in its 2014-19 Strategic Plan. These core themes speak to WSU's responsibilities as a land-grant university to provide outstanding educational opportunity, especially to those who are unfamiliar with the higher educational experience; engage in leading-edge research on essential issues, especially issues of importance to the state of Washington; and make available expertise to state and global citizens through a variety of outreach programs. WSU also values inclusion, openness, and efficiency, and assigns one of its strategic plan core themes to pursuit of these goals.

WSU's four core themes include: Exceptional Research, Innovation, and Creativity; Transformative Student Experience; Outreach and Engagement; and Institutional Effectiveness: Diversity, Integrity, and Openness.

## 1.B.2 Overview of Established Objectives for Each Core Theme

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.

Each core theme's sub-goal has well-defined quantitative metrics mapped to it that assess progress toward the overarching goal. Metrics were recommended to the Institutional Effective Council steering committee by its subcommittees, which included members of Institutional Research who advised on the reliability and validity of measures along with their usefulness for peer comparisons. Many sub-goals also identify qualitative evidence that can be used to enhance the quantitative findings. The initiatives, metrics, and supporting evidence mapped to each sub-goal are presented in Exhibit 1.

### 1.B.1 Core Theme 1

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

#### Core Theme 1: Exceptional Research, Innovation, and Creativity

WSU is proud to be 1 of just 115 U.S. universities that have been designated as “highest research activity” by the Carnegie Classification. In 2014, the University conducted a 120-day study, led by the vice president for research, to identify existing areas of research excellence and emergent areas of research promise, with a long-term plan to invest in these areas in order to achieve national and international prominence as an elite institution in these areas of research. The goals associated with Core Theme 1 are then directed toward success in these areas of excellence and promise, as well as fulfillment of WSU's land-grant mission to engage in research that is responsive to the needs of the state.

The 120-day study identified five “Grand Challenge” problems that describe the scholarly strengths of the faculty. They are:

- Sustaining Health: The uncompromising pursuit of healthier people and communities
- Sustainable Resources: Supplying food, energy, and water for future generations
- Opportunity and Equity: Promoting an informed and equitable society, expanding individual opportunity, and advancing social justice
- Smart Systems: Harnessing technology to improve quality of life
- National Security: Fundamental research to protect America

WSU will concentrate its research resources on scholarly inquiry that addresses one or more of these challenges. While these challenges are intended as broad and inclusive, there are faculty whose valuable work does not fit well into any of these areas, and the University will support their scholarly needs.

The three goals of Core Theme 1 are:

- Goal 1: Increase productivity in research, innovation, and creativity to address the Grand Challenges and opportunities of the future.
- Goal 2: Further develop WSU's unique strengths and opportunities for research, innovation, and creativity based on its locations and land-grant mandate to be responsive to the needs of Washington state.
- Goal 3: Advance WSU's reach both nationally and internationally in existing and emerging areas of achievement.

## 1.B.2 Established Objectives for Core Theme 1

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 sub-goals for Core Theme 1<sup>1</sup> include:

1.a. Grow and diversify extramural research funding.

Metrics:

1. Total research and development expenditures (reported to NSF) and rank among public institutions
2. Federal research and development expenditures (reported to NSF) and rank among public institutions
3. Number of cross-disciplinary and multi-institution grant interdisciplinary awards (tracked by eREX internal tracking form and org/budget numbers, Office of Research)

1.b. Attract, retain, and develop high-quality research faculty members system-wide.

Metrics:

4. Number of refereed publications per tenure-track faculty FTE
5. Number of publications, juried or adjudicated shows, and performances by arts and humanities faculty (college reports)
6. Number of prestigious faculty awards
7. Citations per faculty member (H index from Web of Science)
8. Number of National Academy members

1.c. Develop and sustain the physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing.

Metrics:

9. Total capital expenditures on academic infrastructure
10. Square footage allocated to research and development per tenure-track faculty FTE
11. Total capital expenditures invested to enable virtual collaboration

1.d. Build upon WSU's current and emerging areas of research excellence and international reputation.

Metrics:

12. Sponsored awards and research expenditures in identified areas of research excellence
13. Sponsored research awards expenditures in emerging areas of research excellence
14. Sponsored research awards to projects that engage multiple units

1.e. Increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors.

Metric:

15. Number of publications coauthored by graduate students, postdoctoral associates, and undergraduate students

## 1.B.1 Core Theme 2

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

### Core Theme 2: Transformative Student Experience

A transformative student experience is at the heart of WSU's mission to "extend knowledge through innovative educational programs in which students and emerging scholars are mentored to realized their highest potential and assume roles of leadership, responsibility, and service to society."

This core theme focuses on enhancing the quality and relevance of the learning experience, providing more personalized student services, expanding learning opportunities outside the classroom, and developing a more cohesive student community. The undergraduate experience builds upon WSU's nationally recognized writing, general education, and undergraduate research programs. Support for a transformational graduate experience emphasizes opportunities to engage in mentored research and outreach.

WSU's long-standing commitment to provide students with a transformational experience extends to the assessment of student learning, both inside and outside of the classroom. There are three key goals that support WSU's transformative student experience.

The three goals of Core Theme 2<sup>2</sup> are:

- Goal 1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.
- Goal 2: Provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society.
- Goal 3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

## 1.B.2 Established Objectives for Core Theme 2

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

The sub-goals for Core Theme 2 include:

### 2.a. Enhance student engagement and achievement in academics and cocurricular activities

Metrics:

16. Percent of undergraduate degrees with all six program assessments in place, including use of student learning assessment results in decision-making or planning
17. Percent of graduate degree programs using student learning assessment results in decision-making or planning
18. Bachelor's degrees awarded (total, high-demand fields, low-income students)
19. Graduate degrees awarded (master's, doctoral, professional, high-demand, and STEM fields)
20. Number of internship or practicum experiences (identified course enrollments only)
21. Percentage of classrooms meeting benchmark quality standards

### 2.b. Increase the size, diversity, and academic preparedness of the undergraduate and graduate student popu-

lations at all campuses.

Metrics:

22. Total university enrollment (bachelor's, master's, doctoral, professional)
23. Percent of student body from underrepresented groups (undergraduate, graduate, professional)

2.c. Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate professional programs.

Metric:

24. Alumni survey: percentage of graduates employed within one year in a job relevant to their degree

2.d. Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student success.

Metrics:

25. Freshman retention rate (all students, low income, underrepresented groups, first-generation)
26. Four-year graduation rate (all students, low income, underrepresented groups, first-generation)
27. Six-year graduation rate (all students, low income, underrepresented groups, first-generation)
28. Percent of students who complete:
  - Master's degree within four years
  - Doctoral degree within eight years
29. Average SAT of incoming freshmen

## 1.B.1 Core Theme 3

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

### Core Theme 3: Outreach and Engagement

This core theme focuses on a key component of WSU's status as one of the nation's land-grant universities: to bring the practical benefits of education to the state, nation, and global community through engagement with and service to these communities.

This core theme addresses the land-grant component of WSU's mission. The University has an Extension office in each of Washington's 39 counties, allowing WSU to have positive impact on state citizens regardless of where they live. WSU also has historical record of offering its services to the world, with some examples being extensive agricultural development work in Africa and central Asia, a rabies vaccination program in Africa, work to improve the health of livestock in tropical nations, and efforts to improve water allocation and access in Asia. WSU also believes that this core theme is essential to student learning, broadly conceived. Outreach and engagement opportunities provide the enrolled student with the chance to connect with the world and see firsthand how education can positively impact communities. WSU also views those to whom it provides services as students who seek specialized knowledge that will improve their daily lives in specific ways. Finally, this core theme is essential to WSU's responsibility as a Research 1 institution to produce cutting-edge research with potential to improve the human and animal condition. Engagement allows WSU to stay abreast of critical and emerging societal needs, and develop solutions to these needs that can be readily implemented and adopted. WSU has an extensive network of research collaborations with private entities that have emerged from these outreach efforts.

Core Theme 3 is met through accomplishment of three goals:

- Goal 1: Increase access to and breadth of WSU’s research, scholarship, creative, academic, and extension programs throughout Washington and the world.
- Goal 2: Expand and enhance WSU’s engagement with institutions, communities, governments, and the private sector.
- Goal 3: Increase WSU faculty, staff, and students’ contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

## 1.B.2 Established Objectives for Core Theme 3

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 sub-goals for Core Theme 3<sup>3</sup> include:

3.a. Increase the impact of WSU research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region.

Metrics:

30. Estimated annual economic impact of WSU activities
31. Number of start-up businesses from WSU research and outreach
32. Total research development expenditures from industry (reported to NSF)
33. Patents applied for/awarded and inventions disclosed
34. Number of participants in non-credit educational programs offered by AOI and WSU Extension
35. Total annual expenditures in Extension
36. Royalties and other revenue from commercialization activities

3.b. Increase access to the WSU system for place-bound, nontraditional, first-generation, and other underserved and underrepresented students.

Metrics:

37. Enrollment and numbers of Global Campus programs and courses
38. Total undergraduate and graduate enrollment (minority, first-generation, low-income)
39. Campus enrollment for Spokane, Tri-Cities, Vancouver, and Everett
40. Enrollment at other instructional sites (Bremerton)

3.c. Contribute to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement.

Metrics:

41. Number of academic units or programs with advisory boards that include alumni and constituency representatives
42. Service hours, service courses, and service learning projects linked to the Center for Civic Engagement and similar programs
43. Total annual university operating capital and expenditures

3.d. Increase WSU’s global presence and impact worldwide.

Metrics:

44. International student enrollment
45. Number of faculty participating in international activities

46. Number of students participating in study abroad and other significant international experiences

3.e. Improve WSU's reputation with external constituencies.

Metric:

47. Educational and research performance average rankings: Educational averages of *U.S. News & World Report* undergraduate, *Forbes*, and *Washington Monthly*; research averages of Academic Ranking of World Universities, *Times Higher Education*, Taiwan, Leiden, Quacquarelli Symonds, and *U.S. News & World Report* global.

## 1.B.1 Core Theme 4

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

Core Theme 4: Institutional Effectiveness: Diversity, Integrity, and Openness

This core theme directs the university to build a University community that is diverse, respectful, and equitable in its dealings with faculty, staff, and students. The University is required to work toward a system-wide culture of organizational integrity, effectiveness, and in short, a place where students enjoy coming to learn and employees enjoy coming to work. To this end, WSU is directed to steward finances in such a manner that will position it to obtain its strategic goals and objectives and maintain its fiscal health for years to come.

Three goals are associated with Core Theme 4:

- Goal 1: Create and sustain a university community that is diverse, inclusive, and equitable.
- Goal 2: Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the institution's academic aspirations.
- Goal 3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure economic viability of the institution.

## 1.B.2 Established Objectives for Core Theme 4

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 sub-goals for Core Theme 4<sup>4</sup> include:

4.a. Recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups.

Metrics:

48. Number of faculty from underrepresented groups

49. Number of staff from underrepresented groups

50. Faculty and staff retention rates

51. Number of women and faculty from underrepresented groups tenured or promoted to associate/full professor (rolling 10-year average)

4.b. Maintain respectful, inclusive, and equitable behavior in all university environments.

Metric:

52. Key indicators from biennial institution-wide Employee Engagement Survey

4.c. Increase employee productivity and satisfaction.

Metric:

53. Average employee satisfaction rating from Employee Engagement Survey (faculty, staff)

4.d. Strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the University's mission.

Metric:

54. Additional questions on Employee Engagement Survey for unit innovation, openness, creativity, and collaboration

4.e. Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with institutional priorities.

Metric:

55. IEC to report number of colleges reporting utilization of strategic plans and data, as specified

4.f. Expand, diversify, and effectively steward funding to advance the University's mission.

Metrics:

56. Annual private support (\$ million)

57. Endowment assets (\$ million)

### Summary

The 2014-19 Strategic Plan reinforces Washington State University's long-standing commitment to provide students with a transformational experience. It focuses on enhancing the quality and relevance of the learning experience, providing more personalized student services, expanding learning opportunities outside the classroom, and developing a more cohesive student community. The undergraduate experience builds upon WSU's nationally recognized writing, general education, and undergraduate research programs. Support for a transformational graduate experience emphasizes opportunities to engage in mentored research and outreach. Changes in the student experience include increases in the size and diversity of the undergraduate student body. Enrollment growth is occurring as a result of increased freshman and transfer admissions, as well as significant improvements in student retention.

Continued pursuit of a preeminent research portfolio is resulting from strategic investment in research infrastructure, increased faculty research effort, and continued emphasis on WSU's research strengths. In addition, the University is building out emerging areas of research excellence and interdisciplinary collaboration while emphasizing its unique responsibility to address the particular needs of Washington state. WSU's research portfolio is characterized by continued growth of research expenditures, expansion in scholarly outputs, enhancement in the development of intellectual property, and growth in graduate student enrollment, particularly doctoral students. Progress is measured by and against the research productivity of outstanding American universities, and most notably against members of the Association of American Universities (AAU) member institutions. This profile requires a broad portfolio of excellence that spans science, technology, engineering, math, humanities, and social sciences.

Advancement of WSU's mission fulfillment also requires resilience and innovativeness in infrastructure and operations to provide the resources and capacity necessary for efficient and effective management and operation of the institution. The strategic plan therefore emphasizes openness and accountability in management and operations, including the integration of accountability reporting so it more effectively demonstrates sustainability and mission advancement to benefit the University and its community members.

#### Peer Comparisons

Washington State University strives for excellence as a land-grant, research university with the highest research activity, as recognized in the Carnegie Classification of Institutions of Higher Education for 2015 (released February 1, 2016). Institutional peers provide points of reference for goal-setting and assessment purposes.

The Institutional Effectiveness Council steering committee examined a broad list of public, land-grant institutions with categorizations related to AAU, medical or veterinary medicine, Carnegie classifications, and a host of metrics that could be sorted for review.

The steering committee developed a final set for peer benchmark comparison on the Strategic Plan 2014-19 to represent public land-grant institutions that were Carnegie very high research institutions (under the 2005 Basic Classification), have a veterinary school, may or may not have a medical school, may or may not be AAU members, are within 50 percent above or below WSU's enrollment size, and are within 100 percent above or below WSU's research and development expenditures.

This list includes the following schools (all are "Doctoral Universities: Highest Research Activity," except Mississippi State, which is now classified as "Higher Research Activity"):

- Colorado State University-Fort Collins
- Iowa State University
- Louisiana State University and A&M College
- Mississippi State University
- North Carolina State University
- Oregon State University
- Purdue University-Main
- University of Georgia
- University of Maryland-College Park
- University of Missouri-Columbia
- University of Nebraska-Lincoln
- University of Tennessee-Knoxville
- Virginia Tech

WSU also measures its progress against other peer groups as follows:

- **Legislative Peers:** These comprise public, land-grant institutions with a veterinary school and include institutions such as University of California at Davis, Colorado State University, Purdue University, University of Georgia, and University of Tennessee.
- **Global Challenge State Peers:** These comprise public research institutions as identified by Washington Learns, a commission established by Governor Gregoire to study Washington’s education system. These peers are public, land-grant universities in Global Challenge states, the top eight performers in the new economy, which includes the state of Washington. Global Challenge peers include Colorado State University, University of California at Davis, University of Connecticut, University of Maryland, University of Massachusetts, Rutgers University, and Virginia Tech.
- **AAU Public Institutions:** These institutions are invited to become members, and the criteria on which they are evaluated provide useful metrics for comparison as a public research university. These peers include institutions such as Iowa State University, University of Illinois, Purdue University, Texas A&M, and University of Oregon.
- **Top 25 Public American Research Institutions:** These institutions are ranked on the basis of metrics tracked by the Center for Measuring University Performance (CMUP) and include institutions such as University of California at Davis, Purdue University, Rutgers University, North Carolina State University, University of Maryland, Virginia Tech, University of Tennessee, and University of Oregon.

#### The Drive to 25<sup>5</sup>

In 2016, WSU embarked on the Drive to 25, an institutional mission directed by President Kirk Schulz. The initiative states, “Washington State University will be recognized as one of the top 25 public research universities, preeminent in research and discovery, teaching, and engagement by 2030.”

The Drive to 25 builds on the cornerstones of the strategic plan and its two pivotal goals:

- WSU will offer a transformative educational experience to undergraduate and graduate students.
- WSU will accelerate the development of a preeminent research portfolio.

The institution will measure success in the Drive to 25 through metrics established by the Center for Measuring University Performance (CMUP) at Arizona State University and the University of Massachusetts Amherst. CMUP publishes a report each year identifying the top American research universities based on the following metrics:

1. Total research and development expenditures
2. Federal research and development expenditures
3. Endowment assets
4. Annual giving
5. National Academy members
6. Faculty awards
7. Doctorates granted
8. Postdoctoral appointees
9. Median SAT scores
10. National Merit Scholars

WSU is already tracking the first nine CMUP metrics through the Institutional Effectiveness Council. The metric for national merit scholars is in development.

**Exhibits 1**

#		Evidence
1	Subgoals, Initiatives, Metrics, Supplementary Evidence—Core Theme 1	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/1.A.1%20Theme%201%20Subgoals.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/1.A.1%20Theme%201%20Subgoals.pdf</a>
2	Subgoals, Initiatives, Metrics, Supplementary Evidence—Core Theme 2	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/1.A.2%20Theme%202%20Subgoals.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/1.A.2%20Theme%202%20Subgoals.pdf</a>
3	Subgoals, Initiatives, Metrics, Supplementary Evidence—Core Theme 3	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/1.A.3%20Theme%203%20Subgoals.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/1.A.3%20Theme%203%20Subgoals.pdf</a>
4	Subgoals, Initiatives, Metrics, Supplementary Evidence—Core Theme 4	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/1.A.3%20Theme%204%20Subgoals.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/1.A.3%20Theme%204%20Subgoals.pdf</a>
5	Drive to 25	<a href="https://wsu.edu/drive-to-25/">https://wsu.edu/drive-to-25/</a>

# Chapter 2:

## Resources and Capacity



## Executive Summary of Eligibility Requirements 4 through 21

### *ELIGIBILITY REQUIREMENT 4: Operational Focus and Independence*

The University's programs and services all focus 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.

### *ELIGIBILITY REQUIREMENT 5: 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 statutes.

One of WSU's core themes (Core Theme 4) commits the University to "create and sustain a university community that is diverse, inclusive, and equitable," and this goal is infused throughout the strategic plan. 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, documents, and programs.

### *ELIGIBILITY REQUIREMENT 6: Institutional Integrity*

WSU's strategic plan calls for the cultivation of "a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the institution's academic aspirations." 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.

### *ELIGIBILITY REQUIREMENT 7: 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 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.

### *ELIGIBILITY REQUIREMENT 8: Chief Executive Officer*

The University president, Kirk Schulz, 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.

### *ELIGIBILITY REQUIREMENT 9: 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 Reader Resources). The president works

with and through the President’s Cabinet/University Council, which includes the vice presidents and chancellors of each campus, 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.

*ELIGIBILITY REQUIREMENT 10: 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 student to faculty ratio of approximately 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 79 percent of instructional faculty members hold a terminal degree.) 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.

*ELIGIBILITY REQUIREMENT 11: 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 95 academic majors for undergraduates in more than 89 fields of study, 42 doctoral degree programs and 65 master’s degree programs. It also offers three professional degrees (DVM, Pharm.D., and M.D.) and a variety of graduate certificates. 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.

*ELIGIBILITY REQUIREMENT 12: General Education and Related Instruction*

WSU’s newly revised, 34-credit general education program went into effect fall 2012 for entering freshmen, and took 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 undergoes a comprehensive assessment process and 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 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.

*ELIGIBILITY REQUIREMENT 13: 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 2.26 million monographs and bound serial volumes and 59,870 print and electronic serial titles. Col-

lection levels support the needs of disciplines based on the level of degree offered by WSU. Campus-specific libraries 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 fiscal year 2008, the Libraries have spent between 65 and 89 percent of materials expenditures on electronic resources that are available worldwide, 24 hours a day. In response to budget constraints, some titles across the disciplines have been discontinued, along with organizational memberships such as the Center for Research Libraries, but the net total of serial titles has continued to increase due to large packaged purchases. The Holland and Terrell Library on the Pullman campus is open 24 hours a day Sunday-Thursday during the academic year, open daily until 8 p.m. on Friday and Saturday, Owen Science and Engineering Library is open 15 hours a day, and the Animal Health Library is open 14 hours a day. WSU campus libraries at Spokane, Tri-Cities, and Vancouver are open between 67 and 77 hours per week. Medical Students at the Spokane campus will have 24/7 access to the library with a key card. Reference services support the research and information needs of constituents, available on all campuses via email, telephone, and in person. WSU Libraries now have approximately two decades of experience in successfully supporting distance students in what is now known as the Global Campus.

*ELIGIBILITY REQUIREMENT 14: 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 736,000 square feet in new construction have been added to the WSU campuses. An additional 78,000 square feet have undergone major renovation. Major and minor capital funding provided by the state totaling \$226 million, coupled with \$350 million in departmental, donor, and bond funds have resourced these efforts.

WSU Information Technology Services (ITS) 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 its strategic plan (see 2.G.8).

*ELIGIBILITY REQUIREMENT 15: 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.

*ELIGIBILITY REQUIREMENT 16: 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.

*ELIGIBILITY REQUIREMENT 17: Public Information*

WSU makes information available to students and the public on its website, [www.wsu.edu](http://www.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.

*ELIGIBILITY REQUIREMENT 18: Financial Resources*

Through active, strategic management—as summarized in the preface—WSU has demonstrated accountability, sustainability, and resilience in budget management. The University has continued to improve efficiencies and 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.

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

*ELIGIBILITY REQUIREMENT 19: Financial Accountability*

WSU is proud of its long-standing audit record of fifteen 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. 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 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 fifteen consecutive years without a financial statement finding. (See section 2.F.7.)

*ELIGIBILITY REQUIREMENT 20: 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.

*ELIGIBILITY REQUIREMENT 21: Relationship with the Accreditation Commission*

WSU fully 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.

## 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, students, and external constituencies 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<sup>1</sup> and Subsection 2.A.4).
- **President.** The board-appointed president sets the general direction of WSU's statewide system and appoints the provost and senior leadership as necessary to carry out presidential responsibilities (see organization chart).<sup>2</sup>
- **President's cabinet/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<sup>3</sup> and purposes of the university council).
- **Provost council.** The provost works with deans, vice chancellors, and provost appointees with expertise and delegated authority in specifically defined areas of academic affairs to coordinate the delivery and assessment of academic programs system wide.
- **Chairs and directors forums.** In 2014 the provost implemented a semi-annual meeting with all chairs and directors to provide them with training and an opportunity to provide feedback directly to the provost on academic affairs, including budgeting, academic innovation, assessment, student success, and faculty affairs.
- **Faculty senate.**<sup>4</sup> 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.**<sup>5</sup> Twenty-one 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.
- **Economic Development Council (EDC) at WSU** is to maximize the University's economic impact by effective integration of WSU's educational, research, and outreach capabilities, including the University's statewide reach and strategic international partnerships with institutions and governments that reinforce and complement our system-wide capabilities.

The Economic Development Council (EDC) is co-chaired by the provost and the Vice President for External Affairs and Government Relations. The steering committee of EDC includes the vice presidents for advancement, external affairs and government relations, international programs, and research, the chancellors at WSU Everett, Spokane, Tri-Cities, and Vancouver, the associate vice president for corporate relations and the leader of WSU Extension. The general membership of the EDC is designed for purposes of inclusivity,

transparency, and to support the economic development mission of the university including internal and external audiences.

- 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:
  - Selection of a new learning management system (2013-14)
  - Selection of a new annual review program (2015-16)
  - Investigation of strategies to reduce the cost of course materials (2016)
  - Student conduct process review (in progress)
- 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.<sup>6</sup> 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. These meetings include annual town hall meetings held at each campus. (See exhibit 1 for summary of goals, roles, responsibilities, and membership of major constituent groups.)

#### Communication Vehicles<sup>7</sup>

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 letters to campus blog, email, social media, and news releases.
- Provost communication such as blogs and letters to the community.
- Minutes posted online by faculty senate and other key constituencies.
- Agendas and decisions posted online by the board of regents.

**Exhibits 2.A.1**

#	System of Governance	Evidence
1	WSU Board of Regents general powers and duties	<a href="https://regents.wsu.edu/general-powers/index.html">regents.wsu.edu/general-powers/index.html</a>
2	WSU Organizational Chart	<a href="https://president.wsu.edu/org-chart/">https://president.wsu.edu/org-chart/</a>
3	University Council of Vice Presidents and Chancellors (Dec. 2016) Description of Authority, Roles, and Responsibilities of Key Individuals and Constituencies	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.1%20Description%20of%20authority%20and%20executive%20roles.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.1%20Description of authority and executive roles.pdf</a>  <a href="http://hrs.wsu.edu/wp-content/uploads/2017/01/NEW-Executive-Staff-UC-Feb-2017.pdf">http://hrs.wsu.edu/wp-content/uploads/2017/01/NEW-Executive-Staff-UC-Feb-2017.pdf</a>
4	Faculty Senate	<a href="https://facsen.wsu.edu/">https://facsen.wsu.edu/</a>
5	Presidential Committees	<a href="https://president.wsu.edu/committees/">https://president.wsu.edu/committees/</a>
6	Constituency Groups	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.1%20Constituency%20groups.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.1%20Constituency groups.pdf</a>
7	Communication Vehicles	<a href="https://experience.wsu.edu">https://experience.wsu.edu</a> <a href="https://president.wsu.edu/blog/">https://president.wsu.edu/blog/</a> <a href="https://news.wsu.edu/announcements/">https://news.wsu.edu/announcements/</a> <a href="https://facsen.wsu.edu/archives/">https://facsen.wsu.edu/archives/</a> <a href="https://regents.wsu.edu/meeting-dates/">https://regents.wsu.edu/meeting-dates/</a>

**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. A campus in Everett was added in 2012. The Pullman and Spokane campuses have operated as a single campus with two locations since 2004. Tri-Cities, Vancouver, and Everett remain separate campuses with growing local autonomy. The current governance system and policies have enabled each campus to develop a unique character and focus that is responsive to the needs of its community. Executive Policy 29 explains how the multi-campus system is to be governed.<sup>1</sup>

**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, resolves issues, and appoints the provost, campus chancellor,

lors, vice presidents, deans, and other officers as may be necessary for assistance in efficiently carrying out the responsibilities of the chief executive officer of the University.

- **Provost**  
As chief academic officer for WSU, the provost has ultimate responsibility for, and authority over all facets of the academic operations of the University's multi-campus academic programs.
- **Chancellors<sup>2</sup>**  
The chancellors of the Everett, 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, development activities, 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 varies 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.
- **Deans**  
The dean has responsibility for, and authority second only to the provost over, all facets of academic operations for departments, programs, or schools that are associated with the dean's college. Deans share responsibility and authority for departments, schools, or academic programs offered jointly across two or more colleges. Deans share responsibility with chancellors for the success of components of departments, programs, or schools residing on another campus. In coordinated conjunction with the President, the dean is responsible for maintaining and promoting the external image and relations of the college to stakeholders, industry, the legislature, the surrounding community, and the general public, and will ensure that chancellors are well informed about college activities and initiatives in order to support the chancellors in their similar responsibilities relating to their campuses. The dean is also responsible for leadership regarding development activities for the college.

Deans share responsibility with vice chancellors for academic affairs (VCAAs) for successful administration of the components of academic programs offered by departments and schools that are offered on the VCAA's campus, and exercise their academic authority in close collaboration and cooperation with the VCAAs. The dean is responsible for being responsive to the VCAAs' requests for programmatic content and implementation on campuses, including those that address local campus needs and the professional foci of campus faculty. The dean works collaboratively and cooperatively with VCAAs in all college academic strategic planning, program design, and program implementation efforts that involve or affect programs and operations on campuses. Moreover, the dean is accountable and shares responsibility with the VCAAs for the quality and success of the components of academic programs provided on campuses that are associated with programs in the dean's college.

- **Associate Deans**  
Associate deans have responsibilities and authorities that are delegated to them by their deans, and these can encompass any subset of responsibilities or authorities that the dean possesses.
- **Vice Chancellors for Academic Affairs**  
Vice chancellors for academic affairs (VCAAs) have responsibilities and authorities that are delegated to

them by their chancellors, and these can encompass any subset of responsibilities or authorities that the chancellor possesses. In particular, the vice chancellor for academic affairs is the chancellor's designee for matters pertaining to academic programs on the chancellor's campus and acts as the campus's chief academic officer in representing campus academic matters to the WSU system.

Through delegation by the chancellor, the VCAA shares responsibility and accountability with deans for the content, implementation, and quality of academic programs that are based in colleges and offered on the VCAA's campus. The VCAA is charged with being proactive in identifying programmatic content and implementation that advances the strategic objectives of the VCAA's campus, including those that address local campus needs and that effectively utilize the professional foci of campus faculty. The VCAA will collaborate closely with appropriate deans for all campus strategic planning, program design, and program implementation efforts that involve or affect programs and operations of colleges. The VCAA has delegated responsibility for, and authority second only to the provost, over all facets of academic operations for departments, schools, or programs that reside exclusively on their campus and are not within a college.

- Department chair/school director

Department chairs and school directors have responsibility for, and authority over academic programs associated with their respective departments and schools, regardless of campus location. The authority is subjacent at the college level to the dean, which is in turn subjacent at the University level to the provost. The department chair or school director will be responsive to addressing academic directors' requests for programmatic content and implementation, including those that relate to local campus needs and the professional foci of department or school faculty. The chair or school director shares responsibility with the academic director for the quality and success of academic programs provided on campuses, and is responsible for involving the academic director in strategic planning, program design, and program implementation. If the chair or school director cannot reach agreement with the academic director on a matter relating to the content and/or implementation of an academic program delivered on campuses, the matter can be referred to the dean and VCAA, or their designees, for adjudication.

- Academic Director

Academic directors generally oversee multiple academic programs on their campuses, and have responsibility for, and authority over those programs as defined to be in their purview by the VCAA, and in collaboration with the relevant dean and chair or school director. In this role they manage campus-related academic program operations and processes, such as scheduling and local budgets, that are more effectively and appropriately handled at their campus location. When an academic director has responsibility for multiple academic programs within or across college and/or has additional duties and responsibilities that transcend managing campus academic program operations and processes, such as campus development, external relations, and other campus leadership responsibilities as designated by their chancellors, and in recognition of this broader scope of duties, they may carry a title in addition to that of academic director.

The academic director collaborates with chairs or school directors on strategic planning, program design, and program implementation, and provides input to the chair or school director on annual reviews, and tenure and promotion issues. The specific component and authority of their role relating to the management and operation of any one of the academic programs on their campus is akin to that of an assistant/associate chair of a department or an assistant/associate director of a school.

If the academic director cannot reach agreement with the chair or school director on a matter relating to the content and/or implementation of an academic program delivered on a campus, the matter can be referred to the dean and VCAA, or their designees, for adjudication.

- 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 and safety
- 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
- research assurances and oversight

### Multicampus Academic Governance

Multicampus 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: The School of Engineering and Computer Science (ENCS) at Vancouver and the School of Engineering and Applied Sciences (SEAS) at Tri-Cities are tenure units independent of like WSU engineering units. Each is part of the Voiland College of Engineering and Architecture, but has separate ABET accreditation. 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. Departments, schools, and colleges may be established and centered on any WSU campus. As examples, the colleges of pharmacy, nursing, and medicine are centered in Spokane, and the Voiland College of Engineering and Architecture has separately accredited schools of engineering, with directors, in Vancouver and Tri-Cities. Also, some departments that are staffed primarily through Pullman have had chairs who were located at a campus other than Pullman.
  - c. Graduate education is a system-wide responsibility. Graduate degrees are offered by location as approved through the official program approval process (i.e., most Ph.D. programs are only offered in Pullman, but the Ed.D. is offered on multiple campuses); however, graduate students may be located anywhere within the statewide system depending upon the flexibility and resources of the program to deliver all required coursework and associated graduate student support. 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. Professional degrees are only offered through Pullman and Spokane, but all

campuses participate in nursing and pharmacy education, and will participate in medical education. Veterinary medicine training is provided only at the Pullman campus.

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.<sup>3</sup>

#### Analysis and Reexamination

WSU leadership continues to collect feedback from administrators, faculty, staff, and students to assess and improve multi-campus governance as described above 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 a regular topic of discussion among chancellors, deans, vice chancellors, and faculty senate.

Although the fundamental concept of “one university, geographically distributed” has facilitated the development of the multi-campus system, as noted in WSU’s Year Three (2013) report, the evolution of individual campuses and the multi-campus system has reached a point where the current governance system and policies requires reexamination to reflect the diversity and maturity of system elements. As a result, in 2015 WSU undertook a comprehensive revision of Executive Policy 29. A draft revision was prepared by the Office of the Provost, and this revision was then given to numerous standing committees for editing and comment. This included committees that were specific to each non-Pullman campus. Editing was coordinated through the Office of the Provost. After editing by these committees, the active revision was given to the Provost’s Council for review, and then University Council for final review and approval. The revised version defines the roles of university administrators, and more clearly specifies the responsibilities of local and Pullman-based administrators in local planning, faculty personnel issues, program management, and facilities management.

#### Exhibits 2.A.2

#	Multi-Campus Governance	Evidence
1	Executive Policy 29	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP29_Operation_of_Multi-Campus_Academic_Programs.htm">http://public.wsu.edu/~forms/HTML/EPM/EP29_Operation_of_Multi-Campus_Academic_Programs.htm</a>
2	Chancellors, 2017	
	Dr. Paul Pitre, Everett	<a href="https://everett.wsu.edu/about/faculty-and-staff/">https://everett.wsu.edu/about/faculty-and-staff/</a>
	Dr. Daryll DeWald, Spokane	<a href="https://spokane.wsu.edu/about/chancellors-office/">https://spokane.wsu.edu/about/chancellors-office/</a>
	Dr. Keith Moo-Young, Tri-Cities	<a href="https://tricitie.wsu.edu/chancellor/">https://tricitie.wsu.edu/chancellor/</a>
	Dr. Mel Netzhammer, Vancouver	<a href="https://admin.vancouver.wsu.edu/office-chancellor/about-mel-netzhammer">https://admin.vancouver.wsu.edu/office-chancellor/about-mel-netzhammer</a>

## 2.A.3 Compliance with Commission Standards

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. Representatives also frequently attend Council on Higher Education Accreditation meetings and workshops, and presentations about accreditation at meetings such as the Western Academic Leadership Forum. 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<sup>1</sup> meets weekly or bi-weekly to coordinate accreditation, assessment, and academic program review 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<sup>2</sup>—federal and state, under the Office of the President—along with the Office of the Provost, continually monitor and inform legislative actions to assure that WSU remains in compliance with commission standards (see exhibit) and that new requirements violating those standards are not placed on the University. For example, in pertinent cases, WSU government relations staff references the NWCCU standards in an ongoing dialogue with legislators, the governor's office, and with pertinent agencies, such as the Washington Student Achievement Council<sup>3</sup>.

### 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 agreements.<sup>4</sup> WSU's labor relations officer reviews collective bargaining agreements for NWCCU accreditation standards.

Washington Federation of State Employees (WFSE) covers approximately 225 employees on the WSU Pullman campus (see exhibit for a list of current bargaining units and agreements.)<sup>5</sup> Negotiations for the collective bargaining agreements for the 2015-2017 biennium were primarily completed on September 30, 2014. Collective bargaining agreements are for two-year periods coinciding with the state of Washington's biennial fiscal period.

**Exhibits 2.A.3**

#	Compliance with Commissions Standards	Evidence
1	WSU Accreditation, Assessment, and Academic Program Review Committee members ( <a href="https://accreditation.wsu.edu">https://accreditation.wsu.edu</a> )	<ul style="list-style-type: none"> <li>• Erica Austin, Vice Provost for Academic Affairs and Accreditation Liaison Officer</li> <li>• Mary Wack, Vice Provost for Undergraduate Education</li> <li>• Craig Parks, Assistant Vice Provost</li> <li>• Kimberly Green, Director of Assessment of Teaching and Learning</li> <li>• Jennifer LeBeau, Associate Dean, Graduate School</li> <li>• Fran Hermanson, Executive Director of Institutional Research</li> <li>• Judi McDonald, Chair, Faculty Senate</li> </ul>
2	Office of the President: Government Relations	<ul style="list-style-type: none"> <li>• Vice President for Government Relations and External Affairs</li> <li>• Chief Legislative Officer</li> <li>• Director of State Relations (<a href="http://Governmentrelations.wsu.edu/staterelations">http://Governmentrelations.wsu.edu/staterelations</a>)</li> <li>• Director of Federal Relations (<a href="http://Governmentrelations.wsu.edu/federalrelations">http://Governmentrelations.wsu.edu/federalrelations</a>)</li> </ul>
3	Washington Student Achievement Council	<a href="http://wsac.wa.gov/">http://wsac.wa.gov/</a>
4	Collective Bargaining Units across WSU	<p>Public School Employees of Washington (PSE) Units Covered Under this Agreement</p> <ul style="list-style-type: none"> <li>• Bargaining Unit 16 - WSU Tri-Cities Custodians and Maintenance Custodians</li> <li>• Bargaining Unit 18 - Facilities Operations, Custodial Services</li> </ul> <p>Washington Federation of State Employees (WFSE) Units Covered Under this Agreement</p> <ul style="list-style-type: none"> <li>• Bargaining Unit 2 - Service Employee Supervisors on the Pullman Campus</li> <li>• Bargaining Unit 12 - Dining Services</li> <li>• Bargaining Unit 13 - Facilities Operations Maintenance and Utilities and Construction Services</li> <li>• Bargaining Unit 15 - College of Arts and Sciences Technical Services (Instrument and Electronic Shops)</li> </ul> <p>Washington State University Police Guild (Police Guild) Unit Covered Under this Agreement</p> <ul style="list-style-type: none"> <li>• Bargaining Unit 4 - Police Guild</li> </ul>
5	Collective Bargaining Agreements, current	<p>Agreement with the Public School Employees of Washington (PSE)</p> <p>Agreement with the WFSE</p> <p>Agreement with the WSU Police Guild</p>

## 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.<sup>1</sup>

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,<sup>2</sup> which regulates board members' conduct with respect to conflicts of interest, use of state resources, political activities, confidential information, and receipt of gifts. In addition, the board adopted a Conflict of Interest Policy<sup>3</sup> on August 24, 2016, that includes a broad definition of conflict of interest and incorporates the state law requirements. It requires board members to annually complete a statement that they have read, understand, and will comply with the policy, and it includes a procedure for disclosure of conflicts of interest and for determining when recusal is necessary.

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 Table 2.A4 below, and profiles of each board member are available on the board's website.<sup>4</sup>

**Table 2.A.4**

Regents	City	Terms of Appointment
Donald K. Barbieri	Spokane	2015-2020
Theodor P. Baseler	Seattle	2006-2007, 2009-2014, 2014-2020
Brett Blankenship	Washtucna	2016-2021
Scott E. Carson	Federal Way	2007-2013, 2013-2019
Ryan Durkan	Seattle	2011-2017
Heather Redman	Seattle	2017-2021
Alyssa Norris (student)	North Pole, AK	2017-2018
Lura J. Powell	Richland	2014-2019
Ron Sims	Seattle	2011-2017
Michael C. Worthy	Vancouver	2006-2012, 2012-2018

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 staff. The board's specific statutory duties may be found in RCW 28B.30.150.<sup>5</sup>

**Exhibits 2.A.4**

#	Governing Board – Constitution and Role	Evidence
1	RCW 28B.30.100	<a href="http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.100">http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.100</a>
2	Ethics in Public Service, RCW 42.52	<a href="http://apps.leg.wa.gov/rcw/default.aspx?cite=42.52">http://apps.leg.wa.gov/rcw/default.aspx?cite=42.52</a>
3	Board's conflict of interest policy	<a href="http://public.wsu.edu/~forms/HTML/BOR/BOR1_Conflict_of_Interest.htm">http://public.wsu.edu/~forms/HTML/BOR/BOR1_Conflict_of_Interest.htm</a>
4	Board of Regents website	<a href="http://regents.wsu.edu/regent-profiles">http://regents.wsu.edu/regent-profiles</a>
5	RCW 28B.30.150	<a href="http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.150">http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.150</a>
<b>Additional Resource</b>		
	Board of Regents website	<a href="http://regents.wsu.edu">http://regents.wsu.edu</a>

**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<sup>1</sup> 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.<sup>2</sup>

Additionally, consistent with state statute, in 1998 the board established bylaws for its organizational purposes and to carry out its governance responsibilities. The regents' powers and duties are visible in the charters of the current board committees, which are contained within the Board of Regents Policy Manual.<sup>3</sup>

The board committees consist of the executive and governance committee, research and academic affairs committee, student affairs and student life committee, institutional infrastructure committee, finance and compliance committee, and strategic and operational excellence committee.<sup>4</sup> Through participation on these committees, regents facilitate the business of the board and the institution, communicate with University administration, study issues of concern to the board, and consider matters that are brought before the board for discussion and 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	<a href="http://apps.leg.wa.gov/rcw/default.aspx?cite=42.30">http://apps.leg.wa.gov/rcw/default.aspx?cite=42.30</a> <a href="http://apps.leg.wa.gov/wac/default.aspx?cite=504-07-010">apps.leg.wa.gov/wac/default.aspx?cite=504-07-010</a>
2	RCW 28B.10.528	<a href="http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.10.528">http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.10.528</a>
3	Board policy manual	<a href="http://public.wsu.edu/~forms/HTML/BOR/BOR00IntroductionandTableofContents.htm">http://public.wsu.edu/~forms/HTML/BOR/BOR00Introduction and Table of Contents.htm</a>
4	Board committee charters	<a href="http://regents.wsu.edu/bylaws/article3.html">http://regents.wsu.edu/bylaws/article3.html</a>

**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 committee charters,<sup>1</sup> 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, the board’s bylaws contain the board’s organizational and operating rules. Since their adoption in 1998, 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.<sup>2</sup> The most recent bylaw revisions occurred on August 24, 2016, and incorporated a provision that allows the board to adopt policies for the governance of the university and the regulation of the business of the board. Those policies are contained in a Board of Regents Policy Manual available online.<sup>3</sup>

The board’s calendar for reviewing institutional and board policies and procedures is included in its agenda, which includes announcements of special meetings for this type of review.<sup>4</sup>

**Exhibit 2.A.6**

#	Governing Board – Institutional Policies	Evidence
1	Board committee charters	<a href="http://public.wsu.edu/~forms/HTML/BOR/BOR3CommitteeCharters.htm">http://public.wsu.edu/~forms/HTML/BOR/BOR3Committee Charters.htm</a>
2	Board of Regents Bylaws	<a href="http://regents.wsu.edu/bylaws/index.html">http://regents.wsu.edu/bylaws/index.html</a>
3	Board Policy Manual	<a href="http://public.wsu.edu/~forms/HTML/BOR/BOR00IntroductionandTableofContents.htm">http://public.wsu.edu/~forms/HTML/BOR/BOR00Introduction and Table of Contents.htm</a>
4	Board Meeting Dates	<a href="https://regents.wsu.edu/meeting-dates/">https://regents.wsu.edu/meeting-dates/</a>

## 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 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 and governance 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 by the board.

### Exhibit 2.A.7

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

## 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),<sup>1</sup> a source of best practice guidelines for many board activities, including evaluating its performance. The board last reviewed its effectiveness and organizational performance during the spring of 2016, after having done so previously in the fall of 2011. All board members completed a board evaluation survey in 2016,<sup>2</sup> and board members analyzed and discussed their performance during their spring board retreat.

The board’s annual retreat provides a forum for the board to engage in planning activities, consider the major issues confronting the University, identify the board’s needs, and ensure board members are receiving the information that will provide them with critical oversight of the institution. Additionally, the board will continue to use its committee structure to efficiently and effectively facilitate the business of the board by 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	<a href="http://agb.org">http://agb.org</a>
2	2016 Board survey Instrument	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.8%20attachment%20-%202016%20Board%20Evaluation%20Survey.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.8%20attachment%20-%202016%20Board%20Evaluation%20Survey.pdf</a>

**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 WSU's year three report in 2013, the University has undergone leadership changes. The most major was the loss of President Elson S. Floyd, who passed away in June 2015. For the 2015-16 academic year, Provost Daniel Bernardo served as interim president, with Vice Provost for Academic Affairs (VPAA) Erica Austin and College of Agricultural, Human, and Natural Resource Sciences (CAHNRS) Dean Ron Mittelhammer serving as interim co-provosts. The co-provost organizational strategy made it possible to maximize continuity and preserve momentum for strategic advancement of institutional goals during the interim period. Both Austin and Mittelhammer retained some of their regular duties and distributed others. Austin's VPAA duties were distributed among herself and members of the Provost's Office staff, and Mittelhammer's duties were distributed among himself and Executive Associate Dean of CAHNRS, Kimberly Kidwell, who served as interim dean of the college. Bernardo retained his executive vice president duties while serving as interim president. Kirk Schulz, president of Kansas State University, was hired as WSU's 11<sup>th</sup> president in April 2016. He began his term of service in June 2016, with Bernardo, Austin, Mittelhammer, and Kidwell returning to their previous positions.

WSU also has seated a number of new vice presidents since the 2013 report. Specifically, the vice presidents for research, student affairs, business and finance, information technology, and university advancement were hired in 2014 or more recently. A new vice president for student affairs began work in February 2017. A new vice president position, for international programs, was created and filled in 2015, and a second new vice president position, for marketing and communication, was created and filled in 2017. All permanent vice presidents hired since 2013 were selected from national searches.

At the time of the 2013 report, the vice president for research also had oversight of the Graduate School, and the vice president for student affairs also oversaw enrollment management. The Graduate School and enrollment management, along with the Registrar's Office, are now managed by the Office of the Provost.

In 2012 WSU established a new instructional site in Everett (WSU Everett). It was initially led by interim chancellor Bob Drewel, former president of Everett Community College. In September 2016 Dr. Paul Pitre, dean of the programs, was promoted to chancellor.

An organizational chart of WSU's current system of leadership is included in Exhibit 2.A.9.<sup>1</sup>

**Exhibits 2.A.9**

#	Leadership and Management – System of Leadership	Evidence
1	WSU Organizational Chart	<a href="https://president.wsu.edu/org-chart/">https://president.wsu.edu/org-chart/</a>

**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<sup>1</sup>

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 chief budget officer, 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.)<sup>2</sup>

Dr. Kirk H. Schulz<sup>3</sup> is serving as Washington State University's 11th president. He came to WSU in June 2016 after serving as president of Kansas State University for seven years. President Schulz also held administrative positions at Mississippi State University and Michigan Technological University.

**Exhibits 2.A.10**

#	Leadership and Management – Chief Executive Officer	Evidence
1	Office of the President	<a href="http://president.wsu.edu">http://president.wsu.edu</a>
2	WSU Organizational Chart	<a href="https://president.wsu.edu/documents/2016/06/updated-org-chart-6-13-2016.pdf">https://president.wsu.edu/documents/2016/06/updated-org-chart-6-13-2016.pdf</a>
3	President Kirk Schulz Biography and Resume	<a href="https://president.wsu.edu/about-president/">https://president.wsu.edu/about-president/</a>

## 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. President Schulz has surrounded himself with talented, experienced, and well-qualified vice presidents. Table 2.A.11 below lists the current vice presidents and their qualifications.

### Chancellors

The chancellors of WSU Everett, 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.

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

Name	Title	Terminal Credentials	In Current Position Since	Biographic Information
Daniel J. Bernardo	Provost and Executive Vice President	Ph.D. Agricultural Economics, Washington State University	May 2014	<a href="https://provost.wsu.edu/about/meet-the-provost/">https://provost.wsu.edu/about/meet-the-provost/</a>
Asif Chaudhry	Vice President for International Programs	Ph.D. Agricultural Economics, Washington State University	June 2015	<a href="https://ip.wsu.edu/on-campus/vice-president/">https://ip.wsu.edu/on-campus/vice-president/</a>
David Cillay	Vice President for Academic Outreach and Innovation	Ph.D. Educational Leadership, Washington State University	December 2012	<a href="http://wsm.wsu.edu/mystory/?p=3177">http://wsm.wsu.edu/mystory/?p=3177</a>
Mary Jo Gonzales	Vice President for Student Affairs	Ph.D. Education, Washington State University	February 2017	<a href="http://www.studentaffairs.wsu.edu/about-us/meet-the-vp/">http://www.studentaffairs.wsu.edu/about-us/meet-the-vp/</a>
Christopher Keane	Vice President for Research	Ph.D. Astrophysics, Princeton University	July 2014	<a href="https://research.wsu.edu/office-research/vice-president/">https://research.wsu.edu/office-research/vice-president/</a>
Colleen Kerr	Vice President for External Affairs and Government Relations	JD, University of Washington; MA Public Policy, University of Chicago	January 2014	<a href="http://governmentrelations.wsu.edu/Meet-the-Staff.html">http://governmentrelations.wsu.edu/Meet-the-Staff.html</a>
Stacy Pearson	Vice President for Business and Finance	M.A. Public Administration, Boise State University	March 2017	<a href="https://news.wsu.edu/2016/10/24/wsui-selects-stacy-pearson-new-vp-finance-administration/">https://news.wsu.edu/2016/10/24/wsui-selects-stacy-pearson-new-vp-finance-administration/</a>

Lisa Calvert	Vice President for Development and CEO of WSU Foundation	B.S. Agriculture Economics, Oklahoma State University	October 2017	<a href="https://news.wsu.edu/2017/10/04/calvert-named-new-wsu-vp-advancement-ceo-foundation/">https://news.wsu.edu/2017/10/04/calvert-named-new-wsu-vp-advancement-ceo-foundation/</a>
Sasi Pillay	Vice President for Information Technology Services and Chief Information Officer	Ph.D. Computer Engineering, Case Western Reserve University; MBA, Massachusetts Institute of Technology	January 2016	<a href="https://news.wsu.edu/2015/08/03/wsu-names-new-vp-for-information-technology-services-cio/">https://news.wsu.edu/2015/08/03/wsu-names-new-vp-for-information-technology-services-cio/</a>
Phil Weiler	Vice President for Marketing and Communication	B.S. Journalism, University of Oregon	May 2017	<a href="https://news.wsu.edu/2017/02/23/weiler-vp-marketing-communication/">https://news.wsu.edu/2017/02/23/weiler-vp-marketing-communication/</a>
Daryll DeWald	Chancellor, WSU Spokane	Ph.D. Biochemistry, Texas A&M University	August 2017	<a href="https://spokane.wsu.edu/about/spokane-chancellor/">https://spokane.wsu.edu/about/spokane-chancellor/</a>
Keith Moo-Young	Chancellor, WSU Tri-Cities	Ph.D. Civil and Environmental Engineering, Rensselaer Polytechnic Institute	June 2013	<a href="https://tricitie.wsu.edu/chancellor/">https://tricitie.wsu.edu/chancellor/</a>
Mel Netzhammer	Chancellor, WSU Vancouver	Ph.D. Communication, University of Utah	July 2012	<a href="http://admin.vancouver.wsu.edu/office-chancellor/about-mel-netzhammer">admin.vancouver.wsu.edu/office-chancellor/about-mel-netzhammer</a>
Paul Pitre	Chancellor, WSU North Puget Sound at Everett	Ph.D. Educational Policy and Leadership, University of Maryland	September 2016	<a href="https://education.wsu.edu/pep/">https://education.wsu.edu/pep/</a>

### Deans

Each of WSU's 11 colleges is led by a dean who serves as the college's chief academic and administrative officer.<sup>1</sup> Each dean reports directly to the provost 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 the Graduate School, the Libraries, and the Honors College also have the title of dean and report to the provost. Other administrative positions at the University support the executive leadership including department chairs, academic heads, and directors.<sup>2</sup>

**Exhibits 2.A.11**

#	Leadership and Management – Leadership Positions	Evidence
1	List of Current Deans	<a href="https://provost.wsu.edu/administration/deans/">https://provost.wsu.edu/administration/deans/</a>
2	List of Academic Administrators	<a href="https://provost.wsu.edu/administration/department-chairs/">https://provost.wsu.edu/administration/department-chairs/</a>

**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, with professional students as part of their orientation provided by their department or college, and with graduate students as part of their voluntary orientation sessions provided by the Graduate School and at mandatory orientation sessions delivered by individual departments. Students are informed that the academic policies can be found in the University Course Catalog,<sup>1</sup> on the Registrar's Office website<sup>2</sup> in a searchable format, and, for graduate students, on the Graduate School's website and in student handbooks provided by each department.<sup>3</sup> Professional students also receive a student handbook from their program. 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<sup>4</sup> and academic deficiency.<sup>5</sup>

**Communication with Faculty, Chairs, and School Directors**

The letter of initial offer for a faculty position states that the Faculty Manual<sup>6</sup> 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 section 2.B.6.)

- A session on faculty performance expectations is included in new faculty orientation.<sup>7</sup> A manual that helps faculty members to understand their responsibilities is also distributed at this orientation.<sup>8</sup>
- Workshops on tenure and/or promotion are offered each year by the Office of the Provost.<sup>9</sup>
- A standardized web-based annual review form,<sup>10</sup> used throughout the University, also helps faculty members to understand what is expected of them.
- A frequently asked questions document<sup>11</sup> 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 also convenes a semiannual forum with chairs and directors to provide professional development, training and opportunities for feedback. The provost’s website also contains a variety of documents that clarify policies for both faculty and administrators.<sup>12</sup>

### Exhibits 2.A.12

#	Academic Policies and Procedures	Evidence
1	WSU Catalog	<a href="http://catalog.wsu.edu/General/PriorCatalogs">http://catalog.wsu.edu/General/PriorCatalogs</a>
2	Policies, Registrar’s Office	<a href="http://www.registrar.wsu.edu/academic-regulations/">http://www.registrar.wsu.edu/academic-regulations/</a>
3	Graduate School, Academic Policy Reference 4-26-16	<a href="https://gradschool.wsu.edu/policies-procedures/">https://gradschool.wsu.edu/policies-procedures/</a>
4	Cancellation of Enrollment Policy	<a href="https://registrar.wsu.edu/cancel-enrollment/">https://registrar.wsu.edu/cancel-enrollment/</a>
5	Academic Deficiency Policy	<a href="https://cacad.wsu.edu/students/academic-deficiency-and-reinstatement">cacad.wsu.edu/students/academic-deficiency-and-reinstatement</a>
6	Faculty Manual	<a href="http://facsen.wsu.edu/faculty_manual">http://facsen.wsu.edu/faculty_manual</a>
7	New Faculty Orientation	<a href="https://provost.wsu.edu/new-and-prospective-faculty/">https://provost.wsu.edu/new-and-prospective-faculty/</a>
8	Guide to WSU’s Policies and Procedures for Evaluating Tenure-track Faculty Members	<a href="https://provost.wsu.edu/documents/2017/08/tenure-and-promotion-guidelines.pdf">https://provost.wsu.edu/documents/2017/08/tenure-and-promotion-guidelines.pdf</a>
9	Promotion and Tenure Workshops	<a href="https://faculty.wsu.edu/career/tenure-promotion/promotions/">https://faculty.wsu.edu/career/tenure-promotion/promotions/</a>
10	Activity Insight Annual Review Program	<a href="https://provost.wsu.edu/activity-insight/">https://provost.wsu.edu/activity-insight/</a>
11	FAQs for Fixed Term Appointments	<a href="https://provost.wsu.edu/wp-content/uploads/sites/102/2014/08/Instructors-clinical-faculty-faq.pdf">https://provost.wsu.edu/wp-content/uploads/sites/102/2014/08/Instructors-clinical-faculty-faq.pdf</a>
12	Training Workshops for Chairs and Directors	<a href="https://provost.wsu.edu/procedures/chairs-directors/training/">https://provost.wsu.edu/procedures/chairs-directors/training/</a>

## 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<sup>1</sup> accessible on the libraries website, and selectively available as handouts at service points. The Access Services Working Group<sup>2</sup> 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	<a href="http://wsulibs.wsu.edu/policies">http://wsulibs.wsu.edu/policies</a>
2	Access Services Working Group	<a href="http://wsulibs.wsu.edu/sites/default/files/Librarygroups.htm#WG">http://wsulibs.wsu.edu/sites/default/files/Librarygroups.htm#WG</a>

## 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's transfer credit policies and limitations are contained in its Academic Regulations. WSU awards transfer credit for college-level academic work completed at regionally-accredited institutions (AR 6), but provides for an appeal process for credit from institutions without regional accreditation (AR 14). Credit by exam (AR 15) is accepted within limits set by policy. Credit is awarded for learning documented on military transcripts (AR 16) based on recommendations from the American Council on Education (ACE).<sup>1</sup>

The University maintains a robust transfer course equivalency website<sup>2</sup> 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. A transfer 'answer line' is available to assist with transfer inquiries, and serves both internal and external constituents.

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<sup>3</sup> 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.<sup>4</sup>

### Exhibits 2.A.14

#	Transfer-of-Credit Policy	Evidence
1	Transfer-of-Credit Policy	<a href="https://registrar.wsu.edu/academic-regulations/">https://registrar.wsu.edu/academic-regulations/</a>

2	Transfer Clearinghouse Transfer Course Equivalency	<a href="https://transfercredit.wsu.edu/">https://transfercredit.wsu.edu/</a> <a href="https://transfercredit.wsu.edu/tools/transfer-credit-equivalency-database/">https://transfercredit.wsu.edu/tools/transfer-credit-equivalency-database/</a>
3	Washington Intercollege Relations Commission	<a href="http://washingtoncouncil.org/icrc">http://washingtoncouncil.org/icrc</a>
4	Graduate School Transfer Policy	<a href="https://gradschool.wsu.edu/documents/2015/09/transfer-policy.pdf">https://gradschool.wsu.edu/documents/2015/09/transfer-policy.pdf</a>

## 2.A.15 Students – Rights and Responsibilities

Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and reasonable 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<sup>1</sup> (Standards of Conduct for Students). The code is published online on the Student Conduct website<sup>2</sup> and linked from a variety of locations throughout the University web presence.

The Student Handbook, published online by the Office of the Dean of Students, includes a link to the Standards of Conduct as well as other important information for student success.<sup>3</sup> New students are given information regarding the code during Alive! Orientation,<sup>4</sup> 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<sup>5</sup> and annually issued in the form of a letter signed jointly by the president and provost.<sup>6</sup>

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<sup>7</sup> 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.<sup>8</sup>

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 Conduct, through administrative officers and a Conduct Board<sup>9</sup> that includes faculty, staff, and students. The appeals process is administered by an Appeals Board,<sup>10</sup> 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 and Professional Students

The Graduate School publishes its policies regarding student rights and responsibilities in Chapter 12 of its Policies and Procedures Manual.<sup>11</sup> Student handbooks are provided to students online or during graduate program orientation. Programs also provide information for graduate students on their websites. To ensure that all University policies, including the grievance procedures,<sup>12</sup> are administered in a fair and consistent manner, graduate 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<sup>13</sup> and the College of Veterinary Medicine<sup>14</sup> 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 procedures outlined for professional students in the Graduate School's grievance procedures.<sup>15</sup> The ESF College of Medicine expects to complete its policies and procedures handbook by summer 2017.

### Exhibits 2.A.15

#	Students' Rights and Responsibilities	Evidence
1	504-26-001 through 504-26-602	<a href="http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-001">http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-001</a>
2	Office of Student Conduct	<a href="http://conduct.wsu.edu/">http://conduct.wsu.edu/</a>
3	Student Handbook	<a href="http://handbook.wsu.edu/">http://handbook.wsu.edu/</a>
4	<i>Alive!</i> Student Orientations	<a href="http://alive.wsu.edu/">http://alive.wsu.edu/</a>
5	Executive Policy Manual	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP00_Introduction_and_Table_of_Contents.htm">http://public.wsu.edu/~forms/HTML/EPM/EP00_Introduction_and_Table_of_Contents.htm</a>
6	President's and Provost's EEO and Affirmative Action Policy Statement	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP12_Equal_Employment_Opportunity_and_Affirmative_Action_Policy.htm">http://public.wsu.edu/~forms/HTML/EPM/EP12_Equal_Employment_Opportunity_and_Affirmative_Action_Policy.htm</a>
7	Reminders of requirements for syllabi	<a href="https://vpue.wsu.edu/policies/#required">https://vpue.wsu.edu/policies/#required</a>
8	Provost's Policy Reminder Statement	<a href="https://provost.wsu.edu/2015/08/15/reminders-of-key-policies/">https://provost.wsu.edu/2015/08/15/reminders-of-key-policies/</a>
9	Student Conduct Board	<a href="http://app.leg.wa.gov/wac/default.aspx?cite=504-26">http://app.leg.wa.gov/wac/default.aspx?cite=504-26</a>
10	Student Conduct Appeals Process	<a href="http://conduct.wsu.edu/">http://conduct.wsu.edu/</a>
11	Graduate School Policies and Procedures Manual, Chapter 12	<a href="https://gradschool.wsu.edu/chapter-twelve/">https://gradschool.wsu.edu/chapter-twelve/</a>
12	Graduate and Professional Student Grievance Procedures	<a href="https://gradschool.wsu.edu/documents/2017/07/gs-grievance-procedures.pdf/">https://gradschool.wsu.edu/documents/2017/07/gs-grievance-procedures.pdf/</a>
13	College of Pharmacy Student Handbook	<a href="https://www.pharmacy.wsu.edu/currentstudents/pharmfiles/studenthandbook.pdf">https://www.pharmacy.wsu.edu/currentstudents/pharmfiles/studenthandbook.pdf</a>
14	College of Veterinary Medicine Policies and Procedures, Handbooks, and Other Resources	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.15%20CVM%20Academic%20Standards%20Policy.pdf?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.15%20CVM%20Academic%20Standards%20Policy.pdf?Web=1</a>
15	Graduate and Professional Student Grievance Procedures	<a href="https://gradschool.wsu.edu/documents/2017/07/gs-grievance-procedures.pdf">https://gradschool.wsu.edu/documents/2017/07/gs-grievance-procedures.pdf</a>

## 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<sup>1</sup> 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<sup>2</sup> and at [admission.wsu.edu](http://admission.wsu.edu).

"Assured Admission" is granted to freshman applicants whose cumulative unweighted 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](http://assured.wsu.edu).<sup>3</sup>

#### Admission of Students with Extraordinary Talents<sup>4</sup>

Washington State University makes educational opportunities available to students whose extraordinary talents have the potential to enrich its 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<sup>5</sup> 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](http://wsu.edu/fas).<sup>6</sup> This website is included in the admission decision letters to 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<sup>7</sup>

All students who need to enroll in first-year writing (English 101 or 105) must participate in a writing placement process; all entering Honors College students take the Honors College Writing Diagnostic. Annually, 3,500–4,500 WSU students participate in the process for placement into first-year writing courses offered at WSU Pullman, Vancouver, Tri-Cities, and Online.

##### Math Placement<sup>8</sup>

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.

### Exhibits 2.A.16

#	Admission and Placement Policies	Evidence
1	Washington State Achievement Council College Academic Distribution Requirements (CADRs)	<a href="http://www.wsac.wa.gov/sites/default/files/2015_CADRs.Appendix.pdf">http://www.wsac.wa.gov/sites/default/files/2015_CADRs.Appendix.pdf</a>
2	University Catalog Section on Admissions	<a href="http://www.catalog.wsu.edu/Catalog/Content/Admission.pdf">http://www.catalog.wsu.edu/Catalog/Content/Admission.pdf</a>
3	Admissions	<a href="https://admission.wsu.edu/">https://admission.wsu.edu/</a>
4	“Assured Admission” Requirements	<a href="https://admission.wsu.edu/apply/as/freshmen/assured-admission/">https://admission.wsu.edu/apply/as/freshmen/assured-admission/</a>
5	Direct Transfer Degree Program	<a href="http://www.sbctc.edu/colleges-staff/programs-services/transfer/direct-transfer-agreement.aspx">http://www.sbctc.edu/colleges-staff/programs-services/transfer/direct-transfer-agreement.aspx</a>
6	Admission Appeals Process	<a href="https://admission.wsu.edu/admission-appeals/">https://admission.wsu.edu/admission-appeals/</a>
7	Writing Placement Assessment	<a href="https://writingprogram.wsu.edu/writing-placement/">https://writingprogram.wsu.edu/writing-placement/</a>
8	Math Placement Assessment	<a href="http://www.math.wsu.edu/placement/">http://www.math.wsu.edu/placement/</a>

## 2.A.17 Students – Policies Related to Cocurricular Activities

The institution maintains and publishes policies that clearly state its relationship to cocurricular 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.<sup>1</sup> 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,<sup>2</sup> 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, and a link to the Washington Administrative Code is placed on the Office of Student Conduct website<sup>3</sup> and the Division of Student Affairs website.<sup>4</sup> Changes to the code follow the Washington Administrative Code process, including a period for public comment.

### 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.<sup>5</sup> 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.<sup>6</sup>

### Fraternity and Sorority Life

The Center for Fraternity and Sorority Life (CFSL)<sup>7</sup> 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<sup>8</sup> 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 international organization insurance policies. The Relationship Agreement and supporting documents can be found on the CFSL website.<sup>9</sup>

### Student Media<sup>10</sup>

*The Daily Evergreen* has served as “the student voice” since it was founded in 1895. The annual yearbook, *Chinook*, is also produced by students. Both of these are overseen by the Office of Student Media which is a branch of the Division of Student Affairs. The creative media publication *LandEscapes* is edited and produced by students and is a registered student organization. Students also provide oversight and programming for a number of other media outlets: two campus radio stations, KUGR and KZUU, and a television station, Cable 8.

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 Media 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 Media bear the legal responsibility for what they speak, write, and publish. Student employees within Student Media 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 Media website.<sup>11</sup>

#### Graduate and Professional Students

Any cocurricular activity can be designated as a registered student organization (RSO).<sup>12</sup> Many of WSU's graduate student discipline-specific or professional organizations are RSOs. This designation indicates that they have gone through the university's registration process and their relationship with the university is formalized.

The Graduate and Professional Student Association (GPSA)<sup>13</sup> is the representative body for graduate and professional students at Washington State University whose programs are headquartered in Pullman. 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 with the university.<sup>14</sup> In Spokane, Pharmacy and Nursing professional students have student ambassador programs that communicate student needs and concerns to college leadership.

#### Exhibits 2.A.17

#	Policies Related to Co-curricular Activities	Evidence
1	Student Organization Policies	<a href="http://studentinvolvement.wsu.edu/">http://studentinvolvement.wsu.edu/</a>
2	Standards of Conduct for Students	<i>Handbook in development</i>
3	Office of Student Conduct website	<a href="http://conduct.wsu.edu/">http://conduct.wsu.edu/</a>
4	Division of Student Affairs website	<a href="http://studentaffairs.wsu.edu/">http://studentaffairs.wsu.edu/</a>
5	Sport Club Handbook	<a href="http://urec.wsu.edu/sportclubs/sport-club-handbook/">http://urec.wsu.edu/sportclubs/sport-club-handbook/</a>
6	Intramural Sports Handbook	<a href="http://urec.wsu.edu/imsports/handbook-infosheets/">http://urec.wsu.edu/imsports/handbook-infosheets/</a>
7	Center for Fraternity and Sorority Life (CFSL)	<a href="http://gogreek.wsu.edu/">http://gogreek.wsu.edu/</a>
8	Residential Relationship Agreement	<a href="http://cfsl.wsu.edu/current-students/relationship-agreements/">http://cfsl.wsu.edu/current-students/relationship-agreements/</a>
	Non-Residential Relationship Agreement	<a href="http://cfsl.wsu.edu/current-students/relationship-agreements/">http://cfsl.wsu.edu/current-students/relationship-agreements/</a>
9	Center for Fraternity and Sorority Life Forms and Documents	<a href="http://cfsl.wsu.edu/">http://cfsl.wsu.edu/</a>
10	Student Publications	<a href="http://studentmedia.wsu.edu/">http://studentmedia.wsu.edu/</a>
11	Statement of Policies for WSU's Board of Student Publications	<a href="https://studentmedia.wsu.edu/board-of-student-media/statement-of-policies/">https://studentmedia.wsu.edu/board-of-student-media/statement-of-policies/</a>

12	Registered Student Organizations (RSOs) Portal	<a href="http://studentinvolvement.orgsync.com/">http://studentinvolvement.orgsync.com/</a>
13	Graduate and Professional Student Association (GSPA) Portal	<a href="http://studentinvolvement.orgsync.com/org/gpsa">http://studentinvolvement.orgsync.com/org/gpsa</a>
14	GPSA Constitution	<a href="http://studentinvolvement.orgsync.com/org/gpsa/Constitution">http://studentinvolvement.orgsync.com/org/gpsa/Constitution</a>

## 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,<sup>1</sup> are integrity, trust, and respect. The University is committed to being an institution that demonstrates trust and respect for all persons and cultivates individual and institutional integrity in all that it does. WSU is committed to the inclusive and equitable treatment of its employees and students, as outlined in Theme 4 of the strategic plan.

### Personnel Processes

Personnel processes are outlined and published in the Business Policies and Procedures Manual (BPPM), most notably in Chapter 60.<sup>2</sup> Other relevant policies are published in other chapters of the Business Policies and Procedures Manual, Safety Policies and Procedures Manual,<sup>3</sup> and Faculty Manual.<sup>4</sup>

### 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 a commitment to equal employment opportunities and affirmative action, documented in Executive Policy 12.<sup>5</sup>

### Environment Free from Discrimination and Harassment

WSU's Executive Policy #15<sup>6</sup> prohibits discrimination, sexual harassment, and sexual misconduct. This policy expresses WSU's commitment to maintain an environment free of all forms of discrimination. The policy applies to all students, faculty, staff, and others having an association with the University, including but not limited to such personnel at all campuses and WSU employment sites. This policy also applies whether conduct occurs on campus or off campus, if the continuing effects of the conduct have the potential to unreasonably interfere with or limit an individual's work, academic performance, living environment, personal security, or participation in any WSU activity. WSU also has two policies in its Business Policies and Procedures Manual pertaining to the work environment. Policy 50.30<sup>7</sup> states that the University will maintain a work environment free from acts or threats of violence, and Policy 50.31<sup>8</sup> states that the university will ensure that the work environment is free from bullying by, or of, employees, students, and the public. Each policy includes an incident report template that a complainant may file with Human Resource Services. In 2012, the WSU Discrimination, Sexual Harassment, and Sexual Misconduct Prevention training became mandatory for all faculty, administrative professionals, and civil service classified staff, with refresher training required every five years. Beginning in summer of 2017, employees will be required to receive this training on an annual basis.

Office for Equal Opportunity (OEO)<sup>9</sup>

The Office for Equal Opportunity seeks to integrate principles of equal employment opportunity, affirmative action, fairness and equality into all academic and employment activities and practices throughout Washington State University (WSU). To meet that objective, OEO:

1. Enhances the human rights education of all WSU students, faculty, and staff, by developing innovative and interdisciplinary programs, trainings, and activities;
2. Seeks to ensure all WSU employment and recruitment practices comply with state and federal equal employment opportunity and affirmative action mandates;
3. Assesses, develops, and implements WSU's affirmative action plan in compliance with state and federal regulations;
4. Reviews and investigates all complaints of discrimination, discriminatory harassment, sexual harassment, and sexual misconduct and advises faculty, staff, and students on appropriate management of such issues;
5. Aims to enhance WSU's academic and organizational effectiveness through proactive assessment of workplace and classroom climate issues, development and implementation of action plans, and climate monitoring. OEO works with professionals in the field of law, human resources, and conflict resolution to address individual and university concerns, and acts as an information resource for state and federal agencies.

**Exhibits 2.A.18**

#	Human Resources – Fair and Equitable Treatment Policies	Evidence
1	Strategic Plan Values	<a href="https://strategicplan.wsu.edu/">https://strategicplan.wsu.edu/</a>
2	BPPM 60.00 Personnel	<a href="http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.00_Contents.htm">http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.00_Contents.htm</a>
3	Business Policies and Procedures Manual, Safety Policies and Procedures Manual, and Executive Policy Manual	<a href="http://public.wsu.edu/~forms/manuals.html">http://public.wsu.edu/~forms/manuals.html</a>
4	Faculty Manual	<a href="https://facsen.wsu.edu/faculty_manual/">https://facsen.wsu.edu/faculty_manual/</a>
5	Executive Policy #12 EEO/AA	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP12_Equal_Employment_Opportunity_and_Affirmative_Action_Policy.htm">http://public.wsu.edu/~forms/HTML/EPM/EP12_Equal_Employment_Opportunity_and_Affirmative_Action_Policy.htm</a>
6	Executive Policy #15 Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP15_Discrimination_Sexual_Harassment_and_Sexual_Misconduct.htm">http://public.wsu.edu/~forms/HTML/EPM/EP15_Discrimination_Sexual_Harassment_and_Sexual_Misconduct.htm</a>
7	BPPM 50.30 Workplace Violence	<a href="http://public.wsu.edu/~forms/HTML/BPPM/50_Safety_and_Security/50.30_Workplace_Violence.htm">http://public.wsu.edu/~forms/HTML/BPPM/50_Safety_and_Security/50.30_Workplace_Violence.htm</a>
8	BPPM 50.31 Bullying Prevention and Reporting	<a href="http://public.wsu.edu/~forms/HTML/BPPM/50_Safety_and_Security/50.31_Workplace_Bullying.htm">http://public.wsu.edu/~forms/HTML/BPPM/50_Safety_and_Security/50.31_Workplace_Bullying.htm</a>
9	Office for Equal Opportunity	<a href="https://oeo.wsu.edu/">https://oeo.wsu.edu/</a>

## 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 a copy of their position description outlining the duties of their positions as well as performance expectations. Staff members are notified of the policies and procedures during new employee orientation and have access to the HRS website and WSU policies/procedures.

Additional information regarding conditions of employment is provided to administrative professional and civil service staff via their offer letters,<sup>1</sup> and in the Administrative Professional Handbook<sup>2</sup> and Civil Service staff in the Washington Administrative Code<sup>3</sup> and for staff in bargaining units in their collective bargaining agreements.<sup>4</sup>

### Faculty

Additional information regarding conditions of employment is provided to faculty via their offer letters.<sup>1</sup> Faculty are informed of criteria and procedures for retention, promotion, and termination in written policies in the Faculty Manual<sup>5</sup> and Provost's Guidelines.<sup>6</sup> Links to the electronic versions are provided to each faculty member upon employment at WSU, reviewed as part of new faculty orientation, referred to during annual reviews and promotion and tenure processes, and maintained in current and accessible form on the Office of the Provost webpages.

Information regarding conditions of employment is provided to faculty via their offer letters<sup>1</sup> in the Faculty Manual.<sup>5</sup> Faculty are notified of the policies and procedures during new employee orientation and have access to the HRS website and WSU policies/procedures.

### Training

HRS staff 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.

### Evaluations

Policies regarding faculty and staff evaluation are described in 2.B.2. Staff are reviewed on an annual basis (unless their collective bargaining agreement precludes evaluations—see section 2.B.2).

**Exhibit 2.A.19**

#	Work Conditions, Rights, and Evaluation Policies	Evidence
1	Sample offer letters for various employment types and conditions	<a href="http://hrs.wsu.edu/managers/letters/">http://hrs.wsu.edu/managers/letters/</a>
2	Administrative/Professional Employee Handbook	<a href="http://hrs.wsu.edu/ap-handbook/">http://hrs.wsu.edu/ap-handbook/</a>
3	Washington Administrative Code 357	<a href="http://apps.leg.wa.gov/WAC/default.aspx?cite=357">http://apps.leg.wa.gov/WAC/default.aspx?cite=357</a>
4	Collective Bargaining Agreements	<a href="http://hrs.wsu.edu/employees/labor-relations/">http://hrs.wsu.edu/employees/labor-relations/</a>
5	Faculty Manual	<a href="https://facsen.wsu.edu/faculty_manual/">https://facsen.wsu.edu/faculty_manual/</a>
6	Provost's Guidelines on Tenure and Promotion A Guide to WSU's Policies and Procedures for Evaluating Faculty Members	<a href="https://faculty.wsu.edu/career/tenure-promotion/promotions/">https://faculty.wsu.edu/career/tenure-promotion/promotions/</a> <a href="https://faculty.wsu.edu/career/tenure-promotion/performance-reviews/">https://faculty.wsu.edu/career/tenure-promotion/performance-reviews/</a>

**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 Washington Administrative Code (WAC) 357-22,<sup>1</sup> as well as with best practices.

- 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.<sup>2</sup>

**Exhibits 2.A.20**

#	Security of Human Resource Records	Evidence
1	WAC 357-22	<a href="http://apps.leg.wa.gov/WAC/default.aspx?cite=357-22&amp;full=true">http://apps.leg.wa.gov/WAC/default.aspx?cite=357-22&amp;full=true</a>
2	BPPM 90.01 Payroll and Personnel Records	<a href="http://public.wsu.edu/~forms/HTML/BPPM/90_Records/90.01_Payroll_and_Personnel_Records.htm">http://public.wsu.edu/~forms/HTML/BPPM/90_Records/90.01_Payroll_and_Personnel_Records.htm</a>

## 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 other online and printed communications. 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 communications 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 a 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 6)
- Public addresses and forums for faculty, staff, and students, also available online at [experience.wsu.edu](http://experience.wsu.edu)
- Regularly occurring communication vehicles used to disseminate information university wide (described in the following section)

### University Communication

WSU deploys several communication vehicles to systematically inform the University community about issues of direct impact; these communications include a leadership response or interpretation when appropriate.

The centralized marketing unit within University Communications<sup>1</sup> is responsible for ensuring that all areas of the University represent themselves and their programs and services clearly, accurately, and consistently in accordance with WSU's mission. For example, central marketing staff work closely with the central admissions office and designated academic area representatives on an ongoing basis to ensure the integrity and accuracy of digital and print communications distributed to students and parents. Many of these communications include a list of academic majors and minors offered at WSU<sup>2</sup> (which matches the official list provided by the Registrar's Office). The central marketing unit works with other departments as well to maintain accuracy and integrity of the information presented.

University Communications coordinates other internal and external communication to the campus community and the public using media releases, various websites, and online and printed newsletters, special reports, and magazines, including *Washington State Magazine*. Colleges, campuses, and other offices have communication directors to ensure that communication is accurate and consistent.<sup>4</sup>

The Registrar's Office oversees the online catalog webpage.<sup>5</sup> The catalog includes the "Schedules of Study"<sup>6</sup> 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 ensure 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	University Communications	<a href="http://wsu.edu">http://wsu.edu</a> <a href="http://ucomm.wsu.edu">http://ucomm.wsu.edu</a>
2	WSU Academics	<a href="https://wsu.edu/academics/">https://wsu.edu/academics/</a>
3	WSU News Experience WSU Washington State Magazine	<a href="http://news.wsu.edu">http://news.wsu.edu</a> <a href="http://experience.wsu.edu">http://experience.wsu.edu</a> <a href="https://magazine.wsu.edu/">https://magazine.wsu.edu/</a>
4	Communications Directors of Colleges, Campuses, and Offices	<a href="https://news.wsu.edu/contact-us/">https://news.wsu.edu/contact-us/</a>
5	WSU Catalog	<a href="http://catalog.wsu.edu">http://catalog.wsu.edu</a>
6	Schedules of Study	<a href="http://schedules.wsu.edu">http://schedules.wsu.edu</a>

## 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 integrity, trust, and respect: WSU is committed to ensuring trust and respect for all persons in an environment that cultivates individual and institutional integrity in all that it does.

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, 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<sup>2</sup> summarizes state law and cross-references related University policies and procedures.
- Key WSU policies, including Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct<sup>3</sup> Policy on Faculty–Student and Supervisor–Subordinate Relationships,<sup>4</sup> and Equal Employment Opportunity and Affirmative Action Policy.<sup>5</sup> The Faculty Manual also addresses ethics.<sup>6</sup>
- Regular trainings provided to employees in FERPA<sup>7</sup> and Prevention of Harassment and Abuse.<sup>8</sup>
- The Standards of Conduct for Students<sup>9</sup> 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 complaint and 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.<sup>10</sup> (See also 2. A.16).

### Grievance Resources and Processes

Grievance resources are widely available on numerous WSU websites, and rules, procedures and guidelines regarding grievances are offered for all staff, faculty, and students through a number of offices within the University.

- Staff. HRS provides guidance and advice on personnel processes for staff, including complaint processes. The HRS website<sup>11</sup> describes the complaint and grievance procedures and the many University-provided resources to help handle complaints and grievances.
- Faculty. The Office of the Provost website provides guidelines<sup>12</sup> for the grievance procedures and resources available to faculty, staff, and students.
- 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 Dean of Students<sup>13</sup> includes information on its role as an advocate and advisor for students experiencing challenges with University systems and policies. The Ombudsman<sup>14</sup> also provides information on informal grievance resolution services for students.
- Graduate Students. The Graduate School has complaint, 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.<sup>15</sup>

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 address a complaint or grievance at the lowest level, then with their department chair or supervisor, and then with the dean or director before using a University-wide resource. However, for matters that may implicate the policy prohibiting discrimination, sexual harassment, and sexual misconduct, supervisors are required to first consult with the Office for Equal Opportunity.
- 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.
- The Employee Assistance Program<sup>16</sup> (EAP) is available to all staff and faculty as part of their employee benefit package. The EAP offers many support services, including counseling to resolve conflicts in the workplace.
- Faculty, staff, and students have the right to anonymously report grievances to the Office for Equal Opportunity<sup>17</sup> at any time.

### Grievance Mechanisms: Reports and Review

WSU ensures complaints and grievances are addressed in a fair and timely manner, with resources that include the Office for Equal Opportunity, the Ombudsman Office, the Faculty Status Committee, the Office of Research, Human Resource Services, and the Internal Auditor. These units provide annual reports and recommendations to the Office of the President and Office of the Provost, where senior leadership reviews them to determine if needs are being met and to take action as needed.<sup>18</sup>

HRS provides an annual report and summary of exit interview data to the President and University Council. 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, every three years the Graduate School conducts a graduate student climate survey with all graduate students. Survey results are reported at the program, college, and university levels, and reports are shared with program leaders to follow-up as needed and to implement improvements. As another example, Student Affairs reviews Student Standards and Accountability data (fall 2012, update in progress) 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	<a href="http://apps.leg.wa.gov/rew/default.aspx?cite=42.52">http://apps.leg.wa.gov/rew/default.aspx?cite=42.52</a>
2	BPPM 10.21 Summary of Ethics Laws and Policies	<a href="http://public.wsu.edu/~forms/HTML/BPPM/10_Organization/10.21_Summary_of_Ethics_Law_and_Policies.htm">http://public.wsu.edu/~forms/HTML/BPPM/10_Organization/10.21_Summary_of_Ethics_Law_and_Policies.htm</a>
3	Policy Prohibiting Discrimination, Sexual Harassment and Sexual Misconduct (EP 15)	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP15_Discrimination_Sexual_Harassment_and_Sexual_Misconduct.htm">http://public.wsu.edu/~forms/HTML/EPM/EP15_Discrimination_Sexual_Harassment_and_Sexual_Misconduct.htm</a>
4	Policy on Faculty-Student and Supervisor-Subordinate Relationships (EP 28)	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP28_Faculty-Student_and_Supervisor-Subordinate_Relationships.htm">http://public.wsu.edu/~forms/HTML/EPM/EP28_Faculty-Student_and_Supervisor-Subordinate_Relationships.htm</a>
5	Equal Employment Opportunity and Affirmative Action Policy (EP 12)	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP12_Equal_Employment_Opportunity_and_Affirmative_Action_Policy.htm">http://public.wsu.edu/~forms/HTML/EPM/EP12_Equal_Employment_Opportunity_and_Affirmative_Action_Policy.htm</a>
6	Faculty Manual	<a href="https://facsen.wsu.edu/faculty_manual">https://facsen.wsu.edu/faculty_manual</a>
7	FERPA Training (required every three years for every employee with access to student records)	<a href="https://www.ronet.wsu.edu/Main/Apps/FERPATest.ASP">https://www.ronet.wsu.edu/Main/Apps/FERPATest.ASP</a>
8	Discrimination, Sexual Harassment, and Sexual Misconduct Prevention (required for every employee every five years)	<a href="http://hrs.wsu.edu/dshp/">http://hrs.wsu.edu/dshp/</a> (training requires login)
9	Standards of Conduct Policies, Office of Student Conduct	<a href="https://conduct.wsu.edu/policies/">https://conduct.wsu.edu/policies/</a>
10	Graduate Student Rights and Responsibilities Guidelines for Good Practices in Graduate Education	<a href="https://gradschool.wsu.edu/rights-and-responsibilities/">https://gradschool.wsu.edu/rights-and-responsibilities/</a>
11	Human Resource Services	<a href="http://hrs.wsu.edu/">http://hrs.wsu.edu/</a>
12	Provost Guidelines, Grievance Procedures	<a href="https://provost.wsu.edu/procedures/classrooms/policies-and-reports/complaints/">https://provost.wsu.edu/procedures/classrooms/policies-and-reports/complaints/</a>
13	Office of the Dean of Students	<a href="http://deanofstudents.wsu.edu/">http://deanofstudents.wsu.edu/</a>
14	WSU Ombudsman	<a href="https://ombudsman.wsu.edu/">https://ombudsman.wsu.edu/</a>
15	Graduate School Grievance Procedures	<a href="https://gradschool.wsu.edu/documents/2017/07/gs-grievance-procedures.pdf">https://gradschool.wsu.edu/documents/2017/07/gs-grievance-procedures.pdf</a>

16	Employee Assistance Program	<a href="http://hrs.wsu.edu/resources/employee-assistance-program/">http://hrs.wsu.edu/resources/employee-assistance-program/</a>
17	Office for Equal Opportunity	<a href="https://oeo.wsu.edu/file-a-complaint/">https://oeo.wsu.edu/file-a-complaint/</a>
18	2016 Ombudsman Office Annual Report	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.22%20Ombudsman%20Annual%20Report%202016%20FINAL.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.22%20Ombudsman%20Annual%20Report%202016%20FINAL.pdf</a>

	Additional Resources	Evidence
	Ethics, Conflict of Interest, and Technology Transfer EP 27	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm">http://public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm</a>
	Access Center	<a href="http://access.wsu.edu/">http://access.wsu.edu/</a>
	Quick Reference Guide for personnel and student concerns-WSU Pullman Campus	<a href="http://hrs.wsu.edu/wp-content/uploads/2015/11/Dealing-with-Student-Issues-Quick-Reference-Guide.pdf">http://hrs.wsu.edu/wp-content/uploads/2015/11/Dealing-with-Student-Issues-Quick-Reference-Guide.pdf</a>

## 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)<sup>1</sup> 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)<sup>2</sup> 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 may 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 several times throughout the year.<sup>3</sup> The Office of Internal Audit is available to provide guidance and also maintains an informative website that employees may access when seeking clarification.<sup>4</sup> In addition, all investigators, prior to engaging in research funded by Public Health Service (PHS) or funded by other sponsors that have adopted the PHS COI rules, must complete an online course, at least once every four years, related to financial conflict of interest compliance.

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, the Office for Equal Opportunity, the Office of Research, the Office of the Attorney General, as well as a conflict of interest review committee.<sup>5</sup> Violations of policy are addressed in an appropriate manner following investigation.

To promote integrity and objectivity in University research, WSU has Executive Policy 27<sup>6</sup> regarding disclosure of financial interests and COI management plans. Additionally, the presidential level WSU COI Committee reviews all potential or actual COI cases based on federal and state law and University policy referred by the vice president for research, and recommends to the vice president for research what conditions and restrictions, if any, should be imposed by the University to manage the potential or actual COI.

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)<sup>7</sup> intended to minimize the potential for conflict of interest.

The University also has Executive Policy 28<sup>8</sup> 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<sup>9</sup> which covers issues related to potential conflicts of interest that may arise due to a faculty or staff in a student role.

The Faculty Manual<sup>10</sup> 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 Institutional Integrity	Evidence
1	RCW 28B.30.140 Employees, Board Members, to have no interest in contracts	<a href="http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.30.140">http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.30.140</a>
2	RCW 42.52 Ethics in Public Service	<a href="http://apps.leg.wa.gov/RCW/default.aspx?cite=42.52">http://apps.leg.wa.gov/RCW/default.aspx?cite=42.52</a>
3	Ethics Course Offerings January 1, 2013 through March 31, 2016	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.23%20Exhibit%203%20Ethics%20Courses%202014-2016.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.23%20Exhibit%203%20Ethics%20Courses%202014-2016.pdf</a>
4	WSU Office of Internal Audit Ethics in Public Service	<a href="https://internalaudit.wsu.edu/ethics-in-public-service/">https://internalaudit.wsu.edu/ethics-in-public-service/</a>
5	Conflict of Interest Review Board (Presidential Committee)	<a href="http://president.wsu.edu/conflict-interest/">http://president.wsu.edu/conflict-interest/</a>
6	Executive Policy 27 Ethics, Conflict of Interest, and Technology Transfer	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm">http://public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm</a>
7	BPPM 60.14 Nepotism	<a href="http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.14_Nepotism.htm">http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.14_Nepotism.htm</a>
8	Executive Policy (EP28) on Faculty-Student and Supervisor-Subordinate Relationships	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP28_Faculty-Student_and_Supervisor-Subordinate_Relationships.htm">http://public.wsu.edu/~forms/HTML/EPM/EP28_Faculty-Student_and_Supervisor-Subordinate_Relationships.htm</a>
9	Graduate School Policy for faculty and staff who wish to pursue programs of study leading to advanced degrees at WSU	<a href="https://gradschool.wsu.edu/chapter-four-k/">https://gradschool.wsu.edu/chapter-four-k/</a>
10	Faculty Manual Ethics in Public Service, pp 17-20	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.23%20Exhibit%2010%20Faculty%20Manual%20Ethics%20in%20Public%20Service%20pp16-18.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.A.23%20Exhibit%2010%20Faculty%20Manual%20Ethics%20in%20Public%20Service%20pp16-18.pdf</a>

## 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 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 WSU’s BPPM<sup>1</sup> 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<sup>2</sup> 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 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).<sup>3</sup>

The University’s Office of Commercialization (OC),<sup>4</sup> in partnership with the Office of Economic Development (OED),<sup>5</sup> manages and commercializes all the intellectual property that is generated at the University. The OC serves the University and its employees in reaching their commercialization goals 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 intellectual property for commercialization. OC monitors invention disclosures, patent status, license agreements, marketing efforts, federal reporting, and royalty income and distribution.

### Exhibits 2.A.24

#	Intellectual Property	Evidence
1	BPPM 35.35 Copyrighting and Marketing Original Material  EPM 27	<a href="http://public.wsu.edu/~forms/HTML/BPPM/35_Intellectual_Property/35.35_Copyrighting_and_Marketing_Original_Material.htm">http://public.wsu.edu/~forms/HTML/BPPM/35_Intellectual_Property/35.35_Copyrighting_and_Marketing_Original_Material.htm</a>  <a href="http://public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm">http://public.wsu.edu/~forms/HTML/EPM/EP27_Ethics_Conflict_of_Interest_and_Technology_Transfer.htm</a>
2	Faculty Manual, Section IV-F through IV-K	<a href="https://facsen.wsu.edu/faculty_manual/Section_IV_909.pdf">https://facsen.wsu.edu/faculty_manual/Section_IV_909.pdf</a>
3	Graduate Policies and Procedures Manual (Chapter 11)	<a href="https://gradschool.wsu.edu/chapter-eleven/">https://gradschool.wsu.edu/chapter-eleven/</a>
4	Office of Commercialization (OC)	<a href="http://commercialization.wsu.edu/">http://commercialization.wsu.edu/</a>
5	Office of Economic Development (OED)	<a href="https://economicdevelopment.wsu.edu/">https://economicdevelopment.wsu.edu/</a>

## 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<sup>1</sup> 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 Office of the Provost 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 2016, accreditation status updates were provided to the regents in March, and again in January of 2017.<sup>2</sup>
- The Office of Assessment of Teaching and Learning<sup>3</sup> and the Graduate School<sup>4</sup> 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	<a href="http://accreditation.wsu.edu">http://accreditation.wsu.edu</a>
2	Provost's Office Accreditation Website (summary of accreditation status and recent actions)	<a href="http://accreditation.wsu.edu/reports-and-archives.html">http://accreditation.wsu.edu/reports-and-archives.html</a>
3	Office of Assessment of Teaching and Learning accreditation and undergraduate program assessment	<a href="http://atl.wsu.edu/reporting_and_accreditation/reporting_accreditation.html">http://atl.wsu.edu/reporting_and_accreditation/reporting_accreditation.html</a>
4	Graduate School Accreditation and Graduate Programs 4-27-16	<a href="https://gradschool.wsu.edu/program-review-and-assessment/">https://gradschool.wsu.edu/program-review-and-assessment/</a>

## 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 Chapters 10.11 and 70),<sup>1</sup> which describe 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 Finance and Administration. The employees staffing these offices have experience and education that qualifies them to perform contracting on behalf of the University. These individuals are required to attend training hosted by the University specifically regarding contracting in the University setting, including the ethics implications of such contracting. Additionally, these individuals are required to complete substantial procurement-related training provided through the Department of Enterprise Services of the State of Washington.<sup>2</sup>

WSU also has a regulated system of delegation of contracting authority to individuals outside of the central contracts-processing offices. This system is described in detail at BPPM 10.10<sup>3</sup> and includes the following 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 Finance and Administration.
- Upon approval of the delegation request, the proposed delegate will only be granted contracting authority upon the completion of contracts training, administered by the contracts manager. The contracts training is tailored by the contracts manager to meet the expected scope of the delegation, and includes a presentation on ethics in contracting which was prepared in conjunction with the Office of the Attorney General. Proposed delegates are also required to complete the applicable procurement-related training provided through the Department of Enterprise Services of the state of Washington.
- Each delegate is given a letter of delegation, signed by the University president, detailing the scope of the delegation.<sup>4</sup> 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<sup>5</sup> and sample template agreements.<sup>6</sup>

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;<sup>7</sup>
- 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 Finance and Administration, 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 have been fully implemented. Also provided was a recommendation for upgrading of the internal contracts database. WSU has purchased software for a comprehensive contract management system with contracts database, and is in the process of implementing that system.

#### Contractual Agreements, Educational Courses or Programs

WSU does not contract with any external organizations to provide credit-bearing courses or programs for WSU. The Carson College of Business contracts with Pearson, an educational technology enabler, to support delivery of online MBA and EMBA programs. WSU provides the academic content and it is hosted on WSU's LMS platform. Pearson provides the services (marketing recruitment, student support, market research, and course design) to support delivery.

#### Exhibits 2.A.26

#	Institutional Integrity	Evidence
1	BPPM 10.11 Processing University Contracts	<a href="http://public.wsu.edu/~forms/HTML/BPPM/10_Organization/10.11_Processing_University_Contracts.htm">http://public.wsu.edu/~forms/HTML/BPPM/10_Organization/10.11_Processing_University_Contracts.htm</a>
2	DES Mandated Procurement Training	<a href="http://purchasing.wsu.edu/DES-training.html">http://purchasing.wsu.edu/DES-training.html</a>
3	BPPM 10.10 Delegation of Contractual Authority	<a href="http://public.wsu.edu/~forms/HTML/BPPM/10_Organization/10.10_Delegation_of_Contractual_Authority.htm">http://public.wsu.edu/~forms/HTML/BPPM/10_Organization/10.10_Delegation_of_Contractual_Authority.htm</a>
4	List of Delegates: with links to letters describing authority granted	<a href="http://contracts.wsu.edu/delegatelist.html">http://contracts.wsu.edu/delegatelist.html</a>
5	Sample Contract Provisions	<a href="https://contracts.wsu.edu/Terms.html">https://contracts.wsu.edu/Terms.html</a>
6	Sample Contract Templates	<a href="https://contracts.wsu.edu/Forms.html">https://contracts.wsu.edu/Forms.html</a>
7	BPPM 70.00 Purchasing	<a href="http://public.wsu.edu/~forms/HTML/BPPM/70_Purchasing/70.00_Contents.htm">http://public.wsu.edu/~forms/HTML/BPPM/70_Purchasing/70.00_Contents.htm</a>

## 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.<sup>1</sup>

- 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.<sup>2</sup> (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, sexual harassment, and sexual misconduct in order to protect constituencies.<sup>3,4</sup> (See also section 2.A.22.)

### Exhibits 2.A.27

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

## 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). Many faculty members, including but not limited to, tenure track and research faculty, and some clinical 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.<sup>1</sup> The Faculty Manual,<sup>2</sup> maintained by the Faculty Senate and approved by the Board of Regents, clearly affirms academic freedom.

WSU's policy on freedom of expression is found in section II.B.2. of the Faculty Manual: "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 Standards of Conduct for Students.<sup>3</sup> 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 media, 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.<sup>4</sup> (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 communication, promotes best practices, and cultivates a culture of integrity and scholarship. Consequently, all students are required to take the Responsible Conduct in Research training.<sup>5</sup> 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 ProQuest Dissertation Publishing for publication upon acceptance by the graduate faculty of their program. No material in the dissertation may be restricted in any way; the dissertation must be made available through the Washington State Libraries and ProQuest for inspection by any interested parties.<sup>6</sup>

Students and faculty share the responsibility for creating a supportive learning environment—one that is community minded in purpose and conducive to learning. The Graduate School's Guidelines for Good Practices in Graduate Education<sup>7</sup> outlines the expectations for the student-mentor relationship, including the importance of acknowledging student contributions to research, discussing authorship policies in advance of entering into a collaborative project, and creating an ethos of collegiality that encourages students to learn creatively and independently. The Graduate School's complaint and grievance procedures<sup>8</sup> are available to students who wish to appeal decisions by their faculty committee or program.

### 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	<a href="http://aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm">http://aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm</a>
2	Faculty Manual	<a href="https://facsen.wsu.edu/faculty_manual/">https://facsen.wsu.edu/faculty_manual/</a>
3	Standards of Conduct for Students	<a href="http://app.leg.wa.gov/wac/default.aspx?cite=504-26">http://app.leg.wa.gov/wac/default.aspx?cite=504-26</a>
4	Board of Student Media Policies	<a href="https://sp.wsu.edu/board-of-student-media/statement-of-policies/">https://sp.wsu.edu/board-of-student-media/statement-of-policies/</a>
5	Responsible Research Training Graduate School Policies and Procedures Chapter 11: Special Issues Concerning Research 4-27-16	<a href="https://gradschool.wsu.edu/responsible-research/">https://gradschool.wsu.edu/responsible-research/</a> <a href="https://gradschool.wsu.edu/chapter-eleven/">https://gradschool.wsu.edu/chapter-eleven/</a>
6	Graduate School Policies and Procedures, Chapter 8: Doctoral Policies	<a href="https://gradschool.wsu.edu/chapter-eight-c/">https://gradschool.wsu.edu/chapter-eight-c/</a>
7	Guidelines for Good Practices in Graduate Education	<a href="https://wsuwp-uploads.s3.amazonaws.com/uploads/sites/1485/2014/06/GuidelinesGoodPractices.pdf">https://wsuwp-uploads.s3.amazonaws.com/uploads/sites/1485/2014/06/GuidelinesGoodPractices.pdf</a>
8	Graduate School Grievance Procedures	<a href="https://gradschool.wsu.edu/documents/2017/07/gs-grievance-procedures.pdf">https://gradschool.wsu.edu/documents/2017/07/gs-grievance-procedures.pdf</a>

**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 AAUP 1940 Statement of Principles on Academic Freedom and Tenure,<sup>1</sup> which specifies that: “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 faculty code of professional ethics in the Faculty Manual, Section II further reinforces the expectation of objectivity in scholarship.<sup>2</sup> 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)

### Derivative Scholarship

WSU's active engagement with issues of academic integrity and integrity in research further reinforces a cultural norm of scholarly objectivity in teaching, research, and outreach. For example, in 2014 the University purchased a license to iThenticate, an online program that checks originality of research papers intended for publication or grant submission.<sup>3</sup> The SafeAssign tool of the learning management system (Blackboard Learn), checks non-original content in undergraduate assignments and is widely used by faculty.

The Office of the Vice President for Research publishes the policies related to research and ethics, to promote integrity and objectivity in University research. The policies include guidelines for authorship determination for manuscripts.<sup>4</sup> If authors are unable to reach a resolution using the guidelines provided, the matter may be brought to the attention of the Vice President for Research.

In accordance with WSU's Executive Policy 33, Responding to Allegations of Research Misconduct,<sup>5</sup> failure to cite the original source in derivative scholarship would be a policy violation and potentially subject the violator to sanctions.

### Exhibits 2.A.29

#	Objectivity of Scholarship	Evidence
1	AAUP 1940 Statement of Principles on Academic Freedom and Tenure	<a href="http://aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm">http://aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm</a>
2	Faculty Code of Professional Ethics	<a href="https://facsen.wsu.edu/faculty_manual/Faculty_Manual_09.16.16.BOR%20APPROVED.Final.pdf">https://facsen.wsu.edu/faculty_manual/Faculty_Manual_09.16.16.BOR%20APPROVED.Final.pdf</a>
3	iThenticate	<a href="https://vpue.wsu.edu/iThenticate/">https://vpue.wsu.edu/iThenticate/</a>
4	Guidelines for Authorship Determination for Manuscripts	<a href="https://research.wsu.edu/office-research/policies/authorship/">https://research.wsu.edu/office-research/policies/authorship/</a> <a href="https://research.wsu.edu/office-research/policies/ethics/">https://research.wsu.edu/office-research/policies/ethics/</a>
5	Executive Policy 33, Responding to Allegations of Research Misconduct Policy	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP33_Responding_to_Allegations_of_Research_Misconduct.htm">http://public.wsu.edu/~forms/HTML/EPM/EP33_Responding_to_Allegations_of_Research_Misconduct.htm</a>

## 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<sup>1</sup> and RCW 28B.30.150<sup>2</sup> 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.

University president, Kirk Schulz, 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 June 13, 2016.”<sup>3</sup>

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)<sup>4</sup> and the Executive Policy Manual (EPM).<sup>5</sup> These policies cover the breadth of management responsibilities and include:

- 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.<sup>4,5</sup> The state of Washington defines eligible investments for WSU’s operating portfolio.<sup>6</sup>

### Exhibits 2.A.30

#	Financial Policies and Integrity	Evidence
1	Management: RCW 28B.30.095	<a href="http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.095">http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.095</a>
2	Regents – General Powers and duties: RCW 28B.30.150	<a href="http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.150">http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.30.150</a>
3	WSU Board of Regents Meeting April 8, 2016, President’s Delegated Authority	<a href="https://regents.wsu.edu/meeting-dates/May%202016/160408MeetingMinutesforPosting.pdf?0.9652772423011966">https://regents.wsu.edu/meeting-dates/May%202016/160408MeetingMinutesforPosting.pdf?0.9652772423011966</a>
4	Business Policy and Procedures Manual (Table of Contents)	<a href="http://public.wsu.edu/~forms/PDF/BPPM/01-01.pdf">http://public.wsu.edu/~forms/PDF/BPPM/01-01.pdf</a>
	BPPM 10.04 Internal Controls	<a href="http://public.wsu.edu/~forms/PDF/BPPM/10-04.pdf">http://public.wsu.edu/~forms/PDF/BPPM/10-04.pdf</a>
	BPPM 10.10 Delegation of Contractual Authority	<a href="http://public.wsu.edu/~forms/PDF/BPPM/10-10.pdf">http://public.wsu.edu/~forms/PDF/BPPM/10-10.pdf</a>
	BPPM 30.02 Accounting for WSU monies BPPM 30.53 Cash Handling	<a href="http://public.wsu.edu/~forms/PDF/BPPM/30-02.pdf">http://public.wsu.edu/~forms/PDF/BPPM/30-02.pdf</a> <a href="http://public.wsu.edu/~forms/PDF/BPPM/30-53.pdf">http://public.wsu.edu/~forms/PDF/BPPM/30-53.pdf</a>
5	Executive Policy Manual (Table of Contents)	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP00-Introduction_and_Table_of_Contents.htm">http://public.wsu.edu/~forms/HTML/EPM/EP00-Introduction_and_Table_of_Contents.htm</a>
6	Eligible Investments, State of Washington	<a href="http://treasury.wsu.edu/docs/wastate_eligible_investments.pdf?0.12942956859611743">http://treasury.wsu.edu/docs/wastate_eligible_investments.pdf?0.12942956859611743</a>

## 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 4,100 well-qualified administrative professional and classified staff to support the operations and functions.

#### Recruitment and Job Descriptions

Position vacancy announcements include the required qualifications and are posted on the WSU online recruitment website<sup>1</sup> and are accessible to anyone at any time. Notifications are also published in relevant journals, newspapers, publications, social media, and websites. Vacancy notices clearly state job criteria and instructions for applying for the position.

Human Resource Services (HRS) oversees staff recruitment processes. Procedures for recruitment and selection of personnel are outlined on the HRS website<sup>1</sup> and in the Business Policies and Procedures Manual (BPPM 60.11, 60.17-18).<sup>2,3</sup> 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, these policies include provisions for review to ensure that positions are appropriately classified.<sup>4</sup>

In service to Theme 4 of the WSU strategic plan, which states the University will recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups, HRS provides a comprehensive recruitment toolkit<sup>5</sup> to help units advertise vacancies in resources utilized by underrepresented groups. HRS also maintains a clearinghouse of internal resources that unit leaders can use to improve recruitment and retention of diverse employees.<sup>6</sup>

#### Exhibits 2.B.1

#	Qualified Personnel	Evidence
1	Washington State University Employment Opportunities	<a href="http://wsujobs.com">http://wsujobs.com</a>
2	Administrative and Classified Staff Recruitment Faculty Recruitment	<a href="http://hrs.wsu.edu/APCSRTK%20Main">http://hrs.wsu.edu/APCSRTK%20Main</a> <a href="http://hrs.wsu.edu/FRTK%20Main">http://hrs.wsu.edu/FRTK%20Main</a>
3	BPPM 60.11 Recruitment and Selection of Faculty Personnel  BPPM 60.17 Recruitment and Selection of Administrative Professional Personnel  BPPM 60.18 Recruitment and Selection of Classified Positions	<a href="http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.11_Recruitment_and_Selection_of_Faculty_Personnel.htm">http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.11_Recruitment_and_Selection_of_Faculty_Personnel.htm</a>  <a href="http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.17_Recruitment_and_Selection_of_Administrative_Professional_Personnel.htm">http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.17_Recruitment_and_Selection_of_Administrative_Professional_Personnel.htm</a>  <a href="http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.18_Recruitment_and_Selection_of_Classified_Positions.htm">http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.18_Recruitment_and_Selection_of_Classified_Positions.htm</a>

4	BPPM 60.02 Classification and Reclassification	<a href="http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.02_Classification_and_Reclassification.htm">http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.02_Classification_and_Reclassification.htm</a>
5	Human Resource Services Recruitment Toolkit	<a href="http://hrs.wsu.edu/managers/recruitment-toolkit/faculty-recruitment-toolkit/">http://hrs.wsu.edu/managers/recruitment-toolkit/faculty-recruitment-toolkit/</a>
6	Human Resource Services Diversity Resources	<a href="http://hrs.wsu.edu/diversity/">http://hrs.wsu.edu/diversity/</a>

## 2.B.2 Administrators and Staff Evaluations

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

The provost issues an annual notification to the University community providing guidelines and stating the importance of the annual review process for faculty and administrative personnel.<sup>1</sup>

Civil Service 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.<sup>2</sup>

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 (197 employees under Washington Federation of State Employees in 2016). 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	<a href="https://provost.wsu.edu/wp-content/uploads/sites/102/2014/10/Memorandum-Faculty-and-Administrative-Professional-Annual-Reviews.pdf">https://provost.wsu.edu/wp-content/uploads/sites/102/2014/10/Memorandum-Faculty-and-Administrative-Professional-Annual-Reviews.pdf</a>
2	BPPM 60.55 Performance Management Evaluations	<a href="http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.55_Performance_Management_Evaluations.htm">http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.55_Performance_Management_Evaluations.htm</a>

## 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<sup>1</sup> program that includes online training, instructor-led training,

and videoconferenced training opportunities throughout the academic year. Topics include discrimination, sexual harassment and sexual misconduct 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<sup>2</sup> 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.<sup>3</sup>

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.<sup>4</sup> 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 members 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<sup>5</sup> 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. The Graduate School also partners with the Graduate and Professional Student Association to deliver a series of professional development workshops for graduate students throughout the year. In the 2015-16 academic year, the workshop topics included financial planning, networking, and job interviewing and negotiating.<sup>6</sup>

#### 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 faculty.

As with permanent staff, permanent faculty are eligible to apply for 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.

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

- **Provost's Leadership Academy<sup>7</sup>**  
Initiated in the fall of 2011 by the Office of the Provost, 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 aptitude 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.
- **Teaching and Learning Grants**

The Office of the Provost, through the Samuel H. and Patricia W. Smith Teaching and Learning Endowment, offers grants for innovative ideas to enhance teaching and learning. As well, a portion of the 2015-16 Strategic Reallocation competition was devoted to student success projects. \$6 million was awarded to two teams, who will work together to create a freshman-to-senior support program that will improve retention, provide experiential learning, and help students better identify their strengths and how to use them.

- Teaching Academy<sup>8</sup>  
The Teaching Academy, composed of faculty from all campuses, conducts a variety of professional development activities each year for graduate students and instructional faculty across the system.
- New Department Chairs Workshop<sup>9</sup>  
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 at WSU<sup>10</sup>  
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, ADVANCE at WSU provides grants and external mentor programs within three major initiatives: Work/Life Support; Leadership Training; and Institutionalizing Transformation.
- Faculty Associations<sup>11</sup>  
WSU leadership encourages active associations that support faculty along their career paths and meets regularly with groups such as the Association for Faculty Women and the Asian American and Pacific Islander Faculty Staff Association.
- College Support  
Colleges support faculty development in diverse ways. For example, the College of Veterinary Medicine has a teaching academy.<sup>12</sup> Other colleges offer internal grants, for example the College of Arts and Sciences offers grants to faculty who would like to participate in the National Center for Faculty Development and Diversity (NCFDD) training program.
- Academic Outreach and Innovation<sup>13</sup>  
Academic Outreach and Innovation (AOI) offers a wide range of development opportunities for faculty who wish to incorporate technological tools into their instruction and/or teach in a virtual environment. Training is conducted via webinars, video tutorials, and in-person workshops. Also, the AOI Technology Test Kitchen gives faculty hands-on experience with new technologies.

### Exhibits 2.B.3

#	Professional Development	Evidence
1	WAC 357-34 Employee Training and Development	<a href="http://apps.leg.wa.gov/WAC/default.aspx?cite=357-34">http://apps.leg.wa.gov/WAC/default.aspx?cite=357-34</a>
2	Professional and retraining leave policy (sabbatical) to assist with the professional growth and renewal of the faculty and staff	<a href="http://facsen.wsu.edu/faculty_manual/Seciii_amended102512.pdf">http://facsen.wsu.edu/faculty_manual/Seciii_amended102512.pdf</a> <a href="http://facsen.wsu.edu/faculty_manual/Section_V_amended102512.pdf">http://facsen.wsu.edu/faculty_manual/Section_V_amended102512.pdf</a>
3	Professional Leave and Retraining Leave Guidelines 2017-18 for Faculty and AP Staff	<a href="https://provost.wsu.edu/wp-content/uploads/sites/102/2014/10/Professional-Leave-Guidelines-2017-18-1.pdf">https://provost.wsu.edu/wp-content/uploads/sites/102/2014/10/Professional-Leave-Guidelines-2017-18-1.pdf</a>

4	BPPM 60.72 Release Time for Training  BPPM 60.71 Training and Development  Training and Development Plan	<a href="http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.72_Release_Time_for_Training.htm">http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.72_Release_Time_for_Training.htm</a>  <a href="http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.71_Training_and_Development.htm">http://public.wsu.edu/~forms/HTML/BPPM/60_Personnel/60.71_Training_and_Development.htm</a>  <a href="http://public.wsu.edu/~forms/PDF/BPPM/60-71.pdf">http://public.wsu.edu/~forms/PDF/BPPM/60-71.pdf</a>
5	Graduate School Teaching Workshop	<a href="https://gradschool.wsu.edu/teaching-resources/">https://gradschool.wsu.edu/teaching-resources/</a>
6	Graduate School Professional Development website for graduate students	<a href="https://gradschool.wsu.edu/pdi/?wsuwp_university_category=diversity">https://gradschool.wsu.edu/pdi/?wsuwp_university_category=diversity</a>
7	Provost's Leadership Academy	<a href="https://provost.wsu.edu/provosts-leadership-academy/">https://provost.wsu.edu/provosts-leadership-academy/</a>
8	Teaching Academy	<a href="https://vpue.wsu.edu/teaching-academy/">https://vpue.wsu.edu/teaching-academy/</a>
9	New Department Chairs Workshop	<a href="https://provost.wsu.edu/procedures/chairs-directors/training/">https://provost.wsu.edu/procedures/chairs-directors/training/</a>
10	ADVANCE	<a href="https://advance.wsu.edu/InstitutionalTransformation/">https://advance.wsu.edu/InstitutionalTransformation/</a> <a href="https://advance.wsu.edu/initiatives/">https://advance.wsu.edu/initiatives/</a>
11	Association for Faculty Women Asian American and Pacific Islander Faculty Staff Association	<a href="https://afw.wsu.edu/">https://afw.wsu.edu/</a> <a href="http://www.aapifsa.wsu.edu/">http://www.aapifsa.wsu.edu/</a>
12	College of Veterinary Medicine Teaching Academy	<a href="http://www.vetmed.wsu.edu/innovative-education/teaching-academy">http://www.vetmed.wsu.edu/innovative-education/teaching-academy</a>
13	Academic Outreach and Innovation	<a href="https://elearning.wsu.edu/">https://elearning.wsu.edu/</a>

## 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<sup>1</sup> 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 almost 1,900 faculty, in both full-time and part-time capacities, with a student to faculty ratio of 15 to 1. The University has 976 tenured or tenure-track faculty, and 902 non-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 tenured/tenure-track instructional faculty members holding the titles of assistant professor, associate professor, or professor, 99.8 percent have the appropriate terminal degree in their fields, and 93 percent of those faculty members hold a Ph.D. Of all faculty involved in instruction, 79 percent hold appropriate terminal degrees and 68 percent hold Ph.D.s. The Faculty Manual defines all ranks and their responsibilities.<sup>1</sup>

**Table 2.B.4**

<b>Washington State University</b>							
<b>Instructional Faculty Headcounts by Rank and Degree Category, Fall 2016 Snapshot</b>							
Faculty Category	PhD	Doctoral/Prof Deg	Masters, Terminal	Masters	Bachelors	Other/Missing	Total
Regents' Professor	23	1	0	0	0	0	24
Professor	344	15	8	1	0	0	368
Associate Professor	308	13	14	0	0	0	335
Assistant Professor	234	10	4	1	0	0	249
Non tenure-track Professors	7	0	0	0	0	0	7
Clinical Professors	199	58	6	54	2	7	326
Instructor	86	17	4	175	12	15	309
Lecturer/Adjunct Titles	68	15	4	105	9	19	220
Clin Fac Coll of Med	1	31	0	0	0	1	33
Other	6	0	0	1	0	0	7
<b>Total</b>	<b>1276</b>	<b>160</b>	<b>40</b>	<b>337</b>	<b>23</b>	<b>42</b>	<b>1878</b>

Many faculty members who teach WSU students are engaged in scholarly activity, and these people are strong researchers and scholars, who contribute to the University's educational and research goals. For example:

- WSU ranked 41st among public universities in number of national academy members (with 9) and 57th in prestigious faculty awards (with 9), as reported in 2014 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 \$419,141 in FY 2015. Similar numbers for grant and contract revenue per faculty member were \$135,136 in 2000 and \$210,121 in FY 2016. Many WSU faculty members are officers in their national organizations, editors of prestigious journals, or organizers of prestigious conferences.

WSU also has a strong contingent of faculty whose primary mission is teaching. While some are also active scholars, these faculty carry a larger teaching load than tenure-track faculty, and often manage the largest classes in their units. These faculty are often early adopters of new and innovative teaching methods (e.g, flipped classroom, in-class response technology) who then inform their tenure-line colleagues on the pros and cons of the methods.

#### 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.

#### Undergraduate Programs

The sufficiency of faculty numbers to offer all needed courses with manageable enrollments is carefully monitored through course management processes. Each year, the associate deans of the colleges, together with Institutional

Research, the Office of the Provost, the Registrar's Office, the Academic Success and Career Center and the First-Year Focus program 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. For students who entered WSU in fall 2010 (the most recent year for which four-year and six-year graduates come from the same cohort), the four-year graduation rate is 41 percent, and six-year rate 67 percent. The four-year rate since 2001 fluctuates between 33 and 41 percent, and the six-year rate between 63 and 69 percent, so the 2010 class is consistent with historical trends.<sup>2</sup>

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 needed to plan faculty hiring to meet the projected demand.

WSU also hires non-tenure-track faculty, which include those with clinical, senior instructor, and instructor appointments. The policies and procedures governing the hiring of these contingent faculty can be found in Section V of the Faculty Manual.<sup>3</sup> 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 on the Office of the Provost's degree changes website.<sup>4</sup> New and/or expanding program requests must include a thorough analysis and description of personnel, library and physical resources needed. A program approval flowchart describes the review process for units.<sup>5</sup>
- **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<sup>6</sup> states, "Critical mass is defined as a minimum of seven 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<sup>7</sup> 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 faculty in a graduate program, types of faculty participation, and descriptions of faculty roles and responsibilities should be clearly defined in the bylaws of each graduate program.

**Exhibits 2.B.4**

#	Qualified Faculty to Achieve Educational Objectives and Continuity	Evidence
1	Faculty Manual	<a href="https://facsen.wsu.edu/faculty_manual/Faculty_Manual_09.16.16.BOR%20APPROVED.Final.pdf">https://facsen.wsu.edu/faculty_manual/Faculty_Manual_09.16.16.BOR%20APPROVED.Final.pdf</a>
2	Four-, Five-, and Six-Year Graduation Rates 2001 - 2015	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/_layouts/15/WopiFrame2.aspx?sourcedoc=/sites/AR2017/Accreditation%20Exhibits/2.B.4%20Copy%20of%20new-students-retention-and-graduation-rate-2016.xlsx&amp;action=default">https://sharepoint.ir.wsu.edu/sites/AR2017/_layouts/15/WopiFrame2.aspx?sourcedoc=/sites/AR2017/Accreditation%20Exhibits/2.B.4%20Copy%20of%20new-students-retention-and-graduation-rate-2016.xlsx&amp;action=default</a>
3	Indefinite Term and Fixed Term Faculty Policies and Procedures	<a href="http://facsen.wsu.edu/faculty_manual/Section_V.pdf">http://facsen.wsu.edu/faculty_manual/Section_V.pdf</a>
4	Degree Approval Process	<a href="https://provost.wsu.edu/procedures/degree-approval/">https://provost.wsu.edu/procedures/degree-approval/</a>
5	Program Approval Flowchart	<a href="https://provost.wsu.edu/wp-content/uploads/sites/102/2016/08/Review-Process-and-Flowchart-for-Degree-Changes-8.1.16-Final.pdf">https://provost.wsu.edu/wp-content/uploads/sites/102/2016/08/Review-Process-and-Flowchart-for-Degree-Changes-8.1.16-Final.pdf</a>
6	Graduate School Policies and Procedures for Establishing and Modifying Graduate Programs and Courses: --Doctoral Programs --Establishing New Graduate programs	<a href="https://gradschool.wsu.edu/chapter-three-a/">https://gradschool.wsu.edu/chapter-three-a/</a> <a href="https://gradschool.wsu.edu/chapter-three-c/">https://gradschool.wsu.edu/chapter-three-c/</a>
7	Graduate School Policies and Procedures Governance of Graduate Programs: Graduate Program Bylaws	<a href="https://gradschool.wsu.edu/chapter-one-e/">https://gradschool.wsu.edu/chapter-one-e/</a>

**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<sup>1</sup> maintained by the Office of the Provost, HRS webpages, and communication 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 typically 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.

WSU is moving toward a flexible workload model, which takes into account college and unit instructional needs as well as the comparative advantage of the faculty member. This model grew out of an analysis conducted in 2012 by a task force that was charged with examining workloads across the university. Each college is developing a workload document that describes typical expectations, and conditions under which a faculty member might deviate from these expectations. A sample workload policy document, from the Carson College of Business, is available in the exhibits.<sup>2</sup>

#### Non-tenure-track Instructors

Expectations for instructional faculty on fixed-term or indefinite appointments (such as clinical faculty and instructors) are described in the Faculty Manual, Section V, Policies and Procedures for Temporary Faculty.<sup>3</sup> 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.

In 2016 the Faculty Senate conducted a survey of non-tenure track faculty to learn about their workplace experiences.<sup>4</sup> An issue that emerged from this study pertained to workload, specifically, that non-tenure-track faculty are often expected to manage a greater workload than is indicated in their contract. Some concern was also expressed about the inconsistency of workloads across non-tenure-track faculty: a clinical professor teaching four classes of 200 students each is considered to have the same workload as a clinical professor teaching four classes of 50 students each. As a result of this survey, the Faculty Senate is assembling a set of recommendations for university leadership for how to address these workload (and other) concerns.

#### Exhibits 2.B.5

#	Faculty Responsibilities and Workload	Evidence
1	Faculty Resources	<a href="https://provost.wsu.edu/">https://provost.wsu.edu/</a>
2	Workload Policy, Carson College of Business	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.B.5%20CCB%20Faculty%20Workload%20Policy%20(013017%20FINAL).pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.B.5%20CCB%20Faculty%20Workload%20Policy%20(013017%20FINAL).pdf</a>
3	Section V of the Faculty Manual	<a href="http://facsen.wsu.edu/faculty_manual/Section_V_amended102512.pdf">http://facsen.wsu.edu/faculty_manual/Section_V_amended102512.pdf</a>
4	Results, Faculty Senate Survey of Non-Tenure Track Faculty	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.B.5%202015-16%20Survey%20of%20Non-Tenure%20Track%20Faculty.doc.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.B.5%202015-16%20Survey%20of%20Non-Tenure%20Track%20Faculty.doc.pdf</a>

### 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,<sup>1</sup> in departmental and college tenure and promotion documents, and in the instructions on the Office of the Provost's website,<sup>2</sup> 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.C.3),<sup>3</sup> but are more specific to the function of the individual unit. The Faculty Manual (section III.C.5.d)<sup>4</sup> 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. Beginning with the review for calendar year 2017, WSU will adopt a new reporting tool and new system for evaluating faculty.

For the period covered by this report, most faculty members have reported their achievements on WORQS,<sup>5</sup> the University's standardized web-based annual review form. WORQS also allows administrative access to all primary evaluation data. The College of Business uses Digital Measures for reporting. 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 campus outside of Pullman, 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. A faculty member may attach a written response to the annual review if he or she 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.

Beginning with calendar year 2017, WORQS will be shut down, and all faculty will report using Activity Insight, developed by Digital Measures. This conversion is occurring for a few reasons. WORQS is in need of a major upgrade, and the cost (in both money and person hours) of undertaking this is prohibitive. Activity Insight offers greater reporting flexibility and thoroughness than is possible with WORQS. Finally, use of Activity Insight will make it easier to collect data that are essential for WSU's annual reporting on progress toward strategic plan goals.

Also, beginning with calendar year 2017, a substantially revised annual review process is in effect, with three forms of review:

- Abridged, under which the faculty member merely submits a curriculum vitae and a brief description of accomplishments over the past year. Performance is qualitatively evaluated as either "satisfactory or better" or "less than satisfactory."
- Comprehensive, which follows the procedure used in years past. Performance is qualitatively evaluated as "especially meritorious," "strong beyond satisfactory," "satisfactory," "some improvement needed," or "substantial improvement needed."
- Intensive, which is a combined comprehensive and career review. Performance is summarized in separate comprehensive review and career progress reports. If the faculty member is untenured, s/he will be additionally advised as to whether his/her record is well-prepared, satisfactory, needing improvement, or unsatisfactory for tenure and promotion.

All pre-tenure faculty will undergo comprehensive review every year, though must undergo at least one intensive review at some point (usually during the third full year of employment). Tenured faculty will alternate yearly between abridged and comprehensive review unless performance is deemed less than satisfactory, at which point the

person will undergo comprehensive or intensive review every year until performance is deemed at least satisfactory. A faculty member may also request a comprehensive or intensive review at any time. Because of these annual and intensive reviews, WSU does not have a separate post-tenure review process.

This change in procedure is the result of a joint effort between the Faculty Senate and Office of the Provost to address a faculty desire to make annual reviews more diagnostic and less oriented around a numeric score and questionable distinctions between score values (e.g., considering a faculty member with a score of 3.6 to be “more accomplished” than one with a score of 3.5), and to better account for the activity of senior faculty who undertake lengthy, time-consuming projects that may require a couple of years for deliverables to be produced. The Faculty Senate debated and revised the new procedure over the course of one year before voting to implement the procedure explained above.

#### 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.E.2). As with tenure-track faculty, beginning with calendar year 2017, non-tenure-track instructional faculty will follow the new annual review procedure, including the requirement that non-tenure-track faculty who are eligible for promotion experience at least one intensive review before applying for promotion.

#### Exhibits 2.B.6

#	Evaluation of Faculty	Evidence
1	Faculty Manual	<a href="https://facsen.wsu.edu/faculty_manual">facsen.wsu.edu/faculty_manual</a>
2	Activity Insight Online Annual Review Form	<a href="https://provost.wsu.edu/activity-insight/">https://provost.wsu.edu/activity-insight/</a>

## 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 campus, and continues through a multi-level review process. The process also assesses the sufficiency of faculty and resources to create or continue programs based upon department or school, college, campus, and University strategic plans.<sup>1</sup>

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

- For new or extended degrees, the Office of the Provost conducts a preliminary review for mission-appropriateness, curricular content and rigor, and sufficiency of resources.<sup>1</sup> In this process the Registrar’s Office and

Institutional Research consult on CIP codes, to make sure that new or changed degrees fit within recognized fields of study.

- The Faculty Senate reviews these proposals at three levels: the Catalog Subcommittee, if there are any changes to courses, requirements, or degrees;<sup>2</sup> the Academic Affairs Committee (proposals that are pure extensions of degrees without curricular changes start here);<sup>3</sup> or Graduate Studies Committee,<sup>4</sup> and the full Senate. At each level, faculty bring curricular expertise to bear to assure alignment with learning outcomes, rigor, and contemporary academic disciplines.

Additional scrutiny is provided:

- By external review of program content for professional or specialized accreditation in recognized fields of study (one-third of WSU's undergraduate programs receive specialized accreditation).<sup>5</sup>
- 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 are required for all degrees and are printed in the catalog in the relevant departmental section of the catalog, accompanied by four-year schedules of studies (see 2.C.2).

#### 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<sup>1</sup> 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 noted above.

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.<sup>6</sup> These outcomes are part of each program's assessment plan.<sup>7</sup> Graduate and professional programs that are professionally accredited (20 percent) have further external review of program content.

#### 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<sup>8</sup> is the central portal of access to all WSU online degree programs.

**Exhibits 2.C.1**

#	Appropriate Content and Rigor	Evidence
1	Program Approval Process  New Program Proposal Template	<a href="https://provost.wsu.edu/wp-content/uploads/sites/102/2016/08/Review-Process-and-Flowchart-for-Degree-Changes-8.1.16-Final.pdf">https://provost.wsu.edu/wp-content/uploads/sites/102/2016/08/Review-Process-and-Flowchart-for-Degree-Changes-8.1.16-Final.pdf</a>  <a href="https://provost.wsu.edu/degree-change-form/">https://provost.wsu.edu/degree-change-form/</a>
2	Faculty Senate Catalog Subcommittee	<a href="http://facsen.wsu.edu/committees/faculty_senate_committees/catalog_subcommittee.html">http://facsen.wsu.edu/committees/faculty_senate_committees/catalog_subcommittee.html</a>
3	Faculty Senate Academic Affairs Committee	<a href="http://facsen.wsu.edu/committees/faculty_senate_committees/academic_affairs.html">http://facsen.wsu.edu/committees/faculty_senate_committees/academic_affairs.html</a>
4	Faculty Senate Graduate Studies Committee	<a href="http://facsen.wsu.edu/committees/faculty_senate_committees/graduate_studies.html">http://facsen.wsu.edu/committees/faculty_senate_committees/graduate_studies.html</a>
5	List of Professionally Accredited Programs, WSU Catalog	<a href="http://catalog.wsu.edu/Catalog/Content/AcadCalSpecializedAccreditation.pdf">http://catalog.wsu.edu/Catalog/Content/AcadCalSpecializedAccreditation.pdf</a>
6	Graduate School Program Review	<a href="https://gradschool.wsu.edu/program-review/">https://gradschool.wsu.edu/program-review/</a>
7	Graduate School Program Assessment	<a href="https://gradschool.wsu.edu/program-assessment/">https://gradschool.wsu.edu/program-assessment/</a>
8	Global Campus	<a href="http://globalcampus.wsu.edu">http://globalcampus.wsu.edu</a>

**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.

The University requires that all WSU courses, programs, and degrees identify and publish student learning outcomes (SLOs), through specified sections in the Educational Policies and Procedures Manual for course syllabi and assessment of student learning.<sup>1</sup>

- Student learning outcomes for all undergraduate degree programs are published annually in the WSU Catalog.<sup>2</sup>
- All undergraduate degree programs have identified learning outcomes (100 percent since 2012) and make them available to students on their department websites (92 percent in 2015; 95 percent in 2016)<sup>3</sup> in addition to the publication of learning outcomes in the WSU Catalog (100 percent).
- All programs have program-level SLOs which have been published in the university catalog (100 percent). A total of 95 percent post them on program/department websites, allowing for quick access for students, faculty, staff, regional accreditors, and other stakeholders.
- All graduate and professional degree programs have identified SLOs in their assessment plans (100 percent in 2015; 100 percent in 2016).<sup>4</sup>
- Graduate programs publish expected course, program, and degree learning outcomes on their websites, on program fact sheets, in student handbooks, in their assessment plans, and in individual course syllabi, which are made available to students in classes, on course websites, and through the Blackboard online learning environment.<sup>4</sup>
- Professional programs generally post their SLOs on their websites and/or publish them in their student handbooks to meet professional accreditation requirements.

- In addition, WSU's program approval process requires all new undergraduate, graduate, and professional degree programs to state-expected program-level SLOs.<sup>5</sup>
- The Office of Assessment of Teaching and Learning and the Graduate School provide technical assistance to undergraduate, graduate, and professional programs to help ensure that faculty are engaged in the development, review, use, and refinement of SLOs and that SLOs are published and available to students.

Expected student learning outcomes for courses are required in the syllabi provided to enrolled students. To highlight the importance of this communication, the following practices are in place:

- Provost's annual reminder to faculty regarding educational policies explicitly states that learning outcomes are required in all course syllabi.<sup>7</sup>
- The Guidelines for Syllabus Creation, which the Faculty Senate uses to vet course changes and new courses, also require SLOs on all syllabi.<sup>8</sup>
- The Catalog Subcommittee checks for learning outcomes on all syllabi submitted for approval to the Faculty Senate.
- During the proposal and review of general education courses – University Common Requirements (UCORE) – faculty reviewers verify that learning outcomes are contained in the syllabi.<sup>9</sup>
- 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).<sup>10</sup>

### Exhibits 2.C.2

#	Publication of Learning Outcomes	Evidence
1	Educational Policies and Procedures Manual, section on course syllabi and assessment	<a href="http://facsen.wsu.edu/eppm">http://facsen.wsu.edu/eppm</a>  <a href="https://facsen.wsu.edu/eppm/EPPM%20Policy.2016.%20Assessment%20of%20Student%20Learning%20in%20Degree%20Programs.pdf">https://facsen.wsu.edu/eppm/EPPM%20Policy.2016.%20Assessment%20of%20Student%20Learning%20in%20Degree%20Programs.pdf</a>
2	WSU Catalog	<a href="http://catalog.wsu.edu">catalog.wsu.edu</a>
3	Undergraduate Programs Providing Student Learning Outcomes	<a href="https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/">https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/</a>  <a href="https://atl.wsu.edu/documents/2016/09/2016-institutional-summary-undergraduate-degree-program-assessment-reports.pdf">https://atl.wsu.edu/documents/2016/09/2016-institutional-summary-undergraduate-degree-program-assessment-reports.pdf</a>
4	Graduate School Review and Assessment Reports	<a href="https://gradschool.wsu.edu/review-and-assessment-reports/">https://gradschool.wsu.edu/review-and-assessment-reports/</a>
5	New Program Approval Process	<a href="https://provost.wsu.edu/degree-change-form/">https://provost.wsu.edu/degree-change-form/</a>
6	Provost's Annual Policy Notice Page 3: Learning Outcomes required on syllabi	<a href="https://provost.wsu.edu/wp-content/uploads/sites/102/2016/08/Memorandum-2016-Key-Policy-Reminders.pdf">https://provost.wsu.edu/wp-content/uploads/sites/102/2016/08/Memorandum-2016-Key-Policy-Reminders.pdf</a>
7	Guidelines for Syllabus Creation and Checklist	<a href="https://vpue.wsu.edu/policies/">https://vpue.wsu.edu/policies/</a>

8	UCORE course approval and review process	<a href="https://ucore.wsu.edu/faculty/resources/handbook/">https://ucore.wsu.edu/faculty/resources/handbook/</a>
9	M Course Review/AUWC Criteria	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.C.2%20m-coursereviewform2012_auwc-criteria.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.C.2%20m-coursereviewform2012_auwc-criteria.pdf</a>

## 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<sup>1</sup> adheres to NWCCU and federal policies.

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.<sup>2</sup> 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 re-verification of credits. Changes include increase in credits, shift to variable credits, or change in lecture to 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.<sup>3</sup>

Student course grades are based on explicit weighting of achievement in specified 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,<sup>4</sup> and ensures that student achievement 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 2015-2016, over 300 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).<sup>5</sup> They cover both quantity and quality of learning (120 semester credits minimum, 2.0 GPA), general education and specialization in a major, appropriate study beyond the associates' level (40 upper division hours), and restriction of certain types of credit. General education and major requirements are designed based on the Seven Goals of Undergraduate Learning as appropriate to the discipline, level, or domain.<sup>6</sup> Disciplines with specialized accreditation (about one-third of WSU degrees) have outcomes and degree requirements stipulated and verified by the relevant professional association. (See Table or appendix of specialized accreditation outcomes).

University degrees awarded adhere to these criteria, which are programmed into the degree audit system of the student information system (SIS, or myWSU). This system verifies earned credit, validated transfer credit, and other credit accepted by academic policy, and applies these credits toward published degree requirement and transcripts them.

### 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 Educational Policies and Procedures Manual<sup>7</sup> and in the Graduate School Policies and Procedures.<sup>8</sup> Specifically, chapter three provides information regarding credits related to special projects, final exams, directed study, and research.<sup>9</sup> Credit load requirements can be found in chapter five.<sup>10</sup> Chapters seven and fourteen of the Graduate School's policies outline the minimum requirements for the master's degrees<sup>11</sup> and chapters eight and thirteen outline the minimum requirements for the doctoral degrees.<sup>12</sup>

In addition, the Graduate School is a participating member of the National Council of Graduate Schools,<sup>13</sup> 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<sup>14</sup> and frequently queries those institutions through review of their websites or direct communication with institutional officials if questions arise as to whether or not the university is reflecting educational norms.

The Graduate School, in conjunction with program faculty, the Faculty Senate Curriculum Committee, and the Graduate Studies Committee,<sup>15</sup> reviews 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.<sup>16</sup>

### Professional Degrees

Professional degree programs that do not report to the Graduate School award degrees on the basis of documented student learning outcomes codified in professional accreditation standards and licensure.<sup>17</sup>

**Exhibits 2.C.3**

#	Degrees Reflect Student Achievement	Evidence
1	Academic Rule 27	<a href="http://catalog.wsu.edu/General/AcademicRegulations/ListBy/27">http://catalog.wsu.edu/General/AcademicRegulations/ListBy/27</a>
2	Policies, Summer Session Planning Guide (see pages 8-9)	<a href="https://summeradmin.wsu.edu/wp-content/uploads/sites/1238/2017/01/2017_Planning_Guide.pdf">https://summeradmin.wsu.edu/wp-content/uploads/sites/1238/2017/01/2017_Planning_Guide.pdf</a>
3	Major Curricular Change Form  Minor Curricular Change Form	<a href="http://curriculumchange.registrar.wsu.edu/forms-and-instructions/">http://curriculumchange.registrar.wsu.edu/forms-and-instructions/</a>  <a href="http://curriculumchange.registrar.wsu.edu/forms-and-instructions/">http://curriculumchange.registrar.wsu.edu/forms-and-instructions/</a>
4	New Program Approval	<a href="https://provost.wsu.edu/procedures/degree-approval/">https://provost.wsu.edu/procedures/degree-approval/</a>
5	Academic Rule 114 (see page 218)	<a href="http://registrar.wsu.edu/academic-regulations/">http://registrar.wsu.edu/academic-regulations/</a>
6	Schematic of 7 Undergraduate Learning Goals, Majors, and UCORE	<a href="https://ucore.wsu.edu/students/learning-goals/">https://ucore.wsu.edu/students/learning-goals/</a>
7	Educational Policies and Procedures Manual	<a href="http://facsen.wsu.edu/eppm">http://facsen.wsu.edu/eppm</a>
8	Graduate School Policies and Procedures	<a href="https://gradschool.wsu.edu/documents/2016/08/policies-procedures-manual.pdf">https://gradschool.wsu.edu/documents/2016/08/policies-procedures-manual.pdf</a>
9	701/702 Credit, 700/800 Research Level Credit	<a href="https://gradschool.wsu.edu/chapter-three-e/">https://gradschool.wsu.edu/chapter-three-e/</a>
10	Appropriate Levels of Registration (Credit Load)	<a href="https://gradschool.wsu.edu/chapter-five-b/">https://gradschool.wsu.edu/chapter-five-b/</a>
11	Program of Study, Graduate School Policies and Procedures, Chapter 7 and Chapter 14	<a href="https://gradschool.wsu.edu/chapter-seven-b/">https://gradschool.wsu.edu/chapter-seven-b/</a> <a href="https://gradschool.wsu.edu/chapter-14-b/">https://gradschool.wsu.edu/chapter-14-b/</a>
12	Program of Study, Graduate School Policies and Procedures, Chapter 8 and Chapter 13	<a href="https://gradschool.wsu.edu/chapter-eight-b/">https://gradschool.wsu.edu/chapter-eight-b/</a> <a href="https://gradschool.wsu.edu/chapter-thirteen-e/">https://gradschool.wsu.edu/chapter-thirteen-e/</a>
13	National Council of Graduate Schools	<a href="http://cgsnet.org">http://cgsnet.org</a>
14	Graduate School List of Peer Institutions	<a href="https://ir.wsu.edu/strategic-plan-peers/">https://ir.wsu.edu/strategic-plan-peers/</a>
15	Graduate Studies Committee (Faculty Senate)  Also, Graduate School GSC Meeting website	<a href="http://facsen.wsu.edu/committees/faculty_senate_committees/graduate_studies.html">http://facsen.wsu.edu/committees/faculty_senate_committees/graduate_studies.html</a>  <a href="https://gradschool.wsu.edu/facultystaff-resources/graduate-studies-committee/">https://gradschool.wsu.edu/facultystaff-resources/graduate-studies-committee/</a>
16	Establishing and Modifying New Programs and Courses, Graduate School Policies and Procedures, Chapter 3	<a href="https://gradschool.wsu.edu/chapter-three/">https://gradschool.wsu.edu/chapter-three/</a>
17	Pharmacy Required Outcomes for Pharm.D. degree	<a href="http://www.pharmacy.wsu.edu/currentstudents/pharmfiles/accreditation.competencybasedoutcomes.pdf">http://www.pharmacy.wsu.edu/currentstudents/pharmfiles/accreditation.competencybasedoutcomes.pdf</a>
18	Learning Outcomes in Programs with Specialized Accreditation	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.C.3%20External%20Learning%20Outcomes%20Measures%20and%20Specialized%20Accreditation%20-%204.3.17.docx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.C.3%20External%20Learning%20Outcomes%20Measures%20and%20Specialized%20Accreditation%20-%204.3.17.docx?Web=1</a>

## 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.<sup>1</sup> The coherently-designed structure for undergraduate degrees consists of the University Graduation Requirements,<sup>2</sup> the general education requirements (UCORE), 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. The Catalog Subcommittee examines courses and curricula for the distinction between lower- and upper-division levels of study.
- 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).<sup>3</sup> 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 Programs

Admission and graduation requirements are defined and published on the Graduate School’s application website,<sup>4</sup> in the policies and procedures manual,<sup>5</sup> and in the Academic Rules (see 116 and 117). All graduate 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 a minimum of 15 graded credits of 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<sup>6</sup> 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.

#### Professional Programs

Professional programs typically organize their curricula in accordance with guidelines provided by their accrediting agency. The program is then reviewed and approved through the Faculty Senate.<sup>7</sup>

Advanced practice experience for clinical professional programs serve as culminating experiences which synthesize learning in professional programs.

#### Exhibits 2.C.4

#	Degrees Have Coherent Design; Requirements Published	Evidence
1	Goals of the Baccalaureate	<a href="http://ugr.wsu.edu/faculty/7goals.html">http://ugr.wsu.edu/faculty/7goals.html</a>
2	University Graduation Requirements	<a href="http://catalog.wsu.edu/Catalog/Content/UniversityGraduationRequirements.pdf">http://catalog.wsu.edu/Catalog/Content/UniversityGraduationRequirements.pdf</a>
3	Requirements for Undergraduate Degrees; Academic Rule 114	<a href="http://catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf">http://catalog.wsu.edu/Catalog/PDF_Catalogs/Complete_Catalog_2012-13.pdf</a> pages 28, 40, 318; also rules 106, 108, 109
4	Graduate School Application Website	<a href="https://gradschool.wsu.edu/apply/">https://gradschool.wsu.edu/apply/</a>
5	Graduate School Policies and Procedures Academic Rules 116 and 117	<a href="https://gradschool.wsu.edu/policies-procedures/">https://gradschool.wsu.edu/policies-procedures/</a> <a href="https://registrar.wsu.edu/academic-regulations/">https://registrar.wsu.edu/academic-regulations/</a>
6	Graduate School Policies and Procedures: Chapter 6-- Program of Study	<a href="https://gradschool.wsu.edu/chapter-six-g/">https://gradschool.wsu.edu/chapter-six-g/</a>
7	Academic Regulation 115— Requirements for Professional Degrees	<a href="https://registrar.wsu.edu/academic-regulations/">https://registrar.wsu.edu/academic-regulations/</a>

### 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<sup>1</sup> and its committees. (See 2.B.4 for breakdown of instructional faculty by category.)

### Faculty Role in the Curriculum

As established in the Faculty Manual, 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; undergraduate degrees each have a faculty-developed curriculum map as part of their assessment tools. 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). Minor curricular changes in WSU's approval system require approval by the Academic Affairs Committee and the full Faculty Senate, after having been approved by the department and college. Major curricular changes, including new courses, degrees and major revisions to degree requirements, entail review by the Catalog Subcommittee and, as relevant, the Library and Budget Subcommittees as well. The leaders of the Senate meet regularly with the president and the provost for two-way exchanges about curricular issues and other topics arising from shared governance.

### 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 Education Policies and Procedures state that faculty associated with each undergraduate or graduate program must develop a plan for assessing student achievement of clearly identified program-level student learning outcomes.<sup>2</sup> See WSU's response to Recommendations 1 and 2 on educational assessment, which describes the key role of faculty in the University's assessment system (section on "Departmental and Program Responsibility").

### Faculty Assess Learning in 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. 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 for assessing student learning.

WSU has prioritized further development of effective systematic assessment and use of data, including:

- Provision of assessment guides and tips that reflect best practices in assessment.<sup>3</sup>
- Through annual reports written by faculty, degree programs self-assess their assessment system and processes, including use of assessment results. In 2016, 93 percent of programs shared assessment results with faculty and/or departmental committee for assessment.<sup>4</sup>
- Faculty conducting 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.<sup>5</sup>
- General education curriculum is assessed by faculty, as described in section 2.C.9 and 2.C.10.

### Faculty Assess Learning in Graduate Programs

Graduate programs and their faculty are governed by graduate program by-laws, written and approved by the program faculty, and reviewed and approved through the Faculty Senate. Faculty who are approved as participants of a graduate program are eligible to participate in curriculum and program development, course delivery, and men-

toring 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 program's 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 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,<sup>6</sup> as well an assessment coordinator and secured SharePoint site<sup>7</sup> to support faculty in the program review and assessment process.

#### Faculty Assess Learning in Professional Programs

Two colleges offer professional programs in pharmacy and veterinary medicine. As of Fall 2017, the Elson S. Floyd College of Medicine offers an M.D. degree.

Faculty in the Doctor of Pharmacy (Pharm.D.) program evaluate student learning outcomes and sub-outcomes for the pharmacy degree. Assessment of student learning and of the curriculum is mandated by the Accreditation Council for Pharmacy Education (ACPE)<sup>8</sup> and is executed through a variety of methods and activities identified in the Curriculum Assessment Plan. Faculty have constructed a curriculum map indicating the courses in which each outcome and sub-outcome is taught and evaluated. Students are continuously evaluated throughout the curriculum by the faculty who teach the course sequences.

Curricular mapping for the Doctor of Veterinary Medicine (D.V.M.) 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 faculty are 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.<sup>9</sup>

Similar to the DVM program, the curriculum map for the Doctor of Medicine (M.D.) degree allocates the first two years to classroom work that prepares the student for clerkships and rotations that begin at the end of the second year. Coursework also helps prepare the student for three national examinations, one of which is attempted at the end of each of the second, third, and fourth years. The student must also satisfy a professional conduct assessment executed in the fourth year by the faculty on the college's professionalism committee. The curriculum map has been reviewed and approved internally by the WSU Faculty Senate and deemed in compliance with monitoring by the Liaison Committee on Medical Education (LCME).<sup>10</sup>

In 2016, 100 percent of graduate and professional programs submitted an assessment report and a current copy of their assessment plan 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/or college level.

**Exhibits 2.C.5**

#	Educational Resources, Curriculum, and Assessment	Evidence
1	Faculty Senate	<a href="http://acsen.wsu.edu">http://acsen.wsu.edu</a>
2	Educational Policies and Procedures Manual, Assessment of Student Learning Policy	<a href="https://facsen.wsu.edu/eppm/EPPM%20Policy.2016.%20Assessment%20of%20Student%20Learning%20in%20Degree%20Programs.pdf">https://facsen.wsu.edu/eppm/EPPM%20Policy.2016.%20Assessment%20of%20Student%20Learning%20in%20Degree%20Programs.pdf</a>
3	WSU Assessment Guides and Tips	<a href="https://atl.wsu.edu/assessment-resources/assessment-guides-and-tips/">https://atl.wsu.edu/assessment-resources/assessment-guides-and-tips/</a>
4	WSU-wide Summary of Undergraduate Program Assessment Reports for 2016	<a href="http://atl.wsu.edu/documents/2016/09/2016-institutional-summary-undergraduate-degree-program-assessment-reports.pdf">http://atl.wsu.edu/documents/2016/09/2016-institutional-summary-undergraduate-degree-program-assessment-reports.pdf</a>
5	Office of Assessment of Teaching and Learning	<a href="http://atl.wsu.edu">atl.wsu.edu</a>
6	Graduate School Program Assessment	<a href="https://gradschool.wsu.edu/program-assessment/">https://gradschool.wsu.edu/program-assessment/</a>
7	Graduate School Program Review and Assessment SharePoint Site (requires login)	<a href="https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Home.aspx">https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Home.aspx</a>
8	Accreditation Council for Pharmacy Education (ACPE)	<a href="http://acpe-accredit.org">http://acpe-accredit.org</a>
9	Doctor of Veterinary Medicine Curricular and Outcomes Assessment Accreditation Requirements	<a href="http://avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/coe-pp-requirements-of-accredited-college.aspx">http://avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/coe-pp-requirements-of-accredited-college.aspx</a>
10	Liaison Committee on Medical Education	<a href="http://lcme.org/">http://lcme.org/</a>

**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.

Because information literacy is an outcome of all undergraduate degrees, included in the Seven Goals of Undergraduate Education (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. Faculty, in partnership with the library instruction team with its strong assessment orientation, ensure an ongoing process of improvement in the construction of information literacy tasks and course assignments, and in identifying emerging instructional needs regarding information literacy.

**Library Resources Integrated into Courses**

The faculty-led course approval process for the general education program (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. Information literacy skills are thus scaffolded and integrated into the entire general education curriculum.<sup>1</sup> Faculty who teach first-year courses (e.g., Roots of Contemporary Issues, English Composition) systematically integrate library assignments into their courses as a foundation for later mastery of information literacy skills in the various disciplines.<sup>2</sup>

Recently (spring 2016), the UCORE Committee created a sub group which has gathered assessment project data for each of the seven learning goals of undergraduate education, including information literacy.<sup>3</sup> WSU's strong showing

on the information literacy module in the 2014 National Survey of Student Engagement testifies to the success of this integrative strategy. First-year students equaled or exceeded their peers at Carnegie-RU/VHR institutions on every dimension surveyed; most of the positive results reached a high degree of statistical significance, particularly students' use of electronic library databases for assignments.<sup>4</sup>

The library has subject specialists on staff available to work with faculty on instruction and classes.<sup>5</sup> Library staff have constructed a portal for information resources tailored to instructional needs, which feature discipline-specific resource guides. 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.

### 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 graduate-level collections are 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, humanities, social 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 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. Faculty and students can also participate in the WSU Research Exchange<sup>6</sup> 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<sup>7</sup> 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.

### Exhibits 2.C.6

#	Library and Information Resources Integrated into Learning Process	Evidence
1	UCORE Curriculum Map	<a href="https://ucore.wsu.edu/students/categories-and-courses/">https://ucore.wsu.edu/students/categories-and-courses/</a>
2	Roots of Contemporary Issues Research and Writing Guides  English 101 Policies (library orientation session)	<a href="https://history.wsu.edu/rci/about-rci/">https://history.wsu.edu/rci/about-rci/</a>  <a href="https://english.wsu.edu/wp-content/uploads/sites/253/2015/09/Policies_ENGL101_Fall2015.pdf">https://english.wsu.edu/wp-content/uploads/sites/253/2015/09/Policies_ENGL101_Fall2015.pdf</a>
3	UCORE Information Literacy Results RCI Reports CAPS Reports Libraries Results	<a href="https://ucore.wsu.edu/assessment/evidence/">https://ucore.wsu.edu/assessment/evidence/</a> <a href="https://ucore.wsu.edu/assessment/2017/01/05/research-services-librarians-conduct-and-use-information-literacy-assessment/">https://ucore.wsu.edu/assessment/2017/01/05/research-services-librarians-conduct-and-use-information-literacy-assessment/</a>

4	2014 NSSE Information Literacy Topical Module	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.C.6%20NSSE14%20Topical%20Module%20-%20Experiences%20with%20Information%20Literacy%20(WSU).pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.C.6%20NSSE14%20Topical%20Module%20-%20Experiences%20with%20Information%20Literacy%20(WSU).pdf</a>
5	Subject Specialist Librarians	<a href="http://wsulibs.wsu.edu/about/subject-specialists">http://wsulibs.wsu.edu/about/subject-specialists</a>
6	WSU Research Exchange	<a href="https://research.wsulibs.wsu.edu/xmlui/">https://research.wsulibs.wsu.edu/xmlui/</a>
7	Faculty Senate Library Committee	<a href="https://facsen.wsu.edu/committees/faculty_senate_committees/library_committee.html">https://facsen.wsu.edu/committees/faculty_senate_committees/library_committee.html</a>
<b>Additional Resources</b>		
	WSU Libraries Instructional and Historical Data	<a href="http://libraries.wsu.edu/assessment/historical-statistics/and InstrStatsSummaries2.docx">http://libraries.wsu.edu/assessment/historical-statistics/and InstrStatsSummaries2.docx</a>

## 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 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 Regulation 15 (c), governs the conditions for accepting prior experiential learning.<sup>1</sup> At present prior experiential learning is accepted only via challenge exams that document student achievement. Academic Rule 15 allows only for the awarding of credit for prior experiential learning at the lower-division undergraduate level, and maximum credit is restricted to 30 semester hours unless permission is obtained from the student's academic dean. Students must complete and pass an examination that covers material equivalent to a regular WSU course, and there are restrictions on the courses that can be challenged. Academic faculty administer challenge exams directly in their home departments from which a student is seeking credit. Any credit awarded is identified on the student transcript. WSU does not award duplicate credit. The University does not make assurances regarding the awarding of credit until review processes are completed. See also 2.C.8 below for more information on WSU transfer credit policies.

### Exhibits 2.C.7

#	Credit for Prior Experiential Learning	Evidence
1	Academic Regulation 15	<a href="http://registrar.wsu.edu/academic-regulations/">http://registrar.wsu.edu/academic-regulations/</a>

## 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.

### Procedures Safeguard High Academic Quality and Integrity of the Degree

The policies governing transfer credit are set forth in Academic Regulations 6 and 9<sup>1</sup> in the WSU Catalog.

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 Regulation 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 vice provost for undergraduate education. In some circumstances, third-party credentialing services may be used to verify authenticity of documents and transcripts.

### 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. The university maintains a petition process if students wish to appeal a particular equivalency or denial of equivalency.<sup>2</sup>

### 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. Processes involved in establishing both domestic and international agreements are reviewed periodically and are coordinated and standardized among Admissions, the Office of the Provost, International Programs, the Transfer Clearinghouse, and the colleges. Common templates and handbooks are available and updated annually, and an accessible SharePoint site allows involved offices to see the status of proposals immediately.

### Graduate Transfer Credit

The policy for the transfer of graduate credit is set forth in Chapter 6, Section G.2.e of the Graduate School's policies and procedures.<sup>3</sup> The transfer policy explains what eligible, graduate-level coursework from an accredited institution may be used toward graduate studies at WSU. Graduate credit must be approved by the student's committee and program director. Coursework, including credit from institutions outside the United States, is evaluated to determine eligibility for transfer by credential evaluation specialists in the Graduate School. The dean of the Graduate School is the final authority in determining what constitutes accredited courses or schools and in determining exceptions to the graduate transfer policy.

### Exhibits 2.C.8

#	Integrity of Transfer Credit	Evidence
1	WSU Catalog, Academic Regulations 6 and 9	<a href="http://catalog.wsu.edu/General/AcademicRegulations/Search/both/6">http://catalog.wsu.edu/General/AcademicRegulations/Search/both/6</a>
2	Transfer Credit Process, Database	<a href="https://transfercredit.wsu.edu/transfer-credit-process/">https://transfercredit.wsu.edu/transfer-credit-process/</a>
3	Graduate School Transfer Policy	<a href="https://gradschool.wsu.edu/documents/2015/09/transfer-policy.pdf">https://gradschool.wsu.edu/documents/2015/09/transfer-policy.pdf</a>

## 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.

WSU provides an integrated general education to all of its undergraduates, helping them develop the breadth and depth of intellect to be effective learners. The Seven Learning Goals of Undergraduate Education<sup>1</sup> (Seven Learning Goals) govern the learning outcomes of undergraduate degrees, comprising both general education and the majors.

### General Education Requirements

WSU's thirty-four credit UCORE general education program, known as University Common Requirements (UCORE),<sup>2</sup> went into effect in fall 2013 for all undergraduate students. It was the result of a substantial revision of the university's longstanding general education program. Faculty-led revision of general education took into account new developments in general education, responded to concerns revealed in prior general education assessment, and drew on the Essential Learning Outcomes of the LEAP (Liberal Education and America's Promise) initiative of the Association of American Colleges and Universities.

UCORE's coherently-designed program is bookended by a required first-year course and a senior capstone experience, with these core components:

**Roots of Contemporary Issues (RCI):** This is among the first courses students will take at WSU. It provides a strong intellectual foundation for college learning upon which students can build for the rest of their careers by introducing students to five of the university's Seven Goals: Critical and Creative Thinking; Information Literacy; Communication; Diversity; and Depth, Breadth, and Integration of Learning.<sup>3</sup> The course accomplishes this through an examination of the history of global issues that affect human life on the planet in the 21st century, including environmental change, globalization, inequality, competing systems of knowledge, and conflict. The course includes multiple cultural, political, and disciplinary perspectives so that students engage with the diversity of the human experience, across both time and space. These outcomes are reinforced, extended, and/or integrated through programming coordinated by units such as WSU Libraries, WSU's Writing Program, the Common Reading, and Learning Communities.<sup>3</sup>

### Foundational Courses

- *Quantitative Reasoning:* These courses require students to solve quantitative problems—moving beyond numerical calculations and memorization of equations and formulas—to interpret, evaluate, and critique the results of such analyses, and to identify limitations of models and quantitative results.
- *Communication:* These courses require students to develop and express ideas in writing and in other mediums. Effective communication includes adapting content and conventions to context, audience, and purpose, and involves skills in mixing texts, data, and images.

**Inquiry-based learning:** These courses allow students to explore 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 in a wide variety of methods and modes of scholarly inquiry.

**Diversity:** These courses introduce students to cultural differences and similarities by exploring the multiplicity of individual and group experiences in a variety of historical periods, societies, and cultures. By asking students to move beyond prior knowledge, individual experiences, and perception-based comparisons and analysis, diversity courses help students to ask complex questions about other cultural groups, cultures, and societies, and to seek out answers that reflect multiple cultural perspectives. Through this process, DIVR courses help students achieve an understanding of cultural differences and social power dynamics by way of theoretical and disciplinary scholarship.

**Integrative Capstone:** Integrative capstone courses bring opportunities for integration, application, and closure to the undergraduate experience, and prepare students for post-baccalaureate work and life-long learning.

Within this framework the program offers a wide variety of elective choices and provides many individual pathways through the curriculum.

#### Well-integrated Course of General Education Study

General education courses are embedded in the plan of study for each undergraduate degree, as set forth in the University Catalog. These required groups of courses help students develop skills over their entire education, as shown on the UCORE Curriculum Map, and described in the UCORE Handbook and website.<sup>4</sup> Final courses allow students to demonstrate mastery, while integration with majors reinforces skills in multiple contexts, recognized in up to nine units of general education coursework taking place in the major. As befitting its land-grant and research university status, UCORE recognizes that general education outcomes can also be developed in additional contexts besides the traditional arts and sciences. A broad range of courses and disciplines are approved; for example, Apparel, Merchandising, Design, and Textiles 408 (Visual Analysis and Aesthetics) targets arts outcomes; Computer Science 105 (Introduction to Algorithms) targets quantitative outcomes; while Animal Science 205 (Companion Animal Nutrition) and Plant Pathology 150 (Molds, Mushrooms, and Mildews) each target Biological science outcomes.

Thus, the general education program is well integrated vertically and laterally, with skills introduced and reinforced as students move through the requirement sequence.

#### Written Communication

WSU's nationally recognized Writing Program,<sup>5</sup> which preceded the development of the new general education curriculum by two decades, helps students achieve the seven learning goals 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. In addition, the Writing Program provides robust faculty development for teaching writing in and across the disciplines.<sup>6</sup> WSU's writing outcomes data from the National Survey of Student Engagement supports the efficacy of this program. Writing is consistently a top area of student academic engagement at WSU, compared to peer institutions.<sup>7</sup>

#### Exhibits 2.C.9

#	General Education – Knowledge and Skills	Evidence
1	Seven Learning Goals of Undergraduate Education	<a href="https://ucore.wsu.edu/students/learning-goals/">https://ucore.wsu.edu/students/learning-goals/</a>
2	University Common Requirements (UCORE)	<a href="https://ucore.wsu.edu/students/categories-and-courses/">https://ucore.wsu.edu/students/categories-and-courses/</a>

3	Roots of Contemporary Issues Common Reading First-Year Focus Learning Communities Library Instruction Partners Programs	<a href="https://history.wsu.edu/rci/about-rci/">https://history.wsu.edu/rci/about-rci/</a> <a href="https://commonreading.wsu.edu/">https://commonreading.wsu.edu/</a> <a href="https://learningcommunities.wsu.edu/">https://learningcommunities.wsu.edu/</a> <a href="http://wsulibs.wsu.edu/library-instruction/partners-programs">http://wsulibs.wsu.edu/library-instruction/partners-programs</a>
4	UCORE Curriculum Map UCORE Handbook UCORE Website	<a href="https://ucore.wsu.edu/assessment/planning/">https://ucore.wsu.edu/assessment/planning/</a> <a href="https://ucore.wsu.edu/resources/handbook/">https://ucore.wsu.edu/resources/handbook/</a> <a href="https://ucore.wsu.edu/">https://ucore.wsu.edu/</a>
5	WSU Writing Proficiency Requirements Writing Program	<a href="http://www.catalog.wsu.edu/Catalog/Content/WritingProficiencyWSUGradReqs.pdf">http://www.catalog.wsu.edu/Catalog/Content/WritingProficiencyWSUGradReqs.pdf</a> <a href="https://writingprogram.wsu.edu/">https://writingprogram.wsu.edu/</a>
6	Writing Program's faculty development program	<a href="https://writingprogram.wsu.edu/wacwid-resources/">https://writingprogram.wsu.edu/wacwid-resources/</a>
7	NSSE results related to written skills and experience	<a href="https://ir.wsu.edu/documents/2017/01/nsse-2015-engagement-indicators-all-university.pdf">https://ir.wsu.edu/documents/2017/01/nsse-2015-engagement-indicators-all-university.pdf</a> <a href="https://ucore.wsu.edu/assessment/key-assessments/nsse/">https://ucore.wsu.edu/assessment/key-assessments/nsse/</a>

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

The institution demonstrates that the general education components of its baccalaureate degree programs... 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 Undergraduate Education (Seven Learning Goals)

WSU's Seven Learning Goals of Undergraduate Education<sup>1</sup> are the framework for outcomes of undergraduate degree programs, which embrace both general education and the major.

### Contributing to WSU's Mission and Strategic Goals

UCORE outcomes and the Seven Learning Goals align with WSU's land-grant mission – rooted in access and public service – and support two of WSU's strategic goals (core themes):

- 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, 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.

The Seven Learning Goals, inspired by the Essential Learning Outcomes of LEAP (Liberal Education and America's Promise), which tie liberal education to the need of society and informed citizens, fundamentally contribute to meeting the mission of land grant universities in the 21<sup>st</sup> century.

### Identifiable Learning Outcomes

All seven learning goals are identified and articulated to be applicable in widely different disciplines and contexts across the university.

- Critical and Creative Thinking. Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.
- Quantitative Reasoning. Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.
- Scientific Literacy. Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity, and global stewardship.
- Information Literacy. Graduates will effectively identify, locate, evaluate, use responsibly, and share information for the problem at hand.
- Communication. Graduates will write, speak, and listen to achieve intended meaning and understanding among all participants.
- Diversity. Graduates will understand, respect, and interact constructively with others of similar and diverse cultures, values, and perspectives.
- Depth, Breadth, and Integration of Learning. Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

Each goal is accompanied by examples of learning outcomes adaptable across disciplines and which are observable, measurable, and assessable. As an example, Goal One of the Baccalaureate is detailed below, with additional examples shown on the UCORE assessment website and UCORE Handbook.<sup>2</sup>

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:

- Define, analyze, and solve problems.
- Integrate and synthesize knowledge from multiple sources.
- Assess the accuracy and validity of findings and conclusions.
- Understand how one reasons and makes value judgments, including ethical and aesthetic judgments.
- Understand diverse viewpoints, including different philosophical and cultural perspectives.
- Combine and synthesize existing ideas, images, or expertise in original ways.
- Think, react, and work in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

To take another example, for Goal Seven, Depth, Breadth, and Integration of Learning, graduates may demonstrate depth, breadth, and integration of learning by, for example, applying the concepts of general and specialized studies to personal, academic, service learning, professional, and/or community activities. Or they may show a depth of knowledge within the chosen academic field of study based on integration of its history, core methods, techniques, vocabulary and unsolved problems.

#### Mapping UCORE Course Outcomes to the Seven Learning Goals

Each UCORE course maps its learning outcomes to the targeted UCORE outcomes and Seven Learning Goals, as illustrated in the UCORE curriculum map<sup>3</sup> and on UCORE course syllabi. 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 sample syllabi from each UCORE designation.<sup>4</sup>

The articulation between the Seven Learning Goals and the UCORE curriculum is assured by the criteria for UCORE course approval. With broad faculty representation, the university-wide UCORE committee has reviewed over 350 courses for their fundamental alignment with these learning outcomes. Prior general education courses did not

automatically roll forward into the new program; rather, each course, whether new or existing, has been individually approved to meet the new, outcome-driven criteria by the UCORE committee. This thorough review process guides faculty in developing their syllabi and key assignments to improve the articulation of outcomes, the incorporation of required outcomes, or the alignment of outcomes with course assignments – thus ensuring that UCORE courses and requirements support student learning on the UCORE outcomes.

#### Aligned with Undergraduate Degree Programs

All undergraduate programs map their degree's learning outcomes with the Seven Learning Goals to demonstrate alignment, and update their map periodically as curricula change. This alignment supports intentional development of key general education learning outcomes in the disciplinary context.

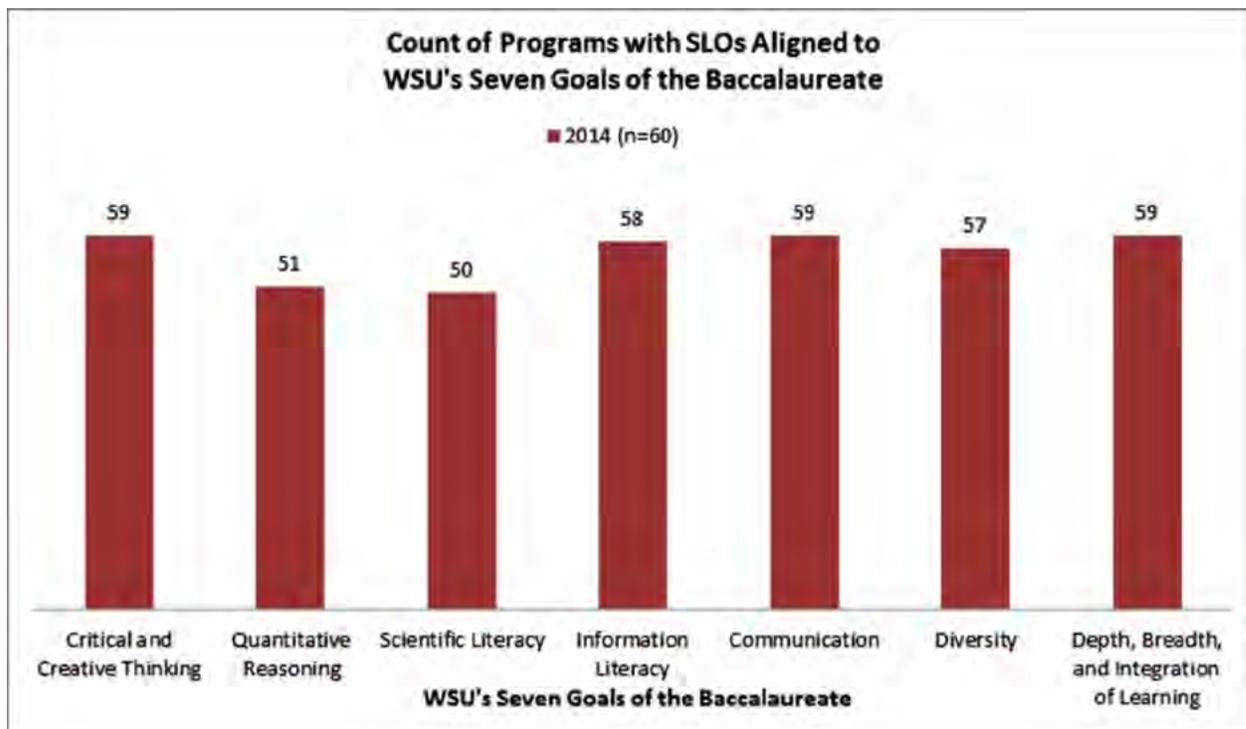
For example, psychology aligns its student learning outcomes with the university goal and general education goals as follows in Table 2.C.10-1:

**Table 2.C.10-1**

<b>Number/Letter of Degree Program's Student Learning Outcomes</b>	<b>WSU's Seven Goals of the Baccalaureate</b>
<p>A fundamental knowledge of psychology and its application.</p> <p>The use of critical and creative thinking in evaluating and applying psychological information.</p>	<p>CRITICAL and CREATIVE THINKING. Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.</p>
<p>The understanding and ethical application of the statistical analyses used in psychology.</p>	<p>QUANTITATIVE REASONING. Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.</p>
<p>The understanding and ethical application of the research methods used in psychology.</p>	<p>SCIENTIFIC LITERACY. Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity and global stewardship.</p>
<p>The effective, responsible, and ethical use of information and technology.</p>	<p>INFORMATION LITERACY. Graduates will effectively identify, locate, evaluate, use responsibly and share information for the problem at hand.</p>
<p>Successful communication in a variety of formats.</p>	<p>COMMUNICATION. Graduates will write, speak and listen to achieve intended meaning and understanding among all participants.</p>
<p>Understanding of, and respect for, differences at the individual, socio-cultural, and international level.</p>	<p>DIVERSITY. Graduates will understand, respect and interact constructively with others of similar and diverse cultures, values, and perspectives.</p>
<p>Personal and professional development.</p>	<p>DEPTH, BREADTH, AND INTEGRATION OF LEARNING. Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.</p>

For the University as a whole, all undergraduate degree programs substantially align with the Seven Learning Goals (See below).

Figure 2.C.10



Undergraduate degrees use a variety of methods to assess student learning at the senior level, as fits their disciplinary context and meets their unique needs. For more information about senior measures used by undergraduate degree programs, see ATL's website.<sup>5</sup>

#### Assessable Learning Outcomes

UCORE outcomes are assessable – observable and measurable – across a wide range of disciplines and contexts. Assessment of the Seven Learning Goals is accomplished with a mixed model appropriate to the university's decentralized environment, as indicated in Table 2.C.10-2 below.

**Table 2.C.10-2**

<b>Assessable Learning Goals Current Assessment Activities of WSU's Seven Learning Goals (2016-17)</b>							
	<b>Critical &amp; Creative Thinking</b>	<b>Quantitative Reasoning</b>	<b>Scientific Literacy</b>	<b>Information Literacy</b>	<b>Communication</b>	<b>Diversity</b>	<b>Integrative Learning</b>
<b>Capstone (CAPS) Course Assessment</b>	X	X	X	X	X	X	X
<b>ROOTS (RCI) Program Assessment</b>	X			X		X	X
<b>Information Literacy and Libraries Assessment</b>				X			
<b>Writing Assessment (baseline and junior level readiness)</b>					X		
<b>Science Literacy Concept Inventory (SLCI)</b>			X				
<b>National Survey of Student Engagement (NSSE)</b>	X	X		X	X	X	X
<b>Course-based assessments in Annual Undergraduate Program Assessment Reporting (methods, goals assessed vary )</b>	X	X	X	X	X	X	X

UCORE assessment includes rubric-based learning outcomes assessments in Roots of Contemporary Issues (2012 to present), Capstone Assessment (2015 to present), the Writing Program Assessment (ongoing since 1991); a nationally-developed concept inventory for Science Literacy (2014 to present); and a variety of information literacy assessments by WSU libraries. Undergraduate degree programs use a variety of methods to assess student learning on outcomes that align with Seven Learning Goals. See UCORE's assessment website for examples, details and reports.<sup>6</sup> UCORE's assessment and uses of results are analyzed in detail in Standard Four, Chapter 4 and also in the response to Recommendation 2.

The UCORE committee's review of the new curriculum and initial assessments has led to the conclusion that the specific general education outcomes for three of the university goals (Communication, Diversity, and Depth, Breadth and Integration of Learning) need to be rewritten to differentiate the specific purposes of the general education courses, to clarify the intent of the goals within general education, and to increase their assessability and utility. In 2017, the UCORE committee is drafting revisions to these outcomes for approval by Faculty Senate.

**Exhibits 2.C.10**

#	General Education – Identifiable and Assessable Learning Outcomes	Evidence
1	Seven Learning Goals of Undergraduate Education	<a href="https://ucore.wsu.edu/students/learning-goals/">https://ucore.wsu.edu/students/learning-goals/</a>
2	UCORE Handbook	<a href="https://ucore.wsu.edu/resources/handbook/">https://ucore.wsu.edu/resources/handbook/</a>
3	UCORE Curriculum Map	<a href="https://ucore.wsu.edu/assessment/planning/">https://ucore.wsu.edu/assessment/planning/</a>
4	Examples of Learning Goals on Syllabi for UCORE-designations	<a href="https://ucore.wsu.edu/resources/sample-syllabi/">https://ucore.wsu.edu/resources/sample-syllabi/</a>
5	Senior measures of learning used by degrees and aligned with Seven Learning Goals	<a href="https://atl.wsu.edu/key-assessment-elements/direct-measures/senior-level-direct-measures/">https://atl.wsu.edu/key-assessment-elements/direct-measures/senior-level-direct-measures/</a>
6	UCORE Assessment documentation	<a href="https://ucore.wsu.edu/assessment/">https://ucore.wsu.edu/assessment/</a>

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

WSU does not offer applied degree or certificate programs of 30 semester units or more.

**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 42 doctoral degree programs and 65 master’s degree programs<sup>1</sup> to advance knowledge through creative research and scholarship in more than 89 fields of study. In addition, the University offers two professional degrees (D.V.M. and Pharm.D.) and a variety of graduate certificates. All advanced degree programs and certificates offered by the University are listed on the Graduate School’s degree program website, which provides for each graduate program a degree description, training and professional development opportunities, and information about its faculty members and their research. Assessment of learning outcomes for graduate programs is discussed in subsection 4.A.3.4 for Core Theme 2 and 4.A.2 for Core Theme 4.

**Doctoral Degree 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 (Ed.D.) is a professional doctoral degree 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 Doctor of Nursing Practice (D.N.P.) 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 doctoral degrees offered at WSU include the Doctor of Veterinary Medicine (D.V.M.), Doctor of Pharmacy (Pharm.D.), and Doctor of Medicine (M.D.). These degrees, offered through the College of Veterinary Medicine, the College of Pharmacy, and the College of Medicine, respectively, are awarded to students who are not engaged primarily in scholarly research, but rather professional development, such as veterinary medicine, pharmacy, or medicine, 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 public affairs or the professional science master's degree).
- In the non-thesis and professionally oriented degrees, programs often include mechanisms to assess the student's integrative understanding of the discipline (e.g., special project, internship, capstone project, 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 demonstrate a comprehensive, integrated understanding of the discipline to demonstrate they have met the requirements for the graduate degree.

For graduate programs administered by the Graduate School, the preliminary examination, which a student must pass to move to doctoral candidacy (Ph.D. and Ed.D.), 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. Chapters 7 and 14<sup>2</sup> of the Graduate School's Policies and Procedures Manual cover master's degree policies and procedures, while chapters 8 and 13<sup>3</sup> cover doctoral degree policies and procedures.

### Exhibits 2.C.12

#	Graduate Programs Consistent with Mission	Evidence
1	Graduate School Degree Programs	<a href="https://gradschool.wsu.edu/degrees/">https://gradschool.wsu.edu/degrees/</a>
2	Graduate Policies and Procedures: Master's Degree Academic Policies—Chapters 7 and 14	<a href="https://gradschool.wsu.edu/chapter-seven/">https://gradschool.wsu.edu/chapter-seven/</a> <a href="https://gradschool.wsu.edu/chapter-fourteen/">https://gradschool.wsu.edu/chapter-fourteen/</a>
3	Graduate Policies and Procedures: Doctoral Degree Academic Policies—Chapters 8 and 13	<a href="https://gradschool.wsu.edu/chapter-eight/">https://gradschool.wsu.edu/chapter-eight/</a> <a href="https://gradschool.wsu.edu/chapter-thirteen/">https://gradschool.wsu.edu/chapter-thirteen/</a>

Additional Resources	
Graduate School Policies and Procedures: Graduation	<a href="https://gradschool.wsu.edu/chapter-ten/">https://gradschool.wsu.edu/chapter-ten/</a>
Graduate Catalog	<a href="https://gradschool.wsu.edu/graduate-school-catalog-2/">https://gradschool.wsu.edu/graduate-school-catalog-2/</a>
Graduate School Policies and Procedures	<a href="https://gradschool.wsu.edu/policies-procedures/">https://gradschool.wsu.edu/policies-procedures/</a>
Graduate School Application Website	<a href="https://gradschool.wsu.edu/apply/">https://gradschool.wsu.edu/apply/</a>
International Student Application Requirements	<a href="https://gradschool.wsu.edu/international-requirements/">https://gradschool.wsu.edu/international-requirements/</a>
Faculty Senate Education Policies and Procedures	<a href="http://facsen.wsu.edu/eppm">http://facsen.wsu.edu/eppm</a>
Graduate School Policies and Procedures: Application and Admissions	<a href="https://gradschool.wsu.edu/chapter-four/">https://gradschool.wsu.edu/chapter-four/</a>

### 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 for which they apply, and that students are able to meet the expectations set by the degree program.<sup>1</sup> Requirements for international graduate students<sup>2</sup> can be found on the WSU Graduate School website.

Graduate Admissions for Programs Administered by the Graduate School

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 for which they have applied. Schools must be accredited by a recognized accreditation association.
- Credits earned in a professional degree program (such as D.V.M., J.D., M.D., or Pharm.D.) 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.<sup>3</sup>

The dean of the Graduate School grants final admission approval, based upon recommendation from the program faculty and assuming general admission requirements have been met. Applicants may not be considered if their application is deemed inadequate, incomplete, or insufficient, regardless of a previous institution's credentials.

### Transfer Credit

The policy for the transfer of graduate credit is set forth in Chapter 6, Section G.2.e of the Graduate School's policies and procedures.<sup>4</sup> The transfer policy explains what eligible, graduate-level course work from an accredited institution may be used toward graduate studies at WSU. Graduate credit must be reviewed and approved by the student's faculty committee and by the program director. Coursework, including credit from institutions outside the United States, is evaluated to determine eligibility for transfer by credential evaluation specialists in the Graduate School. The dean of the Graduate School is the final authority in determining exceptions to the graduate transfer policy.

### Retention and Leaves

In an effort to improve retention for all degree-seeking graduate students, the Graduate School implemented a Continuous Enrollment Policy<sup>5</sup> in 2009. All full- and part-time degree-seeking graduate students at all campuses 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 five 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.<sup>6</sup>

### Professional Degree Programs

Professional programs in the colleges of Pharmacy,<sup>7</sup> Veterinary Medicine<sup>8</sup> and Medicine<sup>9</sup> have 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	<a href="https://gradschool.wsu.edu/chapter-four/">https://gradschool.wsu.edu/chapter-four/</a>
2	International Admission Requirements	<a href="https://gradschool.wsu.edu/international-requirements/">https://gradschool.wsu.edu/international-requirements/</a>
3	Provisional Admission	<a href="https://gradschool.wsu.edu/chapter-four-b/">https://gradschool.wsu.edu/chapter-four-b/</a>
4	Graduate School Policies and Procedures: Transfer Policy  Transfer Policy (PDF)	<a href="https://gradschool.wsu.edu/chapter-six-g2/">https://gradschool.wsu.edu/chapter-six-g2/</a>  <a href="https://gradschool.wsu.edu/documents/2015/09/transfer-policy.pdf">https://gradschool.wsu.edu/documents/2015/09/transfer-policy.pdf</a>
5	Continuous Enrollment Policies	<a href="https://gradschool.wsu.edu/chapter-five-a2/">https://gradschool.wsu.edu/chapter-five-a2/</a>

6	Graduate School Policies and Procedures: Enrollment and Leave	<a href="https://gradschool.wsu.edu/chapter-five/">https://gradschool.wsu.edu/chapter-five/</a>
7	Policies, College of Pharmacy	<a href="http://pharmacy.wsu.edu/prospectivestudents/apply.html">http://pharmacy.wsu.edu/prospectivestudents/apply.html</a>
8	Policies, College of Veterinary Medicine	<a href="http://go.vetmed.wsu.edu/DVMAdmissions">http://go.vetmed.wsu.edu/DVMAdmissions</a>
9	Policies, College of Medicine	<a href="https://medicine.wsu.edu/md-program/admission/requirements/">https://medicine.wsu.edu/md-program/admission/requirements/</a>

## 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<sup>1</sup> at WSU is available to the public, along with a definition of all graduate courses and credits.<sup>2</sup> All courses and credits, along with the associated faculty's roles, are governed by the Education Policies and Procedures for academic courses<sup>3</sup> and should have syllabi with appropriate learning objectives listed.<sup>4</sup> 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).<sup>5</sup>

Many programs, particularly professionally-oriented ones, have field and clinical experiences as part of their graduate coursework that are evaluated according to policies and procedures appropriate to the discipline; such coursework must be reviewed and approved by the Faculty Senate curricular approval process.<sup>6</sup>

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. Workshops or continuing education courses are not accepted from WSU or other universities.<sup>7</sup>

A graduate student's program of study,<sup>8</sup> 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.

### Professional Programs

All courses and credits, along with the associated faculty's roles, are governed by the Education Policies and Procedures for academic courses<sup>3</sup> and should have syllabi with appropriate learning objectives listed. Course review and approval occurs through the Faculty Senate and its subcommittee for Academic Affairs (AAC).

- Students admitted to the Doctor of Veterinary Medicine (D.V.M.) program are required to complete 109 credits of preclinical basic science, medicine and surgery courses, and 44 credits of clinical rotations, including at least six credits of externships.<sup>9</sup>

- The Doctor of Pharmacy (Pharm.D.) 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 Pharm.D. curriculum.<sup>10</sup>
- The Doctor of Medicine (M.D.) degree will require completion of 6 courses in medical science, 4 clerkships, 1 sub-internship rotation, 8 regular rotations, and 12 one-credit courses in medical leadership. The leadership courses allow the student to earn a separate Certificate in Leadership in Medicine and Healthcare. Besides coursework, the student must also pass 3 national licensing exams; complete a scholarly project; and satisfy professionalism standards set forth by the college. The curriculum is structured so that all students can finish in four years, though the college will allow students to potentially remain in good standing for up to six years.<sup>11</sup> The college will operate under a distinct academic calendar that consists of terms of unequal length rather than semesters. This alternate calendar has been reviewed and approved by the Faculty Senate.

### Exhibits 2.C.14

#	Graduate Programs	Evidence
1	Graduate School Program Descriptions	<a href="https://gradschool.wsu.edu/chapter-three-a/">https://gradschool.wsu.edu/chapter-three-a/</a>
2	Graduate Catalog	<a href="https://gradschool.wsu.edu/graduate-school-catalog-2/">https://gradschool.wsu.edu/graduate-school-catalog-2/</a>
3	Education Policies and Procedure for Courses	<a href="https://facsen.wsu.edu/eppm/Academic_Courses.pdf">facsen.wsu.edu/eppm/Academic_Courses.pdf</a>
4	Course Syllabus guidelines	<a href="https://vpue.wsu.edu/policies/">https://vpue.wsu.edu/policies/</a>
5	Graduate School Policies and Procedures: Definition of Graduate Level Courses	<a href="https://gradschool.wsu.edu/chapter-three-e/">https://gradschool.wsu.edu/chapter-three-e/</a>
6	Addition or modification of graduate courses	<a href="https://gradschool.wsu.edu/chapter-three-f/">https://gradschool.wsu.edu/chapter-three-f/</a>
	Faculty Senate curricular approval process for graduate coursework	<a href="http://facsen.wsu.edu/eppm/">http://facsen.wsu.edu/eppm/</a>
7	Graduate School Policies and Procedures: General Requirements	<a href="https://gradschool.wsu.edu/chapter-six-g2/">https://gradschool.wsu.edu/chapter-six-g2/</a>
8	Graduate School Policies and Procedures: Program of Study	<a href="https://gradschool.wsu.edu/chapter-six-g/">https://gradschool.wsu.edu/chapter-six-g/</a>
9	DVM Course curriculum	<a href="http://go.vetmed.wsu.edu/DVMCurriculum">http://go.vetmed.wsu.edu/DVMCurriculum</a>
10	Schedule of studies for PharmD cohorts	<a href="http://www.pharmacy.wsu.edu/currentstudents/pharmacyclasssschedulesandtools.html">http://www.pharmacy.wsu.edu/currentstudents/pharmacyclasssschedulesandtools.html</a>
11	MD Curriculum overview	<a href="https://medicine.wsu.edu/md-program/curriculum/by-program-year/">https://medicine.wsu.edu/md-program/curriculum/by-program-year/</a>

## 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 (M.F.A.) or the master of arts (M.A.) in music.<sup>1</sup> 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

The doctor of philosophy (Ph.D.) and the doctor of education (Ed.D.) 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 professional development opportunities,<sup>2</sup> 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 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 (M.Acc.), the master of business administration (MBA), the professional science master's degree (PSM), the master of public affairs (MPA), the doctor of nursing practice (DNP), and those associated with engineering (M.S. and Ph.D.), pharmacy (Pharm.D.), medicine (M.D.), and veterinary science (DVM) prepare students to become effective professionals in their fields. For example:

- The College of Veterinary Medicine's 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.<sup>3</sup> 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.<sup>4</sup>

- Based on the College of Pharmacy’s mission to, “advance human health through excellence in collaborative research, scholarship, and clinical education, and to develop outstanding healthcare professionals and scientists; and its vision to be a leader in advancing, promoting, and protecting human health,” graduates from WSU College of Pharmacy Pharm.D. Program will 1) be skilled in critical thinking, communication, and medication therapy management, 2) understand medication use systems designed for safe, high quality patient care, 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.<sup>5</sup>

Students graduating from professional programs typically are required to submit credentials in order to obtain a professional license. As a consequence, programs are subject to stringent accreditation review by the relevant accreditation 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<sup>6</sup> are three doctoral programs that provide students with such opportunities. In addition, the Graduate School’s individual interdisciplinary program (IIDP)<sup>7</sup> 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	<a href="https://music.wsu.edu/graduate-studies/">https://music.wsu.edu/graduate-studies/</a>
2	Graduate School: Professional Development	<a href="https://gradschool.wsu.edu/pdi/">https://gradschool.wsu.edu/pdi/</a>
3	College of Veterinary Medicine: Ideal Attributes for Graduates of the DVM Program	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.15%20ideal-attributes-for-DVM-graduates.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.15%20ideal-attributes-for-DVM-graduates.pdf</a>
4	American Veterinary Medical Association AVMA Accreditation Standards	<a href="http://avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/colleges-accredited.aspx">http://avma.org/ProfessionalDevelopment/Education/Accreditation/Colleges/Pages/colleges-accredited.aspx</a>
5	Accreditation Council for Pharmacy Education (ACPE)	<a href="http://acpe-accredit.org">http://acpe-accredit.org</a>
6	Molecular Plant Sciences Material Science and Engineering Engineering Science	<a href="https://mps.wsu.edu">https://mps.wsu.edu</a> <a href="http://materials.wsu.edu">http://materials.wsu.edu</a> <a href="https://vcea.wsu.edu/interdisciplinary-graduate-studies-2/">https://vcea.wsu.edu/interdisciplinary-graduate-studies-2/</a>
7	Individual Interdisciplinary Doctoral Program website and handbook	<a href="https://gradschool.wsu.edu/individual-interdisciplinary-doctoral-degree/">https://gradschool.wsu.edu/individual-interdisciplinary-doctoral-degree/</a>

## 2.C.16 Continuing Education and Noncredit Programs

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

All credit and noncredit continuing education programs are compatible with the “land-grant ideals of access, engagement, leadership, and service”<sup>1</sup> 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 Academic Outreach and Innovation<sup>2</sup> 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.<sup>3</sup> Academic Outreach and Innovation serves as a clearinghouse for such online certificates, nondegree 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 Academic Outreach and Innovation, 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.<sup>4</sup>

WSU Extension<sup>5</sup> extends noncredit education and degree opportunities to people and communities throughout the state. These programs directly contribute to fulfilling WSU’s land grant mission, 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 NonCredit Programs	Evidence
1	WSU Strategic Plan	<a href="http://strategicplan.wsu.edu">http://strategicplan.wsu.edu</a>
2	WSU Academic Outreach and Innovation	<a href="http://globalcampus.wsu.edu">http://globalcampus.wsu.edu</a>
3	List of Credit Programs Online List of NonCredit Programs Online	<a href="http://online.wsu.edu">http://online.wsu.edu</a> <a href="http://skills.wsu.edu">http://skills.wsu.edu</a>
4	What is a Land Grant?	<a href="http://ext.wsu.edu/documents/landgrant.pdf">http://ext.wsu.edu/documents/landgrant.pdf</a>
5	WSU Extension	<a href="http://ext.wsu.edu">http://ext.wsu.edu</a>

## 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.<sup>1</sup> 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. Online courses and programs are the responsibility of the offering department, including scheduling of teaching faculty and included in all programmatic assessment.

#### WSU Academic Outreach and Innovation

WSU online courses are designed by professional instructional designers who work closely with WSU faculty appointed by department chairs. A course development agreement articulates the role and expectations of the faculty developer<sup>2</sup> and the roles and expectations of the instructional designer. Each college has assigned a liaison to Academic Outreach and Innovation to coordinate information and efforts.

Faculty support is critical to ensuring the academic integrity of online courses. Faculty teaching online are provided with essential resources<sup>3</sup> and are encouraged to complete the Excellence in Online Teaching certificate to ensure quality instruction in all technology mediated courses.<sup>4</sup> An open access demo course<sup>5</sup> is also provided to faculty 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, faculty, and delivery environment using an evaluation form identical to that used in classroom courses.<sup>6</sup> In addition, Academic Outreach and Innovation conducts spot reviews of online courses while its instructional designers evaluate course spaces periodically, measuring against best practices.<sup>7</sup>

Academic Outreach and Innovation supports faculty members in updating 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<sup>8</sup>

All non-credit continuing education and special learning courses offered by Academic Outreach and Innovation are developed in conjunction with faculty experts and professional instructional designers. 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. Frequent reviews of program quality are undertaken by Academic Outreach and Innovation and the manager of non-credit programs to ensure all courses offered through Academic Outreach and Innovation are of the highest quality (see University approval process link).<sup>9</sup> Where experts outside WSU are contracted to develop and deliver the professional education, Academic Outreach and Innovation, 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 NonCredit Programs: Academic Quality of Program	Evidence
1	Education Policies and Procedures Major and Minor Curricular Changes	<a href="http://facsen.wsu.edu/eppm">http://facsen.wsu.edu/eppm</a> <a href="http://facsen.wsu.edu/eppm/MajorMinors.pdf">http://facsen.wsu.edu/eppm/MajorMinors.pdf</a>
	Course Management Policy	<a href="https://elearning.wsu.edu/pdf/CAS_OnlineCourseManagementPolicy2016.pdf">https://elearning.wsu.edu/pdf/CAS_OnlineCourseManagementPolicy2016.pdf</a>
2	Course Verification Overview	<a href="http://online.wsu.edu/includes/pdfs/gc_course_verification.pdf">http://online.wsu.edu/includes/pdfs/gc_course_verification.pdf</a>
3	Faculty Support Resources	<a href="https://elearning.wsu.edu/">https://elearning.wsu.edu/</a>
4	Excellence in Certification Course	<a href="http://online.wsu.edu/courses/certification">online.wsu.edu/courses/certification</a>
5	The Blackboard Learn Demonstration Course From the learn.wsu.edu link Select the “Non-WSU sign-in” Here link Username wsufaculty Password gue5t! Select the link Soil: A Living System (2013-fall-ON-LIN-SOIL_SCI-201) in the courses box	<a href="https://learn.wsu.edu/webapps/login/">https://learn.wsu.edu/webapps/login/</a>
6	Course Evaluation Example	<a href="http://online.wsu.edu/includes/pdfs/gc_Skylight_Survey.pdf">http://online.wsu.edu/includes/pdfs/gc_Skylight_Survey.pdf</a>
7	Best Practices Document	<a href="http://online.wsu.edu/includes/pdfs/gc_Best_Practice_Worksheet_Master_10_26_09.pdf">http://online.wsu.edu/includes/pdfs/gc_Best_Practice_Worksheet_Master_10_26_09.pdf</a>
8	Digital Academy	<a href="http://skills.wsu.edu">http://skills.wsu.edu</a>
9	New Program Approval	<a href="http://provost.wsu.edu/procedures/degree-approval">http://provost.wsu.edu/procedures/degree-approval</a>

**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.

Academic Outreach and Innovation 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. Academic departments and external organizations partner with a WSU faculty member to request general CEUs from Academic Outreach and Innovation and submit comprehensive course summaries, which include objectives and assessments of student learning; all general WSU CEU requests are reviewed and approved by the manager of non-credit programs and the Vice President of Academic Outreach and Innovation.

Continuing Education Units (CEUs) are offered only for nondegree, short course work provided through Professional Education, a division of Academic Outreach and Innovation. One CEU represents 10 contact hours (60 minutes per hour) of participation in an organized, noncredit continuing education experience with qualified instruction.<sup>1</sup> After a student successfully completes a class, the enrollment form is processed and the units entered into the student’s noncredit transcript, maintained by Academic Outreach and Innovation. 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	<a href="http://conferences.wsu.edu/ceus.aspx">http://conferences.wsu.edu/ceus.aspx</a>

Additional Resources		
	CEU Petition Form for Departmental CEU Requests	<a href="http://conferences.wsu.edu/CEU/CEU_Petition_Form.aspx">http://conferences.wsu.edu/CEU/CEU_Petition_Form.aspx</a>
	Instructor Checklist for CEUs	<a href="http://conferences.wsu.edu/CEU/pdf/INSTRCK.pdf">http://conferences.wsu.edu/CEU/pdf/INSTRCK.pdf</a>

## 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.

Professional Education<sup>1</sup> maintains comprehensive records of all courses<sup>2</sup> approved for CEUs, as well as all students who have applied for and received CEUs through Professional Education. 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 Professional Education	<a href="http://conferences.wsu.edu/ceus.aspx">http://conferences.wsu.edu/ceus.aspx</a>
2	CEU Student Records Form	<a href="http://conferences.wsu.edu/CEU/pdf/CEUStudent-Form.pdf">http://conferences.wsu.edu/CEU/pdf/CEUStudent-Form.pdf</a>

## 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.

#### General Academic Support

A rich array of effective programs and services support student learning on all campuses of Washington State University and community learning throughout its Extension programs. Direct academic support (tutoring, academic support workshops) is offered by a number of offices with local and statewide programming. The Office of Undergrad-

uate Education, through the nationally-recognized Writing Program and the Academic Success and Career Center, offers tutoring in writing and in general subjects, as well as workshops on time management, study skills, strengths and career inventories, academic success coaching, major exploration, and other academic support tools. Tutoring in the Academic Success and Career Center is certified by the International Tutor Training Program (ITTPC).<sup>1</sup> The University offers support for international students through the Intensive American Language Center,<sup>2</sup> which provides English language instruction, as well as programs to prepare students academically and culturally for success at WSU.

In Pullman, the Division of Student Affairs provides programs for students including tutoring, academic support workshops, and cultural support centers (see also 2.D.3 and 2.D.10).<sup>3</sup> Through the Office of Multicultural Student Services the Academic Enrichment Center offers free tutoring, academic-related workshops, and referrals to campus and other resources.

The Academic Support Services staff in athletics provides comprehensive and personalized support for all student athletes.<sup>4</sup> The Academic Support Services staff also encourages student-athletes to access existing university resources available to all students. The academic counselors assist student-athletes with class selection, major selection, graduation planning, career planning, time management, goal setting, study skills and learning strategies. The counselors work closely with University faculty to monitor grades and class attendance.

#### Math Learning Center

One of the most important things WSU has done for undergraduate students since the 2010 accreditation report has been to open the Math Learning Center, a joint investment by the Office of the Provost and the College of Arts and Sciences.<sup>5</sup> The center opened in 2013 in Pullman and attendance has been on the rise ever since. Student visits average 1,729 weekly and nearly 26,000 visits per semester. The MLC is open six days a week and employs nearly 40 tutors. Additionally, most of the math teaching assistants hold their office hours at the MLC, an arrangement that is advantageous for students who have scheduling conflicts or could benefit from individualized instruction. Students with a mathematics question from any course on campus are welcome at the center.

Student outcomes to date support the success of the MLC. In a 2016 study of MLC usage and persistence at WSU, three courses in particular showed a meaningful correlation between increased usage of the MLC and increased probability of being retained (Math 103, Math 106, and Math 171), as indicated in the table below. The results are encouraging and indicate that the Math Learning Center at WSU has an important role in fostering student retention at WSU.

The table below displays the positive impact of MLC usage on retention.

<i>Course</i>	<i>No hours in the MLC</i>	<i>15 hours in the MLC per semester</i>	<i>25 hours in the MLC per semester</i>
Math 103	69.6%	76.7 %	80.8%
Math 106	65.2%	83.2 %	90.4%
Math 171	84.6%	94.5%	97.4%

#### Support for Special Populations

- First-year students

In Pullman a first-year experience council was created to ensure that all new students met the first-year learning outcomes through courses, the Common Reading program, residence life, advising, and orientation.<sup>6</sup> WSU Vancouver, WSU Everett and WSU Tri-Cities have partnered with the Pullman campus on the Common Reading program, and Vancouver, on the basis of multiple assessments of their students, is developing a new first-year experience.<sup>7</sup>

- Veterans  
Veterans on all campuses can access support through Veterans' Affairs offices in Pullman, Tri-Cities, and Vancouver.<sup>8</sup>
- First generation, low-income, underrepresented students  
A number of programs are directed to WSU's increasing numbers of first-generation, low-income, and underrepresented minorities in the undergraduate student body.<sup>9</sup>
  - First Scholars  
This comprehensive four-year program supports first-generation students and assists them in completing their college degrees. Participating students receive personalized support and a scholarship.
  - Team Mentoring Program (TMP)  
Through a combination of workshops, social events, panel discussions and research opportunities, TMP provides personalized support to minority students majoring in STEM and health disciplines as a way to boost retention and graduation rates. From 2007-14, 76 percent of student participants graduated or were on-track to graduate, compared to 68 percent of those not active in the program. Regarding engineering students, 69 percent of active students graduated or were projected to graduate, compared to 55 percent of minority engineers who had not participated in TMP. In 2015, TMP was a finalist for the national University Economic Development Association's Award of Excellence.
  - Student Support Services (TRiO) Program  
The Student Support Services (SSS) Program assists students who need support in obtaining an undergraduate degree and who are either first-generation, low-income, or have a documented disability. SSS offers comprehensive academic support to develop a student's personal, academic, and social success, assisting 160 students annually in Pullman and 140 students annually in Tri-Cities. In 2015-16, 95 percent of SSS students were in good academic standing, retention rate was 94 percent, and the six-year graduation rate was 85 percent, which exceeds the university average of 66 percent.<sup>10</sup>
  - College Assistance Migrant Program (CAMP)  
The mission of WSU CAMP is to provide outreach and supportive academic and financial assistance to effectively transition students from migrant and seasonal backgrounds 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) followup services. In 2015-16, CAMP students had both a first-year completion rate and retention rate of 98 percent. In 2010-11, the last year for which data are available, CAMP students had a six-year graduation rate of 75 percent, which exceeds the university average.<sup>11</sup>

WSU has been successful in obtaining competitive grants to provide high-touch, personal support for various populations. They include the McNair Achievement Program; College Success Foundation Scholars Program for low-income, high potential students; and the Passport to College Scholarship Program for foster youth.<sup>12</sup>

WSU is monitoring the retention and graduation rates of these populations. The broad student success initiatives of 2014 are a response to help ensure that all students are effectively supported in achieving their degrees.

Retention of WSU undergraduate first year cohorts	Fall 2012 FR Cohort	Fall 2013 FR Cohort	Fall 2014 FR Cohort	Fall 2015 FR Cohort
First Generation	76.4%	74.1%	75.0%	75.3%
UR Minorities	77.8%	76.3%	75.2%	76.8%
Low Income	76.4%	73.0%	73.8%	73.8%
All First Year Students	79.5%	79.4%	77.9%	78.9%

### Effective Learning Environments

Academic Media Services (AMS) provides technology support for general university classrooms, and works together with the University Classroom Committee to prioritize classrooms for technology and other upgrades.<sup>13</sup> These upgrades average \$1 million per year. AMS also offers media equipment and services to both students and faculty for use in course activities. Recently (2015-17) AMS, at faculty request, has redesigned several older university classrooms to be collaborative active learning spaces on the model of those in the new (fall 2017) Digital Classroom Building. Preliminary data from the redesigned rooms is being used to guide the rollout of the new building.

The virtual classroom environment provided by the learning management system Blackboard Learn serves the online degree programs offered through the Global Campus as well as most on-campus courses across the state.<sup>14</sup>

The Student Success Council, formed by the Provost Office in 2013, regularly convenes representatives from all campuses and sectors of the WSU system to share best practices and troubleshoot barriers and challenges. More information about the Council's work is contained in Section 5.B.2.

### Pullman

The Holland/Terrell Library has opened a distraction-free environment for intensive computer-based projects in engineering, physics, computer science, graphic design and more, the Dimensions Lab. Students have access to state-of-the-art computing equipment, virtual reality technology and on-the-fly video training.<sup>15</sup> This will be complemented in Fall 2017 by a variety of digital "maker spaces" and digital academic support services in the new classroom building.<sup>16</sup>

Various colleges and departments have reallocated and redesigned space as "maker labs" for hands-on creation and fabrication of course-based or independent projects (e.g., Engineering, Fine Arts).<sup>17</sup>

### Spokane

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.<sup>18</sup> Other services are available in collaboration with WSU Pullman. Individual colleges may offer specialized programs for their students, such as specialized tutoring in nursing. The Elson S. Floyd College of Medicine has built-in comprehensive personalized learning support provided in conjunction with each first-and second-year class.

### Tri-Cities

WSU Tri-Cities has a number of programs to support student learning.<sup>19</sup> 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 TRiO programs. In addition, the Tri-Cities campus launched an accredited IALC in late 2016 to further the campus' globalization efforts.

### Vancouver

WSU Vancouver offers an array of services to support student learning.<sup>20</sup> The Student Resource Center serves as a portal for advising, tutoring, supplemental instruction, study skills workshops, and other student support services. The Access Center assists student with disabilities. The Office of Student Involvement and the Student Diversity Center also support learning for Vancouver's growing student population. The campus provides a Writing Center and a Quantitative Skills Center. The Student Success Council, an Academic Affairs/Student Affairs collaboration, was founded in July 2014 and focuses on making data-informed decisions related to student success and persistence.

### Global Campus

Global Campus academic support includes academic advising and career services as well as 24/7 access to eTutoring and technical support.<sup>21</sup> All Global Campus students have access to the array of services available on the WSU Pullman campus, such as The Writing Program and the Access Center, in collaboration with WSU Pullman. Global Campus employs an ADA Compliance Manager who works actively with the Access Center to ensure the reasonable accommodation needs of all Global Campus students are met.

Many Global Campus courses are staffed with a virtual mentor. Virtual mentors are graduates of the online program and assist students in navigating the course space, connecting with peers and faculty, and utilizing support resources like the WSU Libraries.

Global Campus students also have access to cocurricular and extracurricular events through Global Connections, which delivers live online programs via webinars and livestream technology. Online events are offered on topics such as career development, financial literacy and aid, research tools, and many more, and hosted by a variety of presenters including the WSU libraries, and members of the WSU faculty and staff. During the events students are able to discuss content with their peers, as well as ask questions of the expert presenters. Global Connections also livestreams many student entertainment, music and cultural events offered on the Pullman campus.

The online environment is new to many students and faculty. Therefore, in addition to support for students, Global Campus provides a number of support resources for faculty learning to effectively teach online, and utilize the technology critical to this delivery mode including tools to allow faculty and students to connect for virtual office hours.

### WSU Everett

WSU Everett has an Office of Student Services whose mission is to assist students with academic, financial, personal, career, and social needs.<sup>22</sup> Specific assistance is currently offered in these areas: academic support (academic success strategies, e-tutoring, writing assistance, online workshops for test-taking, etc.); career services (career advising, jobs and internships; career events; graduate school application support; career library; resume and interviewing assistance); veteran resources; health and wellness (counseling and mental health; social services and health care; disability services; testing center); student involvement (activities, clubs, student government); and a student care committee. Through a chapter of the Associated Students of Washington State University (ASWSUE) it also provides opportunities for student leadership, training workshops, and connections to students from other campuses and/or academic disciplines.

### Exhibits 2.D.1

#	Effective Learning Environments and Support	Evidence
1	Office of Undergraduate Education Writing Program Academic Success and Career Center	<a href="http://vpue.wsu.edu">http://vpue.wsu.edu</a> <a href="https://writingprogram.wsu.edu/">https://writingprogram.wsu.edu/</a> <a href="https://ascc.wsu.edu/">https://ascc.wsu.edu/</a> <a href="https://tutoring.ascc.wsu.edu/CampusTutoringList.aspx">https://tutoring.ascc.wsu.edu/CampusTutoringList.aspx</a>
2	Intensive American Language Center	<a href="https://ip.wsu.edu/learn-english/">https://ip.wsu.edu/learn-english/</a>

3	Division of Student Affairs Multicultural Student Services	<a href="http://www.studentaffairs.wsu.edu/">http://www.studentaffairs.wsu.edu/</a> <a href="http://mss.wsu.edu/">http://mss.wsu.edu/</a>
4	Athletics Student Support Services	<a href="http://www.wsucougars.com/sports/2014/6/25/209530969.aspx">http://www.wsucougars.com/sports/2014/6/25/209530969.aspx</a>
5	Math Learning Center	<a href="http://www.math.wsu.edu/studyhalls/welcome.php">http://www.math.wsu.edu/studyhalls/welcome.php</a>
6	First Year Experience (Pullman)	<a href="https://firstyear.wsu.edu/">https://firstyear.wsu.edu/</a>
7	Vancouver First Year Initiative - LEAPS	<a href="https://studentaffairs.vancouver.wsu.edu/student-resource-center/leaps">https://studentaffairs.vancouver.wsu.edu/student-resource-center/leaps</a>
8	Veterans Affairs	<a href="https://va.wsu.edu/">https://va.wsu.edu/</a> <a href="https://studentaffairs.vancouver.wsu.edu/student-affairs/veterans-affairs">https://studentaffairs.vancouver.wsu.edu/student-affairs/veterans-affairs</a> <a href="http://tricitie.wsu.edu/veterans/">http://tricitie.wsu.edu/veterans/</a>
9	First Scholars Team Mentoring Program Student Support Services CAMP Program	<a href="https://firstscholars.wsu.edu/">https://firstscholars.wsu.edu/</a> <a href="http://tmp.wsu.edu/">http://tmp.wsu.edu/</a> <a href="http://sssp.wsu.edu">http://sssp.wsu.edu</a> <a href="http://camp.wsu.edu">http://camp.wsu.edu</a>
10	SSS Retention and Success Statistics	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.1%202017WSU%20Accreditation%20-%20SSS%20Data%201.13.17.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.1%202017WSU%20Accreditation%20-%20SSS%20Data%201.13.17.pdf</a>
11	CAMP Retention and Success Statistics	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.1%20CAMP%20Retention%20and%20Efforts%20Data.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.1%20CAMP%20Retention%20and%20Efforts%20Data.pdf</a>
12	McNair Achievement Program College Success Foundation Scholars Program  Passport to College Scholarship Program	<a href="https://mcnair.wsu.edu/">https://mcnair.wsu.edu/</a> <a href="https://ascc.wsu.edu/academic-services/college-success-scholars/">https://ascc.wsu.edu/academic-services/college-success-scholars/</a> <a href="https://ascc.wsu.edu/fostering-cougar-champions/">https://ascc.wsu.edu/fostering-cougar-champions/</a>
13	Academic Media Services General University Classroom Committee  Classroom Upgrades	<a href="http://www.ams.wsu.edu/Index.aspx">http://www.ams.wsu.edu/Index.aspx</a> <a href="https://provost.wsu.edu/procedures/classrooms/">https://provost.wsu.edu/procedures/classrooms/</a>  <a href="https://provost.wsu.edu/category/classrooms/">https://provost.wsu.edu/category/classrooms/</a>
14	Blackboard Learn	<a href="https://elearning.wsu.edu/lms/">https://elearning.wsu.edu/lms/</a>
15	Holland/Terrell Library Dimensions Lab	<a href="http://wsulibs.wsu.edu/news/new-high-tech-lab-available-holland-library">http://wsulibs.wsu.edu/news/new-high-tech-lab-available-holland-library</a>
16	The SPARK	<a href="https://spark.wsu.edu">https://spark.wsu.edu</a>
17	Voiland College of Engineering Frank Innovation Zone	<a href="https://vcea.wsu.edu/the-fiz-stirs-up-innovation/">https://vcea.wsu.edu/the-fiz-stirs-up-innovation/</a>
18	WSU Spokane Student Affairs	<a href="https://spokane.wsu.edu/studentaffairs/successcenter/">https://spokane.wsu.edu/studentaffairs/successcenter/</a>
19	WSU Tri-Cities Academic Support	<a href="https://tricitie.wsu.edu/academic-resources/">https://tricitie.wsu.edu/academic-resources/</a>
20	WSU Vancouver Student Resource Center	<a href="https://studentaffairs.vancouver.wsu.edu/src">https://studentaffairs.vancouver.wsu.edu/src</a>
21	Global Campus	<a href="https://online.wsu.edu/currentStudent/supportTeam/Default.aspx">https://online.wsu.edu/currentStudent/supportTeam/Default.aspx</a>
22	WSU North Puget Sound at Everett	<a href="https://everett.wsu.edu/student-services/">https://everett.wsu.edu/student-services/</a>

## 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,<sup>1</sup> 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<sup>2</sup> for each campus. The website for WSU's Office of Emergency Management<sup>3</sup> centralizes a variety of emergency contacts, information, and plans.

More information about safety procedures for the WSU system may be found in Section 3.A.5.

### 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.

### Pullman<sup>4</sup>

WSU Pullman 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 student security service, a fire and safety compliance officer, and emergency managers.

Public safety professionals deliver a variety of services including regular operational and educational efforts for faculty, staff, and students, including active shooter training, crime prevention trainings in residence halls, sexual assault prevention trainings, substance abuse awareness prevention, free security escort service, and transit service.

### Spokane, Tri-Cities, Vancouver, and Everett

WSU Vancouver<sup>5</sup> has its own certified police department. WSU Vancouver offers safety programs for crime prevention, sexual assault prevention, and campus security escort.

WSU Tri-Cities<sup>6</sup> and WSU Spokane<sup>7</sup> employ security personnel (in Spokane, some with limited police commissions), and offer programs in crime prevention and campus safety.

WSU Everett will employ security personnel in its new building. It shares with Everett Community College an emergency alert system and ongoing active shooter training.

### Fire

The Fire and Safety Compliance Officer on each 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, as outlined in the Safety Policies and Procedures Manual (SPPM), Chapter 8.<sup>8</sup>

### 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. All campuses meet these needs through an emergency management professional.

- The WSU Emergency Management Committee<sup>9</sup> is comprised of representatives from academic and operating units from each campus. 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/announcement warning system. In 2012, and again in 2017, these systems were used effectively when hazardous weather resulted in campus closures.<sup>10</sup>

### 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)<sup>11</sup> in compliance with the federal Clery Act. The campuses outside of Pullman are not required to submit to NIBRS, but do maintain Clery Act compliance.<sup>12</sup> The police departments are compliant with the Washington Crime Information Computer System requirements to enable coordination with law enforcement efforts state and nationwide, 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.<sup>13</sup>

### Transportation Safety

Pullman is located in rural southeastern Washington. Travelers coming to or leaving, campus must drive a considerable distance on two-lane state highways that are not well-lit and which pass through mostly open field, and are especially treacherous in inclement weather. It is thus easy for drivers to become distracted, impatient, bored, or drowsy, and sadly the University has lost students and employees who have been migrating between campus and hometown, or commuting to another part of the state. In response, the president posts reminders to the University community before breaks about the need for attentive driving when undertaking a long trip, and the university is working with both the Washington Department of Transportation and Washington State Patrol to develop safe driving tools and interventions.

**Exhibits 2.D.2**

#	Student Safety and Security	Evidence
1	Provost's Annual Safety Alert	<a href="https://provost.wsu.edu/?s=safety">https://provost.wsu.edu/?s=safety</a>
2	Campus Police Pullman Spokane  Vancouver  Security Patrol in Tri-Cities	<a href="http://police.wsu.edu">http://police.wsu.edu</a> <a href="https://spokane.wsu.edu/campus-security/">https://spokane.wsu.edu/campus-security/</a>  <a href="http://admin.vancouver.wsu.edu/public-safety/campus-police">http://admin.vancouver.wsu.edu/public-safety/campus-police</a>  <a href="http://tricity.wsu.edu/campus-safety-parking/">http://tricity.wsu.edu/campus-safety-parking/</a>
3	Emergency Management	<a href="http://oem.wsu.edu">http://oem.wsu.edu</a>
4	Pullman Campus Safety Plan	<a href="http://safetyplan.wsu.edu">http://safetyplan.wsu.edu</a>
5	Vancouver Campus Safety Plan	<a href="http://vancouver.wsu.edu/safety-plan">http://vancouver.wsu.edu/safety-plan</a>
6	Tri-Cities Campus Safety Plan	<a href="http://tricity.wsu.edu/safetyplan">http://tricity.wsu.edu/safetyplan</a>
7	Spokane Campus Safety Plan	<a href="https://spokane.wsu.edu/campus-security/safety-services/">https://spokane.wsu.edu/campus-security/safety-services/</a>
8	WSU Safety Policies and Procedures Manual (SPPM)	<a href="http://old-www.wsu.edu/manuals_forms/HTML/SPPM/1_Introduction-Organization/1.02_Comprehensive_TOC.htm">http://old-www.wsu.edu/manuals_forms/HTML/SPPM/1_Introduction-Organization/1.02_Comprehensive_TOC.htm</a>
9	WSU Emergency Management Committee Roster	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.2%20Exhibit%209%20Emerg%20Mgmt%20Committee.docx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.2%20Exhibit%209%20Emerg%20Mgmt%20Committee.docx?Web=1</a>
10	WSU Warning Alert Systems	<a href="https://alert.wsu.edu/">https://alert.wsu.edu/</a>
11	Washington Association of Sheriffs and Police Chiefs Crime Statistics	<a href="http://waspc.org/index.php?c=Crime%20Statistics">http://waspc.org/index.php?c=Crime%20Statistics</a>
12	WSU Pullman Security/Fire Report (Clery Act) WSU Vancouver Annual Security Report (Clery Act)	<a href="https://police.wsu.edu/annual-security-fire-reports/">https://police.wsu.edu/annual-security-fire-reports/</a>
13	University Health and Safety Committee	<a href="https://president.wsu.edu/health-safety/">https://president.wsu.edu/health-safety/</a>

**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.<sup>1</sup> In fall 2015, 35 percent of new students were from low-income households and 37 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:

- La Bienvenida<sup>2</sup>
- Future Cougars Embracing Diversity<sup>3</sup>
- African American Scholars<sup>4</sup>
- ASWSU Student Conferences: VIBES,<sup>5</sup> CASHE,<sup>6</sup> and SHAPING<sup>7</sup>
- Future Cougars of Distinction<sup>8</sup>
- CAMP<sup>9</sup>
- Fall Preview<sup>10</sup>
- Experience WSU<sup>11</sup>
- INTO WSU<sup>12</sup>
- Out of State Experience<sup>13</sup>
- Opportunities for High Achieving Students<sup>14</sup>
- Regents Scholars Program<sup>15</sup>

Programs like these target low-income high schools, transfer students, first-generation students, and other under-represented 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.<sup>16</sup> “Recruitment of high-achieving students also aims to attract and support a diverse student body, consistent with subgoals 2.b and 2.d of the strategic plan Core Theme 2.”

The Office of Student Development and Retention within Student Affairs<sup>17</sup> identifies and communicates with potentially at-risk students who will be referred to other offices, including the Academic Enrichment Center,<sup>18</sup> Multicultural Student Services,<sup>19</sup> Counseling Services,<sup>20</sup> the Access Center,<sup>21</sup> Student Support Services,<sup>22</sup> Writing Center,<sup>23</sup> Smart Start,<sup>24</sup> and First Scholars<sup>25</sup> 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!*<sup>26</sup> is offered to all new students. The on-campus visitation program is designed to assist students with academic advising; career options; meeting faculty, staff, and students; and touring the campus. International students are required to attend *Alive!*, and receive additional programming and advising prior to arriving on campus through the iCoug Tutorial.<sup>27</sup> 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 students entering in both fall and spring, with additional sessions tailored for transfer students. *Alive!* sessions 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 5-6	<a href="http://www.catalog.wsu.edu/Catalog/PDF_Catalogs/2017_WSU_Catalog.pdf#page=12">http://www.catalog.wsu.edu/Catalog/PDF_Catalogs/2017_WSU_Catalog.pdf#page=12</a> >
2	La Bienvenida	<a href="http://labienvenida.wsu.edu/">http://labienvenida.wsu.edu/</a>
3	Future Cougars Embracing Diversity	<a href="https://admission.wsu.edu/visits/spring/future-cougars-embracing-diversity/why-attend/">https://admission.wsu.edu/visits/spring/future-cougars-embracing-diversity/why-attend/</a>
4	African American Scholars	<a href="http://scholars.wsu.edu">http://scholars.wsu.edu</a>
5	VIBES Conference	<a href="http://vibes.wsu.edu">http://vibes.wsu.edu</a>
6	CASHE Conference	<a href="http://cashe.wsu.edu">http://cashe.wsu.edu</a>
7	SHAPING Conference	<a href="http://shaping.wsu.edu/">http://shaping.wsu.edu/</a>
8	Future Cougars of Distinction	<a href="https://admission.wsu.edu/visits/spring/future-cougars-of-distinction/why-attend/">https://admission.wsu.edu/visits/spring/future-cougars-of-distinction/why-attend/</a>
9	College Assistance Migrant Program	<a href="http://camp.wsu.edu">http://camp.wsu.edu</a>
10	Fall Previews	<a href="https://admission.wsu.edu/visits/fall/fall-preview/why-attend/">https://admission.wsu.edu/visits/fall/fall-preview/why-attend/</a>
11	Experience WSU	<a href="https://admission.wsu.edu/visits/spring/experience-wsu/why-attend/">https://admission.wsu.edu/visits/spring/experience-wsu/why-attend/</a>
12	INTO WSU	<a href="https://news.wsu.edu/2016/12/19/bold-new-initiative-enhance-wsus-diversity-global-reach/">https://news.wsu.edu/2016/12/19/bold-new-initiative-enhance-wsus-diversity-global-reach/</a>
13	Out of State Experience	<a href="https://admission.wsu.edu/visits/spring/out-of-state-experience/why-attend/">https://admission.wsu.edu/visits/spring/out-of-state-experience/why-attend/</a>
14	WSU Honors Recruitment	<a href="https://honors.wsu.edu/academics/">https://honors.wsu.edu/academics/</a>
15	Regents Scholars Program	<a href="https://admission.wsu.edu/scholarships/washington-residents/regents/">https://admission.wsu.edu/scholarships/washington-residents/regents/</a>
16	Data on participation and Retention in sample programs	<a href="https://orgsync.com/70163/files/1328502/show">https://orgsync.com/70163/files/1328502/show</a>
17	Division of Student Affairs	<a href="https://studentaffairs.wsu.edu/">https://studentaffairs.wsu.edu/</a>
18	Academic Enrichment Center	<a href="http://mss.wsu.edu/student-centers/academic-enrichment-center/">http://mss.wsu.edu/student-centers/academic-enrichment-center/</a>
19	Multicultural Student Services	<a href="http://mss.wsu.edu">http://mss.wsu.edu</a>
20	Counseling Services	<a href="http://counsel.wsu.edu">http://counsel.wsu.edu</a>
21	Access Center	<a href="http://access.wsu.edu">http://access.wsu.edu</a>
22	Student Support Services (SSS)	<a href="http://sssp.wsu.edu">http://sssp.wsu.edu</a>
23	Writing Center	<a href="https://writingprogram.wsu.edu/">https://writingprogram.wsu.edu/</a>
24	Smart Start	<a href="http://smartstart.wsu.edu">http://smartstart.wsu.edu</a>
25	First Scholars Program	<a href="http://firstscholars.wsu.edu">http://firstscholars.wsu.edu</a>
26	Alive! Orientation	<a href="http://alive.wsu.edu">http://alive.wsu.edu</a>
27	iCoug Tutorial	<a href="https://news.wsu.edu/2013/06/26/online-orientation-for-new-international-students/">https://news.wsu.edu/2013/06/26/online-orientation-for-new-international-students/</a>

## 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<sup>1</sup> and EPPM<sup>2</sup> 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 through a teachout plan approved by the faculty senate, provost, board of regents, and NWCCU. 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 not 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).<sup>3</sup> 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 School's Policies and Procedures.<sup>4</sup>

This process has worked as intended during recent program closures. For example, the M.A. in Counseling and Ph.D. in counseling psychology were closed in 2016. The closure was accompanied by a teachout plan with a rotation of courses that will enable all remaining students to complete their coursework by the end of spring semester, 2018.

### Exhibits 2.D.4

#	Program Elimination or Significant Changes in Requirements	Evidence
1	Catalog Statement of Institutional Responsibility, page 28	<a href="http://catalog.wsu.edu/Catalog/PDF/Catalogs/Complete_Catalog_2012-13.pdf">http://catalog.wsu.edu/Catalog/PDF/Catalogs/Complete_Catalog_2012-13.pdf</a>
2	EPPM, page 2	<a href="http://facsen.wsu.edu/eppm/Curricula.pdf">http://facsen.wsu.edu/eppm/Curricula.pdf</a>
3	Academic Regulations, Rule 114(a)	<a href="http://catalog.wsu.edu/Catalog/PDF/Catalogs/Complete_Catalog_2012-13.pdf">http://catalog.wsu.edu/Catalog/PDF/Catalogs/Complete_Catalog_2012-13.pdf</a> catalog, pg 321
4	Graduate School Policies and Procedures, Chapter 1-E	<a href="https://gradschool.wsu.edu/chapter-one-e/">https://gradschool.wsu.edu/chapter-one-e/</a>

## 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<sup>1</sup> and website,<sup>2</sup> 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 Table 2.D.5 below.

**Table 2.D.5**

Current and Accurate Information Published for Students and the Public	Relevant sites and links	Catalog page numbers
Institutional mission and core themes	<a href="http://strategicplan.wsu.edu/plan/vision-mission-and-values/">http://strategicplan.wsu.edu/plan/vision-mission-and-values/</a>	page 2 (institutional, vision, mission, values, and themes)
Entrance requirements and procedures	<a href="https://admission.wsu.edu/">https://admission.wsu.edu/</a>  Graduate School's Admissions policies: <a href="https://gradschool.wsu.edu/chapter-four/">https://gradschool.wsu.edu/chapter-four/</a>  Graduate School's Application website: <a href="https://gradschool.wsu.edu/apply/">https://gradschool.wsu.edu/apply/</a>	pages 5-6 (undergraduate admission) pages 17-20 (Graduate School)
Grading policy	<a href="http://www.catalog.wsu.edu/Catalog/Content/SummaryofAcademicPolicies.pdf">http://www.catalog.wsu.edu/Catalog/Content/SummaryofAcademicPolicies.pdf</a>	pages 29-30; Academic Regulations appendix (See academic regulations 90-100.) (grade point average; grade reports; grades and grade points)

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 University websites  Graduate School's Degree Programs website: <a href="https://gradschool.wsu.edu/degrees/">https://gradschool.wsu.edu/degrees/</a>  Graduate School's Catalog: <a href="https://gradschool.wsu.edu/graduate-school-catalog-2/">https://gradschool.wsu.edu/graduate-school-catalog-2/</a>	Throughout the catalog
International programs and study abroad opportunities	<a href="https://ip.wsu.edu/">https://ip.wsu.edu/</a>	
Rules, regulations for conduct, rights, and responsibilities	Graduate School's Student Rights and Responsibilities: <a href="https://gradschool.wsu.edu/chapter-twelve/">https://gradschool.wsu.edu/chapter-twelve/</a>	
Tuition, fees, and other program costs	<a href="https://admission.wsu.edu/tuition-costs/tuition-break-down/">https://admission.wsu.edu/tuition-costs/tuition-break-down/</a>  Graduate School's Tuition and Finances website: <a href="https://gradschool.wsu.edu/student-finance-page/">https://gradschool.wsu.edu/student-finance-page/</a>	
Refund policies and procedures for students who withdraw from enrollment	<a href="http://registrar.wsu.edu/cancel-enrollment/">http://registrar.wsu.edu/cancel-enrollment/</a>	
Opportunities and requirements for financial aid	<a href="https://financialaid.wsu.edu/">https://financialaid.wsu.edu/</a>  Graduate School's Tuition and Finances website: <a href="https://gradschool.wsu.edu/student-finance-page/">https://gradschool.wsu.edu/student-finance-page/</a>	
Academic calendar	<a href="http://registrar.wsu.edu/academic-calendar/">http://registrar.wsu.edu/academic-calendar/</a>	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.

## 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<sup>1</sup> 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.<sup>2</sup> 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.<sup>3</sup> For example, relevant programs in psychology and engineering provide this information online.<sup>3</sup> WSU's two professional degree programs, doctor of pharmacy<sup>4</sup> and doctor of veterinary medicine<sup>5</sup>, have comprehensive websites that offer detailed information regarding licensure requirements and employment opportunities. The Elson S. Floyd College of Medicine also offers detailed information about licensure requirements for the doctor of medicine degree on its website.<sup>6</sup>

Most professionally oriented graduate programs undergo external evaluation by a professional organization in order to be accredited, a process that also helps ensure this standard is met.

### Exhibits 2.D.6

#	Publications Related to Licensure Requirements	Evidence
1	Degree Program Information	<a href="http://catalog.wsu.edu">http://catalog.wsu.edu</a>
2	Graduate School	<a href="https://gradschool.wsu.edu/degrees/">https://gradschool.wsu.edu/degrees/</a> (with links to factsheets)
3	Detailed Information Related to Licensure for Representative Programs	Clinical Psychology <a href="https://psychology.wsu.edu/documents/2015/02/clinical-handbook.pdf">https://psychology.wsu.edu/documents/2015/02/clinical-handbook.pdf</a> DNP-Psychiatric Nursing <a href="https://nursing.wsu.edu/academics/dnp-psychiatric-mental-health-nurse-practitioner/">https://nursing.wsu.edu/academics/dnp-psychiatric-mental-health-nurse-practitioner/</a> Speech and Hearing Science <a href="https://medicine.wsu.edu/speechandhearing/wp-content/uploads/sites/679/2015/09/15-16-Clinic-Handbook.pdf">https://medicine.wsu.edu/speechandhearing/wp-content/uploads/sites/679/2015/09/15-16-Clinic-Handbook.pdf</a> Architecture <a href="http://sdc.wsu.edu/architecture/student-resources/career-preparation/">http://sdc.wsu.edu/architecture/student-resources/career-preparation/</a> Construction Engineering <a href="https://ce.wsu.edu/undergraduate/construction-engineering/">https://ce.wsu.edu/undergraduate/construction-engineering/</a>

4	College of Pharmacy Pharmacy Program	<a href="http://pharmacy.wsu.edu/currentstudents/pharmacylicensureexams.html">http://pharmacy.wsu.edu/currentstudents/pharmacylicensureexams.html</a>  <a href="http://pharmacy.wsu.edu/currentstudents/pharmacyjobpostings.html">http://pharmacy.wsu.edu/currentstudents/pharmacyjobpostings.html</a>  <a href="http://www.pharmacy.wsu.edu/currentstudents/pharmfiles/accreditation.competencybasedoutcomes.pdf">http://www.pharmacy.wsu.edu/currentstudents/pharmfiles/accreditation.competencybasedoutcomes.pdf</a>
5	College of Veterinary Medicine	<a href="http://go.vetmed.wsu.edu/ProgramAssessment">http://go.vetmed.wsu.edu/ProgramAssessment</a>  <a href="http://libguides.libraries.wsu.edu/veterinarymedicine/aBoardPreparation">http://libguides.libraries.wsu.edu/veterinarymedicine/aBoardPreparation</a>
6	Elson S. Floyd College of Medicine	<a href="https://medicine.wsu.edu/md-program/residencies-and-fellowships/">https://medicine.wsu.edu/md-program/residencies-and-fellowships/</a>

## 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<sup>1</sup> 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 observed 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 Management, 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 and Enrollment Management technology teams work to stay abreast of the latest technologies in data security and maintenance.

Both ASIS and EIT 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.<sup>2</sup>

#### Security and Integrity of Student Data; FERPA Compliance

WSU complies with the requirements of the Family Education Rights and Privacy Act of 1974 (FERPA),<sup>3</sup> providing a notification in the catalog, University website, through the online registration process, and FERPA training<sup>4</sup> for employees. Information on FERPA guidelines and requirements, as well as a data request form,<sup>5</sup> are available on the Registrar Office's website.<sup>6</sup> On the Pullman campus, Enrollment Management has established a process to approve and manage all communication to incoming (pre-enrolled) students, ensuring notification to incoming students about student data security and access to that data,<sup>5</sup> and communicates about data security policies, access, and awareness with administration and staff who often work closely with pre-enrolled students.

#### Exhibits 2.D.7

#	Secure Retention of Student Records	Evidence
1	Executive Policy 8	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP8_University_Data_Policies.htm">http://public.wsu.edu/~forms/HTML/EPM/EP8_University_Data_Policies.htm</a>
2	Enrollment Information Technology Secure Student Records and Backup Recovery Overview	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.7%20Exhibit%20Secure%20Student%20Records%20and%20Backup%20Recovery%20Overview.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.7%20Exhibit%20Secure%20Student%20Records%20and%20Backup%20Recovery%20Overview.pdf</a>
3	FERPA website	<a href="https://registrar.wsu.edu/ferpa">https://registrar.wsu.edu/ferpa</a>
4	FERPA Training and Certification Test	<a href="http://ronet.wsu.edu/Main/Apps/FERPATest.ASP">ronet.wsu.edu/Main/Apps/FERPATest.ASP</a>
5	Request for Student Record Data	<a href="https://registrar.wsu.edu/data-request/">https://registrar.wsu.edu/data-request/</a>
6	FERPA Guide for Colleges and Universities	<a href="http://registrar.wsu.edu/media/751812/ferpa-colleges_and_universities.pdf">http://registrar.wsu.edu/media/751812/ferpa-colleges_and_universities.pdf</a>

### 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<sup>1</sup> 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.<sup>2</sup> The Cougar Money Management Program<sup>3</sup> provides information and resources to help students with their personal finances, including access to the SALT program.

Prospective and enrolled students may use WSU’s online financial aid estimator and net price calculator to estimate their costs of attendance<sup>4</sup> as well as the National Center for Educational Statistics College Navigator.<sup>5</sup>

WSU ensures accountability by annually reporting information concerning financial aid to various federal and state agencies. Links to these reports are available online at the Office of Institutional Research<sup>6</sup> where the Common Data Set<sup>7</sup> 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.<sup>8</sup>

The former Vice President for Student Affairs and Enrollment, John Fraire, addressed the new student information system conversion implementation challenges by restructuring several units including Student Financial Services. The re-organization, which was supported by President Elson Floyd and continued under supervision of the Office of the Provost when it took over enrollment management and financial aid services in July 2014, significantly increased efficiency and internal collaboration by aligning departments with similar focuses.<sup>9</sup> As an outcome of this new alignment, Student Financial Services experienced the largest on-time delivery for fall start in 2015, disbursing \$118 million to 16,000-plus students in the first disbursement. This was a \$54 million increase from Fall 2013. Also, for 2016-17, Student Financial Services awarded funding earlier than ever before and delivered 2016-17 financial estimates first among the four-year public schools in Washington state.

#### Exhibits 2.D.8

#	Effective and Accountable Program of Financial Aid	Evidence
1	Office of Student Financial Services	<a href="https://financialaid.wsu.edu">https://financialaid.wsu.edu</a>
2	Financial Aid Options, including grants, loans, and scholarships	<a href="https://financialaid.wsu.edu/financial-aid-overview/">https://financialaid.wsu.edu/financial-aid-overview/</a>
3	Cougar Money Management Program	<a href="https://deanofstudents.wsu.edu/programs/cougar-money-management-program/">https://deanofstudents.wsu.edu/programs/cougar-money-management-program/</a>
4	Data on Cost of Attendance Aid Estimator and Net Price Calculator	<a href="https://financialaid.wsu.edu/aid-estimator/">https://financialaid.wsu.edu/aid-estimator/</a>
5	National Center for Educational Statistics College Navigator	<a href="https://nces.ed.gov/collegenavigator">https://nces.ed.gov/collegenavigator</a>
6	Office of Institutional Research	<a href="https://ir.wsu.edu">https://ir.wsu.edu</a>
7	WSU’s Common Data Set, updated yearly	<a href="https://ir.wsu.edu/Common%20Data%20Set">https://ir.wsu.edu/Common%20Data%20Set</a>
8	Final DOE WSU Program Review Letter 6-1-12	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.8%20final_doe_ws_u_program_review_letter_06-01-2012.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.8%20final_doe_ws_u_program_review_letter_06-01-2012.pdf</a>
9	WSU News Article: Reorganization increases efficiency, collaboration	<a href="https://news.wsu.edu/2013/08/29/reorganization-increases-efficiency-collaboration/">https://news.wsu.edu/2013/08/29/reorganization-increases-efficiency-collaboration/</a>

## 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 Student Financial Services 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 on the Student Financial Services website.<sup>1</sup> 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 Student Financial Services (SFS), Student Accounts, Institutional Research, and the Budget Office.<sup>2</sup> The cohort default rate was 15.24 percent in 2015 (Federal Perkins Loan Program Status).<sup>3</sup> The OFAS ensures that specific consumer information relating to loans is made available to students and is effectively meeting federal compliance requirements.

### Consumer Information Disclosures

Washington State University (WSU) is required by the Higher Education Act of 1965, as amended, to disclose certain information to enrolled students, prospective students, parents, employees, and others. This information is found in a handbook entitled 2016-2017 Consumer Information<sup>4</sup>, and is also disclosed in other ways by the University (email, mailings, other publications, websites, etc.). The handbook is produced annually for convenience. It includes a listing of the disclosure, a brief description, applicable website addresses, and contact information for the university official (or department) who can respond to questions or information requests in their specific areas. Employees of the University are available with reasonable notice to assist enrolled and prospective students in obtaining consumer information on a full-time basis throughout normal working hours.

Beginning in the 2017-18 Academic Year, the University is planning to convert the handbook format into a website. The information will also still be available in a printable format and will also be provided upon request. Beginning Fall 2017, all enrolled students will be provided a link to the Consumer Information website. Beyond the federal requirement, there are many benefits to having a written document outlining financial aid office policies and procedures. The benefits include:

- Provides distribution to appropriate individuals outside Student Financial Services (SFS) for the purpose of informing and fostering an understanding of the complexity of financial aid;
- Provides the SFS staff with a referral guide to assist in maintaining consistency in the problem-solving process;
- Provides the SFS staff with current policies and procedures surrounding federal, state and institutional programs;
- Provides each staff member with the general responsibilities of all staff and the office's relationship to other departments/divisions of the school;
- Provides each staff member with general office procedures ensuring that similar situations will be handled consistently;
- Provides an important component of a comprehensive training program;
- Provides a clear understanding of policy, authority and responsibility in matters relating to operational practices;
- Provides orientation materials for new personnel.

### Default Prevention

#### Introduction and Background

Although not required by the Department of Education to have a default prevention plan in place, Student Financial Services (SFS) at Washington State University has put into place significant efforts in the areas of default prevention and debt management. This information resides as a part of Washington State University's Financial Aid Policies and Procedures, and describes these efforts. The document also presents information about the institution's loan program that helps guide these efforts. Student Financial Services is responsible for implementation of this plan.

### Washington State University Student Loan Borrower Population

To understand the default prevention and debt management efforts for loan borrowers, it is helpful to see Washington State University's borrowing population in the context of the institution. The average loan indebtedness and cohort default rate is regularly reviewed and compiled by SFS, Student Accounts, Institutional Research, and the Budget Office. The cohort default rate was 15.24 percent in 2015 (Federal Perkins Loan Program Status). SFS ensures that specific consumer information relating to loans is made available to students and is effectively meeting federal compliance requirements.

Washington State University's default rates, over time, have been very stable – primarily due to the University commitment to affordability and financial literacy information.

### Organization of Debt Management Activities

This document is organized using Washington State University's "Life of the Loan" approach, and describes the default prevention and debt management efforts of the Student Financial Services at each stage of the borrower's loan:

- Pre-enrollment Activities
- Initial enrollment/application for financial aid
- Withdrawal or graduation

#### Pre-enrollment Activities

The Washington State University SFS website provides information pertaining to student loans. This site includes links to the Department of Education's Direct Lending program as well as various Personal Budgets and Financial Literacy<sup>5</sup>. Financial Aid Counselors present the Financial Aid Overview at all mandatory new student orientation programs. All of these sessions and workshops include information on borrowing and repayment.

#### At initial enrollment/application for financial aid

The loan section of the Student Financial Services website expresses the philosophy of careful consideration before borrowing and emphasizes the potential hazards of over borrowing. The packaging philosophy focuses on grant and gift aid—loans are not part of a student's award notification. All students who qualify for a loan receive a letter from the Student Financial Services informing them that the loan application has been processed and what their total loan indebtedness is. First-time borrowers must complete three Life Skills Modules prior to loan certification. After a student's loan has disbursed, a notification is sent to the student informing them that they have the option of reducing or cancelling a portion or the entire loan.

#### Upon Graduation or Withdrawal

**Graduation:** The Washington State University Registrar's Office confirms with SFS the students who have applied for graduation. SFS contacts these students to notify them of the exit counseling requirement.

**Withdrawal:** Students who withdraw from Washington State University are sent an email and directed to student-loans.gov to complete their exit counseling.

### Measuring the Effectiveness of Washington State University's Plan

Each year, Washington State University evaluates its financial aid packaging policies, taking into account institutional as well as student needs. The focus of this review is to encourage conservative borrowing by students and to promote scholarships, other gift aid, and federal work/study in lieu of loans, and will tie into the institutional effectiveness plan. The Financial Aid Officer examines on an ongoing basis this default management plan to assess its effectiveness. As part of this assessment, the Financial Aid team evaluates plans used by other institutions, reviews useful Web sites, and attends default prevention trainings to ensure that Washington State University delivers the most effective programs and services to its students.

**Exhibits 2.D.9**

#	Financial Aid Repayment Obligations	Evidence
1	Loans Webpage for WSU Students	<a href="https://financialaid.wsu.edu/your-award/loans/">https://financialaid.wsu.edu/your-award/loans/</a>
2	Loan Indebtedness: School Default Rate, NSLDS  WSU results for Cohort FY 2013	<a href="https://ed.gov/offices/OSFAP/defaultmanagement/cdr.html">https://ed.gov/offices/OSFAP/defaultmanagement/cdr.html</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.9%20WSU%20FY2013%20Default%20Rates.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.9%20WSU%20FY2013%20Default%20Rates.pdf</a>
3	Cohort Default Rate, Federal Perkins Loan Program	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.9%201415PerkinsCDR.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.9%201415PerkinsCDR.pdf</a>
4	Consumer Information Guide	<a href="https://financialaid.wsu.edu/documents/2016/11/consumer-information-guide.pdf">https://financialaid.wsu.edu/documents/2016/11/consumer-information-guide.pdf</a>
5	Financial Literacy Resources	<a href="https://financialaid.wsu.edu/personal-budgets-financial-literacy/">https://financialaid.wsu.edu/personal-budgets-financial-literacy/</a>

**2.D.10 Academic Advising**

The institution designs, maintains, and evaluates a systematic and effective program of academic advising 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 requirements and responsibilities are defined, published, and made available to students.

WSU defines the mission of academic advising in these terms: “Advising at Washington State University is a valued partnership with students, faculty, and administrators that builds educational relationships integral to academic success. It builds collaborative student-centered relationships that support achievement of personal development and academic success.”<sup>1</sup>

The University allocates resources to fulfill its academic advising mission, supporting a developmental approach for undergraduates and focusing on advising excellence.<sup>2</sup>

Academic advising is mandatory for all first-year students on all campuses. Students are assigned to an academic advisor based on an area of interest or major. Many colleges and departments have developed advising syllabi<sup>3</sup> that further inform students of the goals of advising, their responsibilities in the advising relationship, and what they can expect from their advisors. Additionally, many advisors have developed BlackBoard sites for their students that are filled with helpful advising information, dates, and opportunities.

New students on each campus learn about the advising program during orientation through workshops, presentations, and printed materials.<sup>4</sup> 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.

WSU Tri-Cities<sup>5</sup> uses a centralized advising model for undergraduate students. The remaining campuses use a decentralized model, in which students are advised in the college or department in which they have an interest.

The Academic Success and Career Center (ASCC) in Pullman,<sup>6</sup> and the Student Resource Center in Vancouver,<sup>7</sup> provide advising for new students who are unsure of a major, academically deficient students, and those who change majors late in their studies. The ASCC is a unit within the Office of Undergraduate Education. Depending on the

college and campus, both faculty and full-time staff may be academic advisors with advising loads that range from 15 students (for teaching/research faculty) to more than 700 students (for one full-time advisor); a typical advising load in Pullman ranges from 200-350 students. See Table 2.D.10 below.

**Table 2.D.10 Advising Loads of Professional Advisors by Campus and College Fall 2016**

WSU Campus and College	# of Professional/Primary Role Advisors	Average Advising Load	Range of Advising Load	Total Advising Load
Everett				
CCOB	1	18	-	18
COM	1	64	-	64
VCEA	2	91	77-105	182
Global				
CAHNRS	1	130	-	130
CAS	4	202	122-233	808
CCOB	6	179	148-250	1071
VCEA	2	31	26-36	62
Pullman				
Athletics	6	39	14-71	234
CAHNRS	6	270	64-413	1622
CAS	25	203	64-587	5071
CCOB	8	425	201-511	2975
COE	5	284	223-366	1422
COMM	5	228	108-315	1140
NURS	2	336	284-388	672
PROVOST/ASCC	6	97	50-141	582
VCEA	11	307	63-737	3378
VET MED	2	249	206-292	498
Spokane				
NEP	4	11.5	5-17	46
NURS	1	456		456
SHS	1	56	-	56
Tri-Cities				
COE	2	53	34-72	106
NURS	1	122	-	122
PROVOST-Central Advising	7	150	44-301	1053
Vancouver				
CAHNRS	1	97	-	97
CAS	5	125	68-203	627
CCOB	2	156	136-176	312
COE	1	35	-	35
NURS	2	27.5	21-34	55
PROVOST-Central Advising	9	164	80-273	1478
VCEA	1	341	-	341

WSU is taking strides to ease advising loads by expanding the timeframe in which students may meet with their advisors and decoupling advising from course registration for students with 30-90 completed credits. Additionally, WSU has also made significant investments in tools and technologies that allow advisors to undertake “equitable advising,” that is, directing their advising time to students who need it most, while assisting the others to become self-directed learners who are proficient with advising support tools in the student information system (myWSU), Guide, and SSC Campus.<sup>8</sup> The SSC Campus online platform allows advisors to quickly check on students’ progress toward graduation, and offer appointments for advising, tutoring and other student support services.

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.

#### Graduate Student Advising

Graduate students are expected to attend Graduate School and program orientations to receive enrollment information and academic guidance during their first semester in the program. General program requirements are published in the Graduate School catalog, and on the program’s website and/or in the student handbook for the program. Students should select a faculty advisor and form a graduate committee early in their program. The faculty advisor (i.e, chair of the student’s graduate committee), in consultation with committee members, assists the student in the development of his/her program of study and provides advising and mentoring throughout the student’s graduate studies. Expectations of faculty advisors and mentor are outlined in Graduate School policy.<sup>9</sup> To assist students and faculty in the advising process, the Graduate School is implementing an advising system that allows students and their faculty advisors to plan the student’s progression through the program’s degree requirements. Students will have access to their program requirements and their progress toward fulfilling them via their student advising account.

The College of Veterinary Medicine’s Office of Student Services employs academic coordinators, who ensure DVM students complete all courses that are required for graduation, and are sufficiently informed to choose elective courses suitable for enhancing proficiency in medicine topics of each student’s specific career interests.

The College of Pharmacy utilizes a process in which all students are assigned a faculty academic advisor, and have individual meetings each semester. Most of the pharmacy curriculum is standardized to meet professional standards, however, students have options related to electives. Advisors guide students to career interests, discuss internships, pharmacy organizations and involvement, career goals, and answer students’ questions.

#### Staff Training and Professional Development

All advising staff participate in some form of training and professional development. Advisors at all campuses receive training through the Academic Success and Career Center (ASCC), either online or in person. Vancouver’s training is supported by the Vancouver Advising Committee (VAC), and Tri-Cities advisors are trained with a series of campus-specific discussions. A comprehensive, system-wide, mandatory training program was recently developed to ensure that all advisors have current, relevant, and accurate information to support their work. The training is available to all campuses via online modules and face to face workshops. Mapping of student learning outcomes and advisor learning outcomes for academic advising was recently completed. Additionally, a set of core advising responsibilities was established for all who advise at WSU. The outcomes core responsibilities are the backbone of the training program and contribute to future assessment of advising.

WSU's Academic Advising Association (ACADA)<sup>10</sup> advisor certification across the system is 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

Several different surveys have been used to assess advising at WSU. The ASWSU (student government) administered a survey in 2016 about advising, but there were few respondents. Satisfaction with advising was about 50 percent (N=28). A more representative sample of students (freshmen and seniors) responded to the 2014 and 2015 National Survey of Student Engagement (NSSE). Results show that most students' experience with academic advising is positive: approximately 75 percent of freshman and senior respondents rate their interactions with advisors as "good" or better, while a quarter to a third rate them "excellent." Comparison of NSSE results with peer institutions shows that WSU can be proud of the progress made in improving advising.<sup>11</sup>

Still, there are areas to be addressed. A key area is to broaden the University community's understanding of the value of academic advising for undergraduate student retention. More than simple course scheduling, excellent academic advising serves as the foundation for student success. To that end, the University Academic Advising Executive Council (UAAEC) was created in 2014 with membership that represents administration, student service offices, advising, and students from each campus. The UAAEC reports to the provost and oversees advising initiatives. The Academic Advising Association (ACADA), the Advising Consultant Group (ACG), academic colleges, and the UAAEC are partnering for academic advising excellence (see exhibit). To support this initiative, the provost declared AY 2016-17 "The Year of the Advisor,"<sup>12</sup> with a series of events and communications to support the transformational work of the advising community.

#### Exhibits 2.D.10

#	Academic Advisement	Exhibits
1	Mission of Academic Advising	<a href="https://advising.wsu.edu/advising-strategic-plan/">https://advising.wsu.edu/advising-strategic-plan/</a>
2	Advising Resources Academic Advising Information	<a href="https://provost.wsu.edu/initiatives/collaborative/catalog.wsu.edu/Catalog/Content/AchievingAcademicSuccess.pdf">https://provost.wsu.edu/initiatives/collaborative/catalog.wsu.edu/Catalog/Content/AchievingAcademicSuccess.pdf</a> <a href="https://advising.wsu.edu">advising.wsu.edu</a>
3	Sample Advising Syllabi	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20Psych%20advising-syllabus.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20Psych%20advising-syllabus.pdf</a> <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20SDC-Advising-Syllabus-1.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20SDC-Advising-Syllabus-1.pdf</a> <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20SES%20ADVISINGSYLLABUS.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20SES%20ADVISINGSYLLABUS.pdf</a> <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20WSUV%20academic_advising_syllabus-1.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20WSUV%20academic_advising_syllabus-1.pdf</a>
4	Academic and Career Advising Handbook	<a href="https://advising.wsu.edu">https://advising.wsu.edu</a>
5	WSU Tri-Cities Advising Resources	<a href="https://tricitie.wsu.edu/academic-resources/advising/">https://tricitie.wsu.edu/academic-resources/advising/</a>

6	Academic Success and Career Center (ASCC)	<a href="https://ascc.wsu.edu">https://ascc.wsu.edu</a>
7	WSU Vancouver Advising Resources	<a href="https://admin.vancouver.wsu.edu/undergraduate-advising">https://admin.vancouver.wsu.edu/undergraduate-advising</a>
8	SSC Campus	<a href="https://ssc.wsu.edu/">https://ssc.wsu.edu/</a>
9	Expectations of Graduate Faculty Advisors and Mentors	<a href="https://gradschool.wsu.edu/chapter-one-d/">https://gradschool.wsu.edu/chapter-one-d/</a>
10	WSU ACADA Certification Levels	<a href="https://wsuacada.wsu.edu/advisor-certification/">https://wsuacada.wsu.edu/advisor-certification/</a>
11	2013 Assessment Summary  2016 ASWSU Advising Survey  2014 and 2015 NSSE results regarding advising	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20Summary_advising-assessment.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20Summary_advising-assessment.pdf</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20ASWSU%20survey%20Advising-Comes-to-You-Report%204-8-16.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20ASWSU%20survey%20Advising-Comes-to-You-Report%204-8-16.pdf</a>  Question 13.b, First-years and Seniors: <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20NSSE14%20Snapshot%20(WSU%20-%20Pullman)%20-%20SPECIAL%20ANALYSIS.xlsx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20NSSE14%20Snapshot%20(WSU%20-%20Pullman)%20-%20SPECIAL%20ANALYSIS.xlsx?Web=1</a>
12	Year of the Advisor	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20ASWSU%20survey%20Advising-Comes-to-You-Report%204-8-16.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.10%20ASWSU%20survey%20Advising-Comes-to-You-Report%204-8-16.pdf</a>

	<b>Additional Resources</b>	
	Advising Complaint Procedure	<a href="https://catalog.wsu.edu/Catalog/Content/SummaryofAcademicPolicies.pdf">https://catalog.wsu.edu/Catalog/Content/SummaryofAcademicPolicies.pdf</a>

## 2.D.11 Cocurricular Activities Support Mission

Cocurricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

Cocurricular 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 The Division of Student Affairs’ goal of “creating a vibrant community in which all students may create and participate in co-curricular activities that support their academic and personal goals.” WSU’s Carnegie classification as an “Engaged University” speaks to the broad incorporation of student engagement in both curricular and cocurricular arenas; much of this work is supported by the Center for Civic Engagement.

The Office of Student Involvement<sup>2</sup> offers over 340 student clubs and organizations for extracurricular interests in the areas of service, recreation, spirituality, academics, and more. ASWSU and Student Involvement<sup>3</sup> 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), student programming (Student Entertainment Board), fraternities and sororities, sport clubs and intramural sports.<sup>4</sup> Most of these student organizations also have self-governing disciplinary boards (Greek Standards Board, ASWSU, GPSA, Judicial Board, Sport Club

Federation Council)<sup>5</sup> that take action on activities that are inconsistent with organization policies. Advisory relationships with staff and faculty help guide decision-making and action.

The most recent review of student service (2014-2015) through the Center for Civic Engagement documented 9,725 students who provided 78,000 hours of community service. 2,185 students in 75 academic courses completed 27,772 hours of service learning. 73.5 percent of students in service learning courses felt their community-based experiences helped them apply academic concepts in real life settings.<sup>6</sup> Cocurricular activities can be a factor in contributing to a positive educational experience. The 2015 NSSE student engagement survey has shown that over 85 percent of the respondents expressed having good and excellent entire educational experience at WSU.

Other cocurricular programs, such as freshmen learning communities and undergraduate research, help students integrate experiences outside the classroom with their academic studies and goals.

### Exhibits 2.D.11

#	Co-curricular Activities Support Mission	Evidence
1	Carnegie Classification as “Engaged University”	<a href="http://carnegieclassifications.iu.edu/lookup/lookup.php">http://carnegieclassifications.iu.edu/lookup/lookup.php</a>
2	Office of Student Involvement	<a href="http://studentinvolvement.wsu.edu/">http://studentinvolvement.wsu.edu/</a>
3	Student Entertainment Board	<a href="http://seb.wsu.edu/">http://seb.wsu.edu/</a>
4	Intramural Sports Center for Civic Engagement Center for Fraternity and Sorority Life UREC Sport Clubs	<a href="http://urec.wsu.edu/imsports">http://urec.wsu.edu/imsports</a> <a href="http://cce.wsu.edu/">http://cce.wsu.edu/</a> <a href="http://gogreek.wsu.edu/">http://gogreek.wsu.edu/</a> <a href="http://urec.wsu.edu/sportclubs">http://urec.wsu.edu/sportclubs</a>
5	ASWSU (Student Government)	<a href="https://aswsu.wsu.edu/">https://aswsu.wsu.edu/</a>
6	Center for Civic Engagement	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.11.%20CCE%20report%20card%202014-15.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.11.%20CCE%20report%20card%202014-15.pdf</a>

### 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, University Recreation, Beasley Coliseum, 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 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<sup>1</sup> and Dining<sup>2</sup>

Over 5,000 students live in WSU's 21 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. In addition, over 1,700 students live in nine apartment complexes on campus. These apartments provide further housing options for single undergraduate and graduate students as well as students with families.

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 students get the most out of their college experience.

The majority of students who live on campus eat in the dining centers, which offer a variety of meals, including vegetarian dishes and healthy options. Dining Services supports WSU's sustainability initiative by using locally grown, minimally processed ingredients, selling fair trade coffee, and recycling and composting waste products. As of February 2016, the dining centers serve Marine Stewardship Council (MSC) certified seafood in all three of the dining centers. WSU is the first university in Washington to make this commitment. 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<sup>3</sup>

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. 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.<sup>4</sup>

### Transportation Services

Transportation Services provides and facilitates an array of parking and transportation choices for the campus population, from managing the contract of the robust city transit system, to providing "pay as you go" parking options in various convenient locations. The zone parking system provides a variety of annual parking rate options for students, faculty, and staff as well. A 15-member task force provides broad campus representation as an advisory group for parking and transportation policies and procedures.

### Compton Union Building (CUB)<sup>5</sup>

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.

### University Recreation

University Recreation is one of the largest service providers to students on campus with over 86 percent of the student body participating in facilities, programs and services. Recreational program offerings include

intramural activities, sport clubs, fitness classes, outdoor education classes and trips, challenge (ropes course) programming, bike share and aquatics activities. University Recreation provides opportunities for students to engage and develop healthy habits throughout campus, in a variety of programs offered at multiple recreation centers, shared multi-use facilities and playfields. The value of recreation to students is supported by results from five years of University Recreation’s Student Satisfaction Survey which indicate that 83 percent of students who participate believe that University Recreation has made a valuable contribution to their total university experience. Approximately 360 students are employed by University Recreation annually, where they develop skills in leadership, wellbeing and cultural competency, as well as area specific job knowledge.

WSU’s auxiliary services also enhance the University’s quality of learning environment. For example:

- Transportation Services implemented a successful Zipcar program.<sup>6</sup>
- Student Housing launched an ambitious expansion and renovation of student housing, with a reflective and highly consultative design process.<sup>7</sup>
- Dining Services has incorporated local and sustainable food initiatives.<sup>8</sup>
- University Recreation’s Green Bike Program has received national attention.<sup>9</sup>

### Exhibits 2.D.12

#	Auxiliary Services Support Mission	Evidence
1	Housing	<a href="http://housing.wsu.edu/">http://housing.wsu.edu/</a>
2	Dining Services	<a href="http://dining.wsu.edu/">http://dining.wsu.edu/</a>
3	Residence Life	<a href="http://reslife.wsu.edu/">http://reslife.wsu.edu/</a>
4	Residence Life Student-Staff Members	<a href="http://reslife.wsu.edu/about-housing/employment/resident-advisor/">http://reslife.wsu.edu/about-housing/employment/resident-advisor/</a>
5	Compton Union Building (CUB)	<a href="http://cub.wsu.edu/">http://cub.wsu.edu/</a>
6	Zipcar Program	<a href="https://transportation.wsu.edu/TransportationAlternativesZipcar.html">https://transportation.wsu.edu/TransportationAlternativesZipcar.html</a>
7	Student Housing Renovation	<a href="http://facilitieservices.wsu.edu/">http://facilitieservices.wsu.edu/</a>
8	Dining Services, sustainable food sources	<a href="http://dining.wsu.edu/sustainability">http://dining.wsu.edu/sustainability</a>
9	Green Bike Program	<a href="http://urec.wsu.edu/green-bike">http://urec.wsu.edu/green-bike</a>
<b>Additional Resources</b>		
	University Recreation	<a href="http://urec.wsu.edu/">http://urec.wsu.edu/</a>
	Beasley Coliseum	<a href="https://beasley.wsu.edu/">https://beasley.wsu.edu/</a>
	Parking and Transportation Services	<a href="https://transportation.wsu.edu/">https://transportation.wsu.edu/</a>
	Cougar Card Center	<a href="http://cougarcard.wsu.edu/">http://cougarcard.wsu.edu/</a>

### 2.D.13 Intercollegiate Athletics

Intercollegiate athletic and other cocurricular 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, seven for men and 10 for women, while competing in the Pac-12 Conference. Striving to excel both academically and athletically, WSU Athletics is committed to operating in compliance with all NCAA, Pac-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.<sup>1</sup>

#### 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,<sup>2</sup> a presidentially-appointed committee consisting of University faculty, staff, students, and alumni. The Athletics Council is chaired by the faculty athletics representative, 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, with assistance from the chief financial officer, 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. The financial operations of the Athletics Department are reviewed quarterly with the University's Chief Budget Officer, who then shares the report with 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, as well as audit the required NCAA Agreed Upon Procedures Report which is submitted annually to the NCAA. The results of this independent audit, including the associated financial reports, are provided to the president. The most recent (2015) audit letter concluded:<sup>3</sup>

“In our opinion, based on our audit and the report of other auditors, the 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, 2015, and the changes in its financial position and its cash flows thereof 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 undergraduate students.<sup>4</sup> 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.<sup>4</sup> 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 up to the cost of attendance which includes tuition, fees, room and board, miscellaneous and travel expenses 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 if not receiving a full grant-in-aid. 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.<sup>5</sup>

### Exhibits 2.D.13

#	Intercollegiate Athletics	Evidence
1	WSU Athletics Mission Statement	<a href="http://www.wsucougars.com/sports/2013/4/18/208263599.aspx">http://www.wsucougars.com/sports/2013/4/18/208263599.aspx</a>
2	WSU Athletics Council	<a href="https://president.wsu.edu/athletics-council/">https://president.wsu.edu/athletics-council/</a>
3	2015 WSU Athletics Audit Letter	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.13%20WSU%20Athletics%202015%20Audit%20Letter.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.D.13%20WSU%20Athletics%202015%20Audit%20Letter.pdf</a>
4	WSU Admission Standards	<a href="http://www.catalog.wsu.edu/Catalog/Content/Admission.pdf">http://www.catalog.wsu.edu/Catalog/Content/Admission.pdf</a>
5	WSU Office of Financial Aid and Scholarships	<a href="http://finaid.wsu.edu">http://finaid.wsu.edu</a>

## 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.<sup>1</sup> 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 three options, from which faculty select, that determines the process WSU students must follow to secure a proctor:

- Option One: Students use WSU's internal online virtual proctoring service (Global Campus Proctoring Services)<sup>2</sup> which allows student to be virtually proctored from any location.
- Option Two: Students are allowed to select a proctor, which must be approved by Global Campus. This may include an external virtual proctoring service, Proctor U.
- Option Three: Students must secure a proctor to complete a paper-based exam, which must be completed at an acceptable physical location.<sup>3</sup>

In addition, all Global Campus courses have language in their syllabus addressing student privacy and academic integrity. Students are informed that:

Academic integrity is the cornerstone of higher education. As such, all members of the University community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship.

*Academic integrity will be strongly enforced in this course. Violation of WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) may result in penalties up to and including failing the assignment, exam, quiz, course requirement, or the course itself and students will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.*

*Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010.<sup>4</sup> You need to read and understand all of the definitions of cheating:*

<http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>.

If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [conduct.wsu.edu](http://conduct.wsu.edu). Also, if you wish to report a violation of WSU's academic integrity policies, please contact the Office of Student Conduct at 509-335-4532 or [conduct@wsu.edu](mailto:conduct@wsu.edu).

Students are informed in every course in which they enroll that they have legal rights under the Family Educational Rights and Privacy Act (FERPA)<sup>5</sup> regarding the protection of their academic record.

#### Exhibits 2.D.14

#	Identify Verification for Distance Education	Evidence
1	WSU Appropriate Use Policies	<a href="https://li.wsu.edu/policies-and-forms/aoi-copy-right-policies/">https://li.wsu.edu/policies-and-forms/aoi-copy-right-policies/</a>

2	WSU Proctoring Service	<a href="https://gcps.wsu.edu/">https://gcps.wsu.edu/</a>
3	Eligible Online Exam proctors	<a href="http://online.wsu.edu/currentStudent/courses/proctoredExams.aspx">http://online.wsu.edu/currentStudent/courses/proctoredExams.aspx</a>
4	Academic Regulations	<a href="http://academicintegrity.wsu.edu/students">http://academicintegrity.wsu.edu/students</a>
5	Student Privacy	<a href="http://registrar.wsu.edu/ferpa">http://registrar.wsu.edu/ferpa</a>

## 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<sup>1</sup> 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<sup>2</sup> support the needs of disciplines based on the level of degree offered by WSU. The Collection Development Committee coordinates collection development activities institution-wide and includes representation from each campus. Collection development policies<sup>3</sup> in Pullman support academic programs offered on the Pullman campus.

The Pullman Libraries also support academic work at the other WSU campuses. Libraries at the Vancouver, Tri-Cities, and Spokane 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<sup>4</sup> more than complement WSU's core collections and services—they increase the currency, depth, and breadth of resources available.

#### Campus-Specific Facilities

- At WSU Vancouver, the collection development coordinator serves as the chief selector for the library (Collection Development Policy).<sup>5</sup> 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 ongoing.
- At WSU Spokane, materials are purchased in support of course requirements as funding allows.
- At WSU Everett, students have access to library facilities at Everett Community College.
- 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.
- Library materials for the Elson S. Floyd College of Medicine will be incorporated within the library facilities at WSU Spokane. Library faculty are working with medical school faculty to determine relevant materials for the collection. Library staff provide access to materials on site, electronically, in print, and via delivery from other sources and campuses. Library faculty will work with medical school faculty to provide relevant literacy information instruction in appropriate classes, and create supporting materials for use both in and outside of class time. Library faculty are participating in curriculum planning for the College of Medicine. The College

of Medicine is contributing a member to the campus' Library Advisory group. In planning for the College of Medicine, the library has been comparing existing resources with commonly used resources in existing medical schools, via librarian contacts at the Regional Medical Library, other medical schools, and recommended lists of resources. WSU has received recommendations on electronic book packages, journals, and databases from the University of Washington, OHSU, and the "new libraries" group in AAHSL. Librarians have then compared resources with selected comparable schools. The librarians actively participate on the Curricular Design Committee, and will be provided faculty review and description of resources needed for the curriculum on an ongoing basis.

- WSU is a member of the Orbis-Cascade Alliance, a consortium of 37 college and university libraries in Washington, Oregon, and Idaho. The consortium includes two public medical schools. All members have agreed to make major parts of their materials available for easy use by patrons of other member libraries, by jointly licensing software to enable such borrowing and funding a business week courier visiting all locations. The Spokane Academic Library also participates in DOCLINE, making print and electronic journals available for easy interlibrary loan and providing rapid access to health science materials across the U.S.
- WSU Libraries routinely license products for all users within the university, with rare exceptions. Nearly all resources are available anywhere via university secure login. With limited planning funds, the College of Medicine has licensed *AccessMedicine* textbooks for faculty use only while planning the initial curriculum. Once accreditation funding is provided, the textbooks will be licensed for all-university use.

The Libraries serve user populations across WSU campuses with 148 FTE (includes faculty, staff, and temporary) employees. The collection, comprised of over 2.26 million monographs and bound serial volumes and 59,870 print and electronic 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<sup>6</sup> 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 24 hours a day Sunday-Thursday during the academic year, open daily until 8 p.m. on Friday and Saturday, 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, 265 computers are available. Each library has at least one multimedia station equipped with a scanner and imaging software. Many well-used group study areas<sup>7</sup> 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 and two in Owen Science and Engineering). Reference services<sup>8</sup> support constituent needs and are available in person, instant messenger, email, and telephone. Through a cooperative agreement with the Washington State Library, access to instant messenger reference is available 24-7.

The Kemble Stout Music Listening Library provides manuscript and listening resources for the university community. It is not part of the University libraries system, though it does collaborate with Libraries on some functions. For example, Stout's holdings are included in libraries' searchable catalog, and recordings held by other institutions can be requested through libraries' interlibrary loan system. Stout has an extensive collection of non-circulating records and compact discs that can be used in listening rooms, a large set of non-circulating music reference texts, and a collection of music scores that can be checked out.

### Campus-Specific Access

WSU campus libraries at Spokane, Tri Cities, and Vancouver are open between 67 and 77 hours per week, providing services and access to the physical collection. Medical students at WSU Spokane will have 24/7 access to the library with a key card. 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<sup>9</sup> 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<sup>10</sup> 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	<a href="https://strategicplan.wsu.edu/plan/vision-mission-and-values/">https://strategicplan.wsu.edu/plan/vision-mission-and-values/</a>
2	Collection Levels	<a href="http://libraries.wsu.edu/collection-development/policies-general">http://libraries.wsu.edu/collection-development/policies-general</a>
3	Collection Development Policies	<a href="http://libraries.wsu.edu/collection-development/policies-subject">http://libraries.wsu.edu/collection-development/policies-subject</a>
4	Orbis-Cascade Alliance Cooperative Library Instruction Project Greater Western Library Alliance	<a href="http://orbiscascade.org">http://orbiscascade.org</a> <a href="http://clipinfolit.org/home">http://clipinfolit.org/home</a> <a href="http://gwla.org">http://gwla.org</a>
5	WSU Vancouver Collection Development Policies	<a href="http://library.vancouver.wsu.edu/collections/library-collection-development-policy">http://library.vancouver.wsu.edu/collections/library-collection-development-policy</a>
6	State of the Libraries Report	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.E.1%20State%20of%20the%20Libraries.docx?d=w36748cfffbc947a79ae21582d15cc3e9">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.E.1%20State%20of%20the%20Libraries.docx?d=w36748cfffbc947a79ae21582d15cc3e9</a>
7	Group Study Spaces	<a href="https://libraries.wsu.edu/services/study-spaces">https://libraries.wsu.edu/services/study-spaces</a>
8	Reference Services	<a href="http://libraries.wsu.edu/ask">http://libraries.wsu.edu/ask</a>
9	Tri-Cities Consolidated Libraries	<a href="http://tricity.wsu.edu/dis/consolidated">http://tricity.wsu.edu/dis/consolidated</a>
10	WSU Spokane Library	<a href="https://spokane.wsu.edu/library/">https://spokane.wsu.edu/library/</a>

## 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. Through 2012, the libraries used LibQual+<sup>1</sup> to survey users every three years across all campuses, giving faculty, staff, and students an opportunity to provide feedback on library collections and services offered. In 2015 the libraries began investigating a new program, MINES, as a superior surveying tool; evaluation is expected to be completed in 2017. WSU Libraries 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 to assist decision-making in presenting information online, and developed local benchmarks 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,”<sup>2</sup> a series of promotional messages highlighting changes and improvements made in response to constituent feedback.

The WSU Libraries collect statistical data<sup>3</sup> 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 are used for formal and informal library purposes, 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+	<a href="https://libraries.wsu.edu/news/libraries-see-student-faculty-feedback">https://libraries.wsu.edu/news/libraries-see-student-faculty-feedback</a>
2	“We Hear You” Promotional Campaign	<a href="http://www.libraries.wsu.edu/tab/we-hear-you-campaign">http://www.libraries.wsu.edu/tab/we-hear-you-campaign</a>
3	WSU Libraries Historical Statistics	<a href="http://www.libraries.wsu.edu/assessment/historical-statistics">http://www.libraries.wsu.edu/assessment/historical-statistics</a>

## 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.<sup>1</sup> 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<sup>2</sup> including English composition, the Intensive American Language Center, and general education. The Libraries also offer a suite of workshops<sup>3</sup> 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.<sup>4</sup> 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.<sup>5</sup>

## 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) program. 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	<a href="http://wsulibs.wsu.edu/li">http://wsulibs.wsu.edu/li</a>
2	Library Instruction Partner Programs	<a href="http://wsulibs.wsu.edu/usered/partners.html">http://wsulibs.wsu.edu/usered/partners.html</a>
3	Library Classes Offered through Human Resources and On Demand	<a href="http://wsulibs.wsu.edu/usered/COD">http://wsulibs.wsu.edu/usered/COD</a>
4	Instructional Statistics	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.E.3%20Libraries%20InstrStatsSummaries3.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.E.3%20Libraries%20InstrStatsSummaries3.pdf</a>
5	Online Tutorials and Research Guides	<a href="http://libguides.wsulibs.wsu.edu/cat.php?cid=20787">http://libguides.wsulibs.wsu.edu/cat.php?cid=20787</a>

## 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+, 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” promotional campaign.

Collection analysis for resources held by the Libraries, and those that have been cooperatively arranged, is informed using metrics on use, distribution,<sup>1</sup> and expenditures, and is further informed by subject liaisons<sup>2</sup> 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),<sup>3</sup> 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<sup>4</sup> 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 in courses such as English 101 and Roots of Contemporary Issues<sup>5</sup> to examine student ability to locate topic relevant resources and distinguish among information resource types. The Libraries also evaluate

student learning using online session evaluations<sup>6</sup> 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<sup>7</sup> and reported annually.

#### Exhibits 2.E.4

#	Regular and Systematic Review of Library Information Resources	Evidence
1	Circulation Statistics	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.E.4%20Stats-at-a-glance%202016.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.E.4%20Stats-at-a-glance%202016.pdf</a>
2	Liaison Subject Specialists	<a href="http://libguides.libraries.wsu.edu/liaisons/liaisonlist">http://libguides.libraries.wsu.edu/liaisons/liaisonlist</a>
3	Serials Decision Database	<a href="https://research.libraries.wsu.edu/xmlui/bitstream/handle/2376/2689/SDD%20Tables%20Fig%20Appendix%20for%20Research%20Exchange.pdf?sequence=2&amp;isAllowed=y">https://research.libraries.wsu.edu/xmlui/bitstream/handle/2376/2689/SDD%20Tables%20Fig%20Appendix%20for%20Research%20Exchange.pdf?sequence=2&amp;isAllowed=y</a>
4	Instructor Survey	<a href="http://surveymonkey.com/s/LI-EnglishCompSurvey">http://surveymonkey.com/s/LI-EnglishCompSurvey</a>
5	Information Literacy	<a href="http://wsulibs.wsu.edu/library-instruction">http://wsulibs.wsu.edu/library-instruction</a>
6	Instruction Session Student Evaluation Form	<a href="https://www.wsulibs.wsu.edu/library-instruction/evaluation-form">https://www.wsulibs.wsu.edu/library-instruction/evaluation-form</a>
7	Real time Reference Statistics Gathering Tool (LibAnswers)	<a href="http://libanswers.wsulibs.wsu.edu">libanswers.wsulibs.wsu.edu</a>

## 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 experienced a decline in state funding over the last several biennia (see WSU Budget Office<sup>1</sup> site for detailed information), the University, through active, strategic management—as summarized in the preface of this document—has seen increases in both the number of students enrolled and the number of students educated across its multi-campus system.

President's Review with the Regents—Then and Now (August 24, 2015)					
Student Profile			Employees and Structure		
	Fall 2011	Fall 2015		Fall 2011	Fall 2015
Total enrollment	27,329	29,686	Faculty	2,126	2,317
Undergraduates	22,763	24,470	Administrative professional	1,571	1,964
Graduate Students	3,777	4,269	Classified	1,812	2,043
Professional	789	947	Total	5,509	6,324
Total student financial aid awarded	\$262.3M	\$317.0M	Number of academic colleges	11	11
WSU alumni	175,000	222,188	Number of vice presidents	5	8
Annual Tuition and S&A Fees			Financial		
	Fall 2011	Fall 2015		Fall 2011	Fall 2015
Resident undergraduate	\$9,886	\$10,916	Total capital budget (biennial)	\$351.2M	\$328.9M
Resident graduate	\$10,188	\$11,784	State capital appropriations	\$174.3M	\$140.9M
Non-resident undergraduate	\$21,164	\$24,516	Total operating budget (biennial)	\$1.7B	\$2.0B
Non-resident graduate	\$23,342	\$25,216	State operating budget appropriations	\$303.4M	\$423.5M
			Research enterprise expenditures	\$304.4M	\$326.4M
			Annual fundraising totals	\$148.9 M	\$166.5M
			Campaign complete	\$584.6 M	\$ 1.065 B

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, 2016 and 2015, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in conformity with accounting principles generally accepted in the United States of America.”

Washington State University has had 15 consecutive years without audit findings, a significant achievement. Additionally, WSU's bond rating<sup>2</sup> was recently reaffirmed at the Aa2 level, while assigning a negative outlook due to a decline in financial flexibility with debt and expense growth outpacing revenue and resource growth in recent years.

### Financial planning

Washington State University continues to move forward with its updated strategic plan,<sup>3</sup> increasing the size and diversity of the freshman class; building out the new Elson S. Floyd College of Medicine; successfully completing the \$1 billion campaign; and expanding its research grant and contract portfolio.

WSU has adopted a new all funds forecasting model that assists senior leadership in assessing investment choices from a strategic financial planning perspective. The model uses data from the financial statements and projections from areas within the University. The result is an actuals-based projection for the current and future fiscal years. Changing the assumptions in the model (enrollment growth rate, for instance) provides the opportunity to weigh various possible outcomes in both the short- and long-term.

### 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 2016 WSU Financial Report).<sup>4</sup>

For the first time in history, the Washington state legislature reduced tuition for resident undergraduate students by 5 percent, effective fall 2015. The decrease in tuition revenue was fully backfilled by the legislature. The effect for students and their families was a drop in tuition of about \$1,000 for resident, undergraduate students. In the fall of 2016, this rate was reduced by a further 10 percent, and this revenue decline to the institution was also backfilled by the legislature.

In addition to the backfill of tuition, the Legislature also provided funding for salary increases of 3 percent, 1.8 percent for faculty, staff and graduate students, effective July 1, 2015 and July 1, 2016. (See WSU Budgets.)<sup>5</sup>

With regard to specific budgets within the University, all senior university leaders are responsible for maintaining balanced budgets for their area(s).<sup>6</sup> Areas that have or are projected to have deficits are required to provide plans to correct the projected overspending. These plans are reviewed with the senior leader and the Budget Office and must be approved by the President.

### Exhibits 2.F.1

#	Financial Stability	Evidence
1	WSU Budget Office Website	<a href="http://budget.wsu.edu">http://budget.wsu.edu</a>
2	WSU's Bond Rating	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.1%20Moody's%20Rating%20Report%20WSU%20GRB%20and%20Refg%204-20-16.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.1%20Moody's%20Rating%20Report%20WSU%20GRB%20and%20Refg%204-20-16.pdf</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.1%20S%20and%20P%20Rating%20Report%20WSU%20GRB%20and%20Refg-4-21-16.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.1%20S%20and%20P%20Rating%20Report%20WSU%20GRB%20and%20Refg-4-21-16.pdf</a>
3	WSU's Strategic Plan (2014 – 2019)	<a href="https://strategicplan.wsu.edu/">https://strategicplan.wsu.edu/</a>
4	Audited Financial Report (2016)	<a href="https://genacct.wsu.edu/pdffiles/WSU%20Final%20financial%20report%202016.pdf">https://genacct.wsu.edu/pdffiles/WSU%20Final%20financial%20report%202016.pdf</a>

5	WSU Budgets; 2015-17 biennial budget and 2016 Supplemental budget	<a href="https://budget.wsu.edu/state-budget/2015-17-Biennial-Budget/index.html">https://budget.wsu.edu/state-budget/2015-17-Biennial-Budget/index.html</a> <a href="https://budget.wsu.edu/state-budget/2016%20Supplemental%20Budget/Final-compromise-budget.html">https://budget.wsu.edu/state-budget/2016%20Supplemental%20Budget/Final-compromise-budget.html</a>
6	WSU Executive Policy Manual, Policy #1	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP1_Policy_on_Budget_Responsibility.htm">http://public.wsu.edu/~forms/HTML/EPM/EP1_Policy_on_Budget_Responsibility.htm</a>

## 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 prior several biennia of state budget reductions were difficult, but the University was successful with regard to maintaining its focus on its strategic priorities. (See Financial Planning section, above).

Among the successes that contribute to the University's continued strength are:

- Increase in systemwide enrollments and the diversity of the incoming classes (see 2.F.1)
- Successful completion of the *Campaign for Washington State University: Because the World Needs Big Ideas* (see 2.F.1)
- State approval for the Elson S. Floyd College of Medicine and its preliminary accreditation
- Growth in the number of WSU Alumni

Exhibits to this subsection provide links to the most current statistics on student enrollment,<sup>1</sup> including the Budget Office website<sup>2</sup> for actual state funding (capital and operating) and the Campaign for WSU success to-date.<sup>3</sup> In addition, the current Executive Policies for resource planning may be found in the exhibits.<sup>4</sup> Policies and procedures for resource planning are undergoing continued review under new leadership now in place, including a new president, provost and executive vice president, and vice president for finance and administration. These planning processes are taking advantage of improved data forecasting abilities consistent with the University's emphasis on data-driven decision making in the refreshed strategic plan.

### Exhibits 2.F.2

#	Resource Planning and Development	Evidence
1	Current Student Enrollments	<a href="https://wsu.edu/documents/2016/10/facts-and-figures.pdf">https://wsu.edu/documents/2016/10/facts-and-figures.pdf</a>
2	WSU Budgets; 2015-17 biennial budget and 2016 Supplemental budget	<a href="https://budget.wsu.edu/state-budget/2015-17-Biennial-Budget/index.html">https://budget.wsu.edu/state-budget/2015-17-Biennial-Budget/index.html</a> <a href="https://budget.wsu.edu/state-budget/2016%20Supplemental%20Budget/Final-compromise-budget.html">https://budget.wsu.edu/state-budget/2016%20Supplemental%20Budget/Final-compromise-budget.html</a>
3	Campaign Success	<a href="https://campaign.wsu.edu/">https://campaign.wsu.edu/</a>
4	Policies and Procedures for Resource Planning	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP1_Policy_on_Budget_Responsibility.htm">http://public.wsu.edu/~forms/HTML/EPM/EP1_Policy_on_Budget_Responsibility.htm</a> <a href="http://public.wsu.edu/~forms/HTML/EPM/EP2_Policy_for_Allocating_Facilities_and_Administrative_Cost_Recovery_Revenue.htm">http://public.wsu.edu/~forms/HTML/EPM/EP2_Policy_for_Allocating_Facilities_and_Administrative_Cost_Recovery_Revenue.htm</a>

## 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 able to 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. These planning processes are reviewed in more depth in Chapter 3.

The president and the chief university budget officer also meet with the Associated Students of Washington State University (ASWSU) and the Graduate and Professional Students Association (GPSA), via the President's Student Advisory Board, to discuss topics of interest to the students. These meetings include budget updates, information regarding tuition and fees and other topics as chosen by the students.

The president, provost, and Chief University Budget Officer meet with and present information at the Administrative Professional Advisory Council (APAC) meetings regarding the University, the budget, and legislative updates. The Chief University Budget Officer meets regularly with the Area Finance Officers (AFOs) with updates on the budget, tuition, legislative changes and other topics of interest, and meets with students from the student newspaper, *The Daily Evergreen*, and with students researching budget topics for class writing assignments. On occasion, they also present updates to the faculty senate. Annual town hall meetings on each campus also provide opportunities for information sharing and feedback. The president invites direct feedback to his office through PresidentsOffice@wsu.edu and the provost invites direct feedback through Provosts.Office@wsu.edu.

## 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 Generally Accepted Accounting Principles (GAAP) and the internal controls outlined in the Business Policies and Procedures Manual (BPPM) 30.06<sup>1</sup> 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 personnel have access to the accounts for their college or departmental budgets. They can review the status of accounts via the WSU system called BALANCES, as described in BPPM 30.07.<sup>2</sup>

Financial, human resource, and payroll activities and information are currently provided using a legacy administrative system which has served the University well for more than 35 years. A recent internal assessment of processes and systems found:

- Risk of system failure and noncompliance is growing, threatening business continuity.
- Inability of existing systems and processes to adequately and efficiently support the University's growing research, instruction, and service mission.
- Administrative processes are layered, outdated and paper intensive, creating high barriers to entrepreneurial innovation and effectiveness.
- Lagging analytics and reporting capabilities hinder strategic and timely decision making.

To address these concerns the University is in the early planning and assessment phase to modernize finance, payroll and human resource business processes and systems. The modernization initiative will ensure continuity of University operations and capture future efficiencies and strategic advantages that will serve the University for years to come. The modernization initiative will achieve following goals:

- Eliminate failure and compliance risk associated with continued operation of legacy human resource, payroll, and finance processes and systems.
- Deploy more effective and efficient human resource, payroll, and finance services based on industry best practices to support the growing academic and interdisciplinary research enterprise.
- Replace inefficient paper based processes with intuitive online workflow on multiple devices.
- Enable real time analytics to support daily operations of the university at all levels.
- Leapfrog traditional monolithic systems deployed in the last 20 years to a modern and nimble, cloud software service offering focused on business process design.
- Work in a spirit of shared governance and open communication to effectively foster change. This second implementation will replace the homegrown systems with more robust, modern systems.

Internal controls are codified and documented via the BPPM and the Executive Policy Manual (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.)<sup>3</sup>

#### Exhibits 2.F.4

#	Timely and Accurate Financial Information	Evidence
1	BPPM 30.06 Tracking Departmental Expenditures	<a href="http://public.wsu.edu/~forms/HTML/BPPM/30_Finance/30.06_Tracking_Departmental_Expenditures.htm">http://public.wsu.edu/~forms/HTML/BPPM/30_Finance/30.06_Tracking_Departmental_Expenditures.htm</a>
2	BPPM 30.07 Account Balances/Detail	<a href="http://public.wsu.edu/~forms/HTML/BPPM/30_Finance/30.07_Account_Balances-Detail.htm">http://public.wsu.edu/~forms/HTML/BPPM/30_Finance/30.07_Account_Balances-Detail.htm</a>
3	WSU Internal Audit Function	<a href="https://internalaudit.wsu.edu/">https://internalaudit.wsu.edu/</a>

## 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,<sup>1</sup> this process involves the president, vice presidents, provost, chancellors, deans, and other senior staff, as well as the regents, and includes capital budget briefings held by the provost. In 2015, the University revamped its process for developing the biennial capital budget request with more lead time and to more effectively integrate the needs from each requesting unit into a consolidated list. The resulting list was expanded to include capital requests using all funding sources (state allocations, bonds, philanthropy, and combinations of these).

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 2017-2019 state capital budget request<sup>2</sup> 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 Troy Hall Renovation<sup>3</sup> directly ties the project to the institution's mission and goals and physical master plan.

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.<sup>4</sup> Beyond state appropriations, individual colleges also purchase equipment through grants, grant matching funds, local funds, and donated funds.

### 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 will perform sensitivity analysis to evaluate varying cost and revenue drivers and discuss such analysis at the time of requesting additional debt and/or annual debt reporting to the Board of Regents. Such drivers will include, but are not limited to, enrollment deviations, tuition and fee variations, state and federal appropriation changes, sponsored research anomalies all as compared to current year budget, while reflecting varying market assumptions.
- 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 below for a link to the approved policy on debt.<sup>5</sup>

### Exhibits 2.F.5

#	Capital Planning	Evidence
1	2017-19 Major Capital Budget Planning Process and Timeline	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.5%20MAJOR%20CAP%20REQ%202017-19%20TIMELINE.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.5%20MAJOR%20CAP%20REQ%202017-19%20TIMELINE.pdf</a>
2	Capital Budget Request List, approved by Board of Regents	<a href="https://budget.wsu.edu/state-budget/2017-2019.html">https://budget.wsu.edu/state-budget/2017-2019.html</a>
3	Capital Budget Request Item, Troy Hall Renovation	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.5%202015-17%20Capital%20Request-Troy-Hall.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.5%202015-17%20Capital%20Request-Troy-Hall.pdf</a>

4	Capital Budget Request – Minor Works/ Equipment	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.5%202015-17%20Capital%20Request-Minor-Works-Equipment.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.5%202015-17%20Capital%20Request-Minor-Works-Equipment.pdf</a>
5	Capital Budgets/Debt, Board of Regents Policy Manual, Policy #5	<a href="http://public.wsu.edu/~forms/HTML/BOR/BOR5Debt_Management_Policy.htm">http://public.wsu.edu/~forms/HTML/BOR/BOR5Debt_Management_Policy.htm</a>

## 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<sup>1</sup> 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, transportation, and the Student Recreation Center (described in 2.D.12). The larger auxiliaries, such as housing and dining services, have externally audited financial statements.<sup>2</sup>

### Exhibit 2.F.6

#	Auxiliary Enterprises	Evidence
1	BPPM 30.16 Administrative Service Charge	<a href="http://public.wsu.edu/~forms/HTML/BPPM/30_Finance/30.16_Administrative_Service_Charge.htm">public.wsu.edu/~forms/HTML/BPPM/30_Finance/30.16_Administrative_Service_Charge.htm</a>
2	Auxiliary Financial Statements	<a href="https://genacct.wsu.edu/pdffiles/WSU%20Final%20financial%20report%202016.pdf">https://genacct.wsu.edu/pdffiles/WSU%20Final%20financial%20report%202016.pdf</a>

## 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 2016 concluded the financial statements present fairly, in all material respects, the respective financial position of the University;<sup>1</sup> and there were no findings on the financial statement audit either. The University has had fifteen consecutive years without a financial statement finding. In addition, several of WSU largest auxiliaries, such as WSU Athletics, the WSU Foundation, and WSU Housing and Dining, also have external audits performed on a yearly basis.

WSU also has an internal audit team<sup>2</sup> 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 fifteen years.

### Exhibits 2.F.7

#	Financial Audit	Evidence
1	WSU Audited Financial Statements, page 12 of the Washington State University Financial Report	<a href="https://genacct.wsu.edu/pdffiles/WSU%20Final%20financial%20report%202016.pdf">https://genacct.wsu.edu/pdffiles/WSU%20Final%20financial%20report%202016.pdf</a>
2	WSU Internal Audit Function	<a href="http://internalaudit.wsu.edu">http://internalaudit.wsu.edu</a>

## 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).<sup>1</sup> 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. 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 Directors. 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 Directors have adopted a code of ethics<sup>2</sup> for members of the Board of Directors, for staff, and for others who serve on standing committees of WSUF as well as the Trustee membership. This code of ethics is consistent with standards adopted by the Council for the Advancement and Support of Education (CASE).

### Exhibits 2.F.8

#	Fundraising	Evidence
1	WSU Foundation and Washington State University MOU Agreement	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.1%20MOU%202016%20-%20Signed%5B1%5D.pdf?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.1%20MOU%202016%20-%20Signed%5B1%5D.pdf?Web=1</a>

2	WSU Foundation Code of Ethics	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.1%20WSUF%20CoI%20-%20FY%202017%5B1%5D.pdf?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.F.1%20WSUF%20CoI%20-%20FY%202017%5B1%5D.pdf?Web=1</a>
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## 2.G Physical and Technological Infrastructure

### 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 Washington State University campuses are accessible, safe, secure, and support the University’s mission and goals as outlined in the strategic plan.<sup>1</sup> Despite reduced state allocations, WSU continues to pursue a capital construction and renovation program consistent with the strategic plan, the Drive to 25 and the Campus Master Plan.

In the past four years, over 736,000 square feet in new construction have been added to the WSU campuses. An additional 78,000 square feet have undergone major renovation. Major and minor capital funding provided by the state totaling \$226 million, coupled with \$350 million in departmental, donor, and bond funds have resourced these efforts.<sup>2</sup> The increasing need for capital combined with declining state support puts an increased emphasis on raising private capital to avoid jeopardizing the 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.

Continued reductions in state funds to support Operations and Maintenance (O&M) of new buildings, a lack of inflationary adjustment for existing O&M funding levels, and a lack of state support for O&M of non-state funded construction have resulted in reduced staffing in all facets of facility care, increased workloads for the remaining staff, reduced frequency of some support services, degraded facility conditions, and ultimately reduced facility life cycles.

Ongoing facility assessments at WSU, using a combination of quantitative deficiency estimates and parametric predicted renewal modeling, estimate the deferred maintenance backlog as exceeding \$668 million when extrapolated across all WSU campuses and research stations.<sup>3</sup> The Washington state legislature has continued to provide minor capital funding for preserving facilities, reducing deferred maintenance, and addressing safety requirements state-wide, although these minor capital appropriations have generally decreased through the last four biennia.<sup>4</sup> WSU also leverages the use of an Energy Services Performance Contract, which has netted more than \$26 million since FY 2001 in energy and operational savings, rebates, grants, and loans for use in lighting retrofits, chiller replacements, and mechanical system upgrades.

Given the downward trend of operations and maintenance funding in recent biennia, WSU has developed a structured approach to assessing facilities and prioritizing projects in order to maximize the value of minor capital funding. WSU Facilities Services is implementing a collaborative, data-driven decision-making model to identify and prioritize deferred maintenance requirements based on University strategic plans and the Campus Master Plan. Additionally, WSU Facilities Services seeks to address deferred maintenance requirements in conjunction with client-funded projects, in

order to minimize long-term costs and client disruption, yet maximize the direct mission impact supporting academic instruction and research at the University. A few examples include addressing utility distribution requirements during construction of new Public Safety Building, replacing/upgrading roof to enable conversion of dog runs to cold storage in McCoy, and replacing/upgrading new chilled water lines to support Murdock Grant funded growth chamber.

Private funding has contributed significantly to capital projects at WSU. An estimated \$46.9 million in donated capital contributed to projects during the past four years.<sup>2</sup> More than \$1 million was privately donated toward each of the following projects: the PACCAR Environmental Technology Building, the Washington Grains Plant Growth Facility, the WSU Wine Science Center, the Brelsford Visitor Center, and the Football Operations Building.

### Exhibits 2.G.1

#	Physical Facilities	Evidence
1	WSU Strategic Plan	<a href="https://strategicplan.wsu.edu/">https://strategicplan.wsu.edu/</a>
2	Projects Funded During Past Four Years	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.1%20Exhibit%202%20Capital%20Projects.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.1%20Exhibit%202%20Capital%20Projects.pdf</a>
3	Higher Education Facility Comparable Framework 2016 Update	<a href="http://www.ofm.wa.gov/budget/instructions/capinst/he_comparable_framework_update2016.pdf">http://www.ofm.wa.gov/budget/instructions/capinst/he_comparable_framework_update2016.pdf</a>
4	Minor Capital Appropriations 1999 - 2017	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.1%20Exhibit%204%20Minor%20Capital%20History.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.1%20Exhibit%204%20Minor%20Capital%20History.pdf</a>

## 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,<sup>1</sup> and campus and departmental safety committees,<sup>2</sup> 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, recordkeeping, 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:<sup>3</sup>

- Environmental Health and Safety Office (EHS)
- Office of Research Assurances Biosafety Office
- Radiation Safety Office
- Public Safety (poison control)
- Fire and Safety Compliance 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),<sup>4</sup> help to identify gaps and opportunities for improvements.

#### Reporting Accidental Injuries or Illnesses Related to Hazardous Materials

WSU Pullman<sup>5</sup> 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. There were 71 incidents in 2015 and 27 in 2016 systemwide, with chemical or hazardous materials exposure incidents representing 11 to 6 percent respectively of all incidents. The severity of these incidents were mostly minor.

WSU Tri Cities<sup>6</sup> incident reports are reviewed upon receipt by the location EHS professional and the head of the campus safety committee. Investigation reports and corrective actions are also shared with the campus administration, campus safety committee, and any supervisors associated with the incident. For 2013, 2014, and 2015, only two incidents involving hazardous materials occurred with no injuries.

WSU Spokane<sup>7</sup> incident reports are reviewed upon receipt by the WSU Spokane EHS coordinator, the safety committee, and the administration. WSU Spokane has on average 1-3 incidents per year from hazardous materials. The severity of these incidents has been minor.”

WSU Vancouver<sup>8</sup> 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 2016-2017, 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.

#### 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.<sup>9</sup>

Data on the storage, use, and waste management of hazardous materials, as well as exposure or release of hazardous materials, are compiled into reports submitted to the following federal, state, and local regulatory agencies:

- Environmental Protection Agency
- Department of Homeland Security
- Department of Transportation
- Nuclear Regulatory Commission
- Drug Enforcement Agency
- 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 Marshal and Wastewater Pretreatment Program
- Spokane Regional Clean Air Agency
- City of Spokane Wastewater Management

These reports are reviewed and discussed at applicable presidential, 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.

Research using potentially hazardous biological materials or particularly hazardous substances involving animals is submitted to the Institutional Biosafety Committee (IBC)<sup>10</sup> and/or the Institutional Animal Care and Use Committee (IACUC)<sup>11</sup> 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 have a standard operating procedure for each specific situation before the IACUC will approve the application.

The University Radiation Safety Office<sup>12</sup> 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.

WSU's Environmental Health and Safety and Office of Research Assurances evaluated more than 1,000 laboratories in 2016 for alignment with WSU safety and dangerous waste management policies. Laboratory chemical and physical hazard training was provided to more than 600 individuals working in WSU research laboratories.

#### 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, wastewater, and air emission monitoring facilities are designed into new buildings to meet safety and environmental regulatory requirements. Additionally, laboratories are routinely inspected to ensure adequate containment of radioactive and/or biohazardous materials.

#### Recognition

Washington State University has a long history of being recognized and awarded for its environmental health and safety efforts. WSU received "Champion of Sustainability" awards from McKinstry in each of 2015 and 2016.<sup>13</sup> In 2012 WSU won a "Green Washington" award from *Seattle Business Magazine* for being a state leader in adoption of clean technology.<sup>14</sup>

#### Exhibits 2.G.2

#	Policies Regarding Hazardous and Toxic Materials	Evidence
1	University Health and Safety Committee Institutional Biosafety Committee Radiation Safety Committee Reactor Safeguards Committee	<a href="https://president.wsu.edu/health-safety/">https://president.wsu.edu/health-safety/</a> <a href="https://president.wsu.edu/biosafety/">https://president.wsu.edu/biosafety/</a> <a href="https://president.wsu.edu/radiation-safety/">https://president.wsu.edu/radiation-safety/</a> <a href="https://president.wsu.edu/reactor-safeguards/">https://president.wsu.edu/reactor-safeguards/</a>
2	WSU Spokane Safety Committee WSU Tri Cities Safety Committee WSU Vancouver Safety Committee	<a href="https://spokane.wsu.edu/facilities/environmental-health-and-safety/safety-committee/">https://spokane.wsu.edu/facilities/environmental-health-and-safety/safety-committee/</a> <a href="https://tricitie.wsu.edu/campus-safety-parking/safetycommittee/">https://tricitie.wsu.edu/campus-safety-parking/safetycommittee/</a> <a href="http://admin.vancouver.wsu.edu/ehs/environmental-health-safety">http://admin.vancouver.wsu.edu/ehs/environmental-health-safety</a>

3	Environmental Health and Safety Office (EHS) Office of Research Assurances Biosafety Office Radiation Safety Office Public Safety (poison control) Fire Safety Office Nuclear Radiation Center	<a href="http://ehs.wsu.edu">http://ehs.wsu.edu</a> <a href="http://www.ora.wsu.edu">http://www.ora.wsu.edu</a> <a href="http://www.bio-safety.wsu.edu/biosafety">http://www.bio-safety.wsu.edu/biosafety</a> <a href="http://rso.wsu.edu">http://rso.wsu.edu</a> <a href="http://police.wsu.edu">http://police.wsu.edu</a> <a href="https://police.wsu.edu/annual-security-fire-reports/nrc.wsu.edu">https://police.wsu.edu/annual-security-fire-reports/nrc.wsu.edu</a>
4	Safety Policy and Procedure Manual (SPPM)	<a href="http://wsu.edu/manuals_forms/HTML/SPPM/1_Introduction-Organization/1.02_Comprehensive_TOC.htm">wsu.edu/manuals_forms/HTML/SPPM/1_Introduction-Organization/1.02_Comprehensive_TOC.htm</a>
5	Pullman Incident Reporting	<a href="http://wsu.edu/manuals_forms/HTML/SPPM/2_General_Workplace_Safety/2.24_Reporting_Accidental_Injuries_and_Work-Related_Illnesses.htm">http://wsu.edu/manuals_forms/HTML/SPPM/2_General_Workplace_Safety/2.24_Reporting_Accidental_Injuries_and_Work-Related_Illnesses.htm</a>
6	Tri-Cities Incident Reporting	<a href="https://tricities.wsu.edu/facilities/ehs-safety-concern-report-form/">https://tricities.wsu.edu/facilities/ehs-safety-concern-report-form/</a>
7	Spokane Incident Reporting	<a href="http://hrs.wsu.edu/managers/incident-report/">http://hrs.wsu.edu/managers/incident-report/</a>
8	Vancouver Incident Reporting	<a href="http://admin.vancouver.wsu.edu/public-safety/accidentinjury-reporting">admin.vancouver.wsu.edu/public-safety/accidentinjury-reporting</a>
9	WSU Program Safety Highlights	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.2%20Program-safety-and-training-highlights-all-campuses.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.2%20Program-safety-and-training-highlights-all-campuses.pdf</a>
10	Institutional Biosafety Committee (IBC)	<a href="http://www.bio-safety.wsu.edu">http://www.bio-safety.wsu.edu</a>
11	Institutional Animal Care and Use Committee (IACUC)	<a href="http://www.iacuc.wsu.edu">http://www.iacuc.wsu.edu</a>
12	Radiation Safety Office	<a href="http://rso.wsu.edu">http://rso.wsu.edu</a>
13	WSU “Champion of Sustainability” Award from McKinstry	<a href="http://www.mckinstry.com/2016/12/13/wsu-north-puget-sound-at-everett-project-team-named-seahawks-week-15-champion-of-sustainability/">http://www.mckinstry.com/2016/12/13/wsu-north-puget-sound-at-everett-project-team-named-seahawks-week-15-champion-of-sustainability/</a>
14	WSU “Green Washington” Award from Seattle Business Magazine	<a href="http://seattlebusinessmag.com/article/green-washington-awards-2012-green-team">http://seattlebusinessmag.com/article/green-washington-awards-2012-green-team</a>

### 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, campuses in Everett, Spokane, Tri-Cities, and Vancouver, and research and extension centers statewide. The first building in Everett recently finished construction. Each of the WSU academic campuses and the research and extension centers have master plans<sup>1</sup> that are consistent with the mission and strategic plan of the institution as a whole. These plans are reviewed and updated in 10-20 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 the University planning staff. 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, students, and community stakeholders.

### 2012 WSU Pullman Campus Master Plan<sup>2</sup>

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 society as a whole in the coming decades.

### 2014 WSU Spokane Health Sciences Campus Master Plan<sup>3</sup>

In 2014, the campus master plan was updated to reflect planned academic program growth in support of the health sciences vision. Additionally, the campus recently added the Elson S. Floyd College of Medicine to its academic offerings, which also includes significant projected growth in biomedical science research. Biomedical and health science facilities have continued to be identified as the top capital priority to support the need for current and future expansion of health sciences research and teaching programs including updates to parking, IT, and maintenance infrastructures.

The location of the Health Sciences Campus in downtown Spokane's University District provides an exceptional opportunity to develop synergistic public-private relationships in the healthcare and biotechnology fields. The University District proximity to downtown and the south hill health care district offers both private urban development opportunities, as well as clinical and ambulatory health care adjacencies. The Health Sciences 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 other institutions, who are all partners in the programs and facilities that established the beginnings of the Health Sciences Campus. The 2009 master plan update represented a more consolidated health sciences focus and identified a potential road map for a denser facility build out in support of a campus environment located in an urban area.

### 2009 WSU Tri-Cities Campus Master Plan<sup>4</sup>

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, Battelle, 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.

In 2014, the Tri-Cities campus academic master plan<sup>5</sup> was updated. The plan identifies a vision in support of a polytechnic-like approach in STEM programs emphasizing the studies of Energy, Health Sciences, Environment, Agriculture and Innovation. Local private and public engagement will be a continued effort for long term sustainable growth.

Recently, efforts focused on portions of the 2009 master plan in an effort to establish exterior construction standards for future development, as well as revisit location of near term campus developments. Supporting the strategic plan and growth of the campus, the recent developments include a student activity center, academic buildings, student housing, and intramural play fields.

### 2007 WSU Vancouver Campus Master Plan<sup>6</sup>

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 zoning 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 was formally submitted to and approved by Clark County. The county engages with University staff and consultants in extensive analyses of environmental impacts, including traffic generation and storm water controls.

During 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,<sup>7</sup> Puyallup,<sup>8</sup> Wenatchee,<sup>9</sup> and Prosser.<sup>10</sup> All centers deliver outreach and extension services as part of the land-grant mission of the University, and each is reflective of the region where it is located. Mount Vernon is known for research related to 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 is engaged with the wine industry. Master plans for each of the centers were completed in 2007 and were subsequently updated between 2008 and 2012.

### Exhibits 2.G.3

#	Master Plan for WSU's Physical Development	Evidence
1	All Master Plans	<a href="http://facilitieservices.wsu.edu/CampusMasterPlans.aspx">http://facilitieservices.wsu.edu/CampusMasterPlans.aspx</a>
2	WSU Pullman Master Plan	<a href="http://facilitieservices.wsu.edu/resources/pdf/masterplan/pullman_MasterPlan.pdf">http://facilitieservices.wsu.edu/resources/pdf/masterplan/pullman_MasterPlan.pdf</a>
3	WSU Spokane Master Plan	<a href="http://facilitieservices.wsu.edu/resources/pdf/masterplan/spokane_plan.pdf">http://facilitieservices.wsu.edu/resources/pdf/masterplan/spokane_plan.pdf</a>
4	WSU Tri-Cities Master Plan	<a href="http://facilitieservices.wsu.edu/resources/pdf/masterplan/tricities_MasterPlan.pdf">http://facilitieservices.wsu.edu/resources/pdf/masterplan/tricities_MasterPlan.pdf</a>
5	WSU Tri-Cities Academic Master Plan	<a href="https://tricitie.wsu.edu/documents/2016/06/academic-master-plan-2.pdf">https://tricitie.wsu.edu/documents/2016/06/academic-master-plan-2.pdf</a>
6	WSU Vancouver Master Plan	<a href="http://facilitieservices.wsu.edu/resources/pdf/masterplan/vancouver_plan.pdf">http://facilitieservices.wsu.edu/resources/pdf/masterplan/vancouver_plan.pdf</a>
7	Northwestern Washington Research and Extension Center, Mount Vernon	<a href="http://facilitieservices.wsu.edu/resources/pdf/masterplan/MtVernon.pdf">http://facilitieservices.wsu.edu/resources/pdf/masterplan/MtVernon.pdf</a>
8	Puyallup Research and Extension Center	<a href="http://facilitieservices.wsu.edu/resources/pdf/masterplan/Puyallup.pdf">http://facilitieservices.wsu.edu/resources/pdf/masterplan/Puyallup.pdf</a>
9	Tree Fruit Research and Extension Center, Wenatchee	<a href="http://facilitieservices.wsu.edu/resources/pdf/masterplan/Wenatchee.pdf">http://facilitieservices.wsu.edu/resources/pdf/masterplan/Wenatchee.pdf</a>
10	Irrigated Agriculture Research and Extension Center, Prosser	<a href="http://facilitieservices.wsu.edu/resources/pdf/masterplan/Prosser.pdf">http://facilitieservices.wsu.edu/resources/pdf/masterplan/Prosser.pdf</a>

## 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 the acquisition of new equipment and the replacement of 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 coordinates planning and allocation of funds for classroom renovation and teaching equipment. In the past four years, 44 classrooms were upgraded, raising the percentage of general university classrooms connected to the content distribution system to 92. On the Pullman campus, Academic Media Services (AMS)<sup>2</sup> 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. Campuses other than Pullman 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 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 their respective 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, when available, a significant portion of WSU's state omnibus equipment appropriation provides funding for the startup packages as well. History for state funding for equipment is available in the exhibits.<sup>3</sup> As state funding for equipment has diminished, nonappropriated funds are used for a greater proportion of equipment expenses related to the academic enterprise.<sup>4</sup>

Shared research facilities managed by either the Office of Research or individual colleges are available to provide all WSU faculty (as well as non-WSU researchers) with access to large instruments and expertise in using them. These core facilities<sup>5</sup> typically collect user fees supplemented by other allocated funds (from a variety of permanent and temporary resources, such as facilities and administration costs) to repair, maintain and/or upgrade equipment, or to purchase service contracts. Faculty also have the opportunity to apply for internal funding to purchase equipment, and WSU provides matching funds for external large instrumentation grants.

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 having one or more equipment coordinators who look after equipment; again, repair is often pay-as-needed, with the exception of service contracts that are often maintained on more expensive or critical instruments.

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)<sup>6</sup>—specifically sections 20.50, 20.51, and 20.53—which outline inventory control procedures mandated in the Revised Code of Washington (RCW)<sup>7</sup> and the Washington Administrative Code (WAC). The Office of Research also maintains a database of capital equipment for researchers who may need temporary access to a specific piece of equipment.

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

Equipment for maintenance of facilities and infrastructure has been historically funded from omnibus equipment appropriations provided by the legislature or from University operating reserves. There has not been an omnibus appropriation since the 2009-2011 biennium. As a result, WSU has prioritized equipment needs and sourced them through operating reserves. As before, the criterion for prioritization has been efficiency, but the University has also had to allocate operating and/or equipment reserves to equipment purchases based on equipment failure (or imminent failure) when that failure would have had an immediate, negative impact. The University has mitigated the impact of a lack of omnibus equipment funding by transferring responsibility for managing and replacing equipment to a self-sustaining operation. Annual operating funds pay daily rental rates for the required equipment, and the self-sustaining organization balances the risk of equipment failure across a larger portfolio (can move critical equipment between organizations based on highest priority, replaces most important equipment from rental fee revenue).

#### Exhibits 2.G.4

#	Equipment	Evidence
1	General University Classroom Committee	<a href="https://provost.wsu.edu/procedures/classrooms/">https://provost.wsu.edu/procedures/classrooms/</a>
2	Academic Media Services	<a href="http://www.ams.wsu.edu/Index.aspx">http://www.ams.wsu.edu/Index.aspx</a>
3	Omnibus Equipment Appropriations	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.4%20Exhibit%203%20-%20Omnib%20Equip%20Appropriations%20History.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.4%20Exhibit%203%20-%20Omnib%20Equip%20Appropriations%20History.pdf</a>
4	Academic and Support Services Equipment Expenditures	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.4%20Exhibit%204%20Equipment%20Expenditures.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/2.G.4%20Exhibit%204%20Equipment%20Expenditures.pdf</a>
5	Core Facilities	<a href="https://research.wsu.edu/capabilities-facilities/instrumentation-facilities/">https://research.wsu.edu/capabilities-facilities/instrumentation-facilities/</a> <a href="https://spokane.wsu.edu/research/core-facilities/">https://spokane.wsu.edu/research/core-facilities/</a>
6	BPPM 20.50 Property Inventory BPPM 20.53 Merchandise and Consumable Inventories	<a href="http://public.wsu.edu/~forms/HTML/BPPM/20_Property/20.00_Contents.htm">http://public.wsu.edu/~forms/HTML/BPPM/20_Property/20.00_Contents.htm</a>
7	RCW 43.19.1917	<a href="http://apps.leg.wa.gov/RCW/default.aspx?cite=43.19.1917">http://apps.leg.wa.gov/RCW/default.aspx?cite=43.19.1917</a>

## 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 Technology Services (ITS) 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 ITS 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 ITS's ability to provide technology systems to the University community is guided by the IT strategic plan.<sup>1</sup> 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.<sup>2</sup> The legacy SIS was replaced with an enterprise SIS to provide a single system for the entire WSU community. The new SIS<sup>3</sup> 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 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 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. At present, 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 addition to the SIS 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:

- myWSU. This gives the students, faculty and staff a one stop service portal to access the many services that WSU provide.
- Campus Mobile. Gives students the ability to view class schedules, financial aid, and financial status, for classes via a mobile application.
- Education Advisory Board Student Success Campus. Gives advisors current student information to best help advisees make decisions about courses, majors, and career plans. Student Success Campus allows for scheduling of advising appointments and integration to advisor calendars.
- Education Advisory Board Student Success Guide. A student centered mobile application designed to help WSU students navigate the University academically, administratively, and socially. Provides resources and tips in a timely manner, and reminders of upcoming deadlines and important dates. It also allows students to resolve many issues from their mobile device.
- Education Advisory Board Academic Program Solutions. In 2016, WSU embarked on a new project with EAB to develop a product called Academic Performance Solutions (APS). APS seeks to enhance college-level review of performance on key metrics including cost, capacity, student demand, and student outcomes with external benchmarks to contextualize performance. APS is a solution designed to empower financial and academic leaders with the department-specific performance and cost data they need to make more effective decisions. Using key metrics such as enrollment, course fill rates, outcomes and costs, APS aggregates institutional data and develops validated scorecards that can be used to support critical decisions and investments. It also seeks to support resource planning effectiveness in an environment of constrained resources by providing administrative and academic leadership with department-specific benchmarks geared at facilitating challenging resource tradeoff discussions. In mid-2017, EAB will provide a web-based platform offering drill-down access to college and unit data. This will allow units to look at specific areas of progress or areas for improvement.
- General University Classrooms (GUC).<sup>4</sup> 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.<sup>5</sup> 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.<sup>6</sup> 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.
- Learning Management System (LMS). WSU currently uses the hosted version of Blackboard<sup>7</sup> to deliver online courses to the global community and to support both hybrid and on-campus courses on all WSU campuses. Angel 8.0 (the previous LMS) was retired and Blackboard deployed in its place in 2015. The Global Campus uses LMS technology to deliver degrees, courses, workshops, and professional development activities to the online community.
- Videoconferencing System<sup>8</sup>. Videoconference systems in the GUC 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.<sup>9</sup> A High-Performance Computing (HPC) cluster was brought online in spring 2011. 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 re-

search and the opportunity to interact and collaborate within the University research community, as well as build partnerships with business, industry, and other universities. In 2016, WSU went live with the Kamiak HPC cluster. Kamiak operates under a condo computing model, under which researchers invest in computer nodes and storage. Nodes and storage that are currently going unused by investors are made available to the general University community, with the provision that investors may reclaim their resources at any time.

#### Infrastructure

WSU IS continues to maintain and enhance the existing technology infrastructure as directed by Goal 2 of the IT 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 ITS 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 directly to the State of Washington K-20 network, Pacific Northwest Gigapop (PNWGP), and the Idaho Regional Optical Network (IRON) and through these redundant connections to the broader internet, including R&E networks such as Internet2 and the National Lambda Rail (NLR).<sup>10</sup> 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:

- Email upgrade.<sup>11</sup> WSU migrated to cloud-based email for all students. The free cloud-based email system provides students with 50 GB of storage, and when available by the start of spring semester 2017, access to 1TB of online storage, as well as back-up services along with an office live workspace. Plans are underway to migrate faculty and staff email from Exchange 2010 to Office 365 with the ability to standardize email naming conventions.
- Voice-over-internet-protocol.<sup>12</sup> The outdated analog phone system was replaced with a digital voice-over-internet-protocol (VoIP) technology. 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.
- Skype for Business.<sup>13</sup> WSU has recently deployed an enterprise Skype for Business solution. This will introduce on-demand video conferencing from one's desktop giving the ability for better faculty-student interaction. This will also replace other foundational technologies that are present in other systems and services such as Blackboard Collaborate.
- Future projects.
  - A proposal to build a consolidated Network Operational Center (NOC)/Security Operational Center (SOC) has been approved and construction is going to start soon. This capability will enhance the up-time of the IT Services that are provided to the campus. In addition, it will improve the ability for WSU to identify and mitigate IT security risks quickly with reduced impact to faculty, students and staff.
  - A proposal to renovate existing space in the IT Building to create a Tier2/3 Data Center to serve all of WSU has been submitted to the state of Washington government for funding in the upcoming biennium.
  - Continued transition away from a standalone 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. At present, about 85 percent of general purpose computing is virtualized resulting in significant savings in infrastructure costs.

- WSU is planning to connect all of its campuses via a high-speed intranet with a vision of 10 Gb/s redundant connections to each campus including a roadmap to 100 Gb/s. This will provide improved connectivity to support high performance computing and instruction. This plan will also include connecting all of the WSU Extension locations.

### Exhibits 2.G.5

#	Technological Systems and Infrastructure	Evidence
1	Information Technology (IT) Services Strategic Roadmap	<a href="https://itgovernance.wsu.edu/it-roadmaps/">https://itgovernance.wsu.edu/it-roadmaps/</a>
2	Student Information Systems Project Description	<a href="http://esg.wsu.edu/student-information-system/">http://esg.wsu.edu/student-information-system/</a>
3	Zzsusis FAQs	<a href="http://wsu.edu/psportal/pages/help.html">http://wsu.edu/psportal/pages/help.html</a>
4	General University Classroom Technology Support	<a href="http://ams.wsu.edu/ClassroomTech/Splash.aspx">http://ams.wsu.edu/ClassroomTech/Splash.aspx</a>
5	Lecture Capture System	<a href="https://elearning.wsu.edu/panopto/">https://elearning.wsu.edu/panopto/</a>
6	Web Conferencing System	<a href="http://webconf.wsu.edu/">http://webconf.wsu.edu/</a>
7	Blackboard Online Learning Management System	<a href="https://learn.wsu.edu/webapps/login/">https://learn.wsu.edu/webapps/login/</a>
8	AOI Videoconference System AOI Videoconference System Room Specifications	<a href="http://ams.wsu.edu/Videoconference/Splash.aspx">http://ams.wsu.edu/Videoconference/Splash.aspx</a> <a href="http://ams.wsu.edu/Videoconference/VCClassroom-Specs.aspx">http://ams.wsu.edu/Videoconference/VCClassroom-Specs.aspx</a>
9	Kamiak High-Performance Computing	<a href="https://hpc.wsu.edu/">https://hpc.wsu.edu/</a>
10	Lambda Rail Pacific Northwest Gigapop Idaho Regional Optical Network (IRON)	<a href="https://pnwgp.net/">https://pnwgp.net/</a>
11	Office 365	<a href="https://office365project.it.wsu.edu/">https://office365project.it.wsu.edu/</a>
12	Voice-over-IP (VOIP) Telephone System	<a href="https://cougtech.wsu.edu/TelephoneServices/TelephoneServices.aspx">https://cougtech.wsu.edu/TelephoneServices/TelephoneServices.aspx</a>
13	Skype for Business	<a href="https://cougtech.wsu.edu/FacultyStaff/SkypeForBusiness.aspx">https://cougtech.wsu.edu/FacultyStaff/SkypeForBusiness.aspx</a>

### 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, CougTech student help desk, instructional technology training and support, and training and professional development opportunities for all employees.

#### Technology Support<sup>1</sup>

The centralized CougTech 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.

### 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).<sup>2</sup> Academic Outreach and Innovation provides a Technology Test Kitchen for the instructional technology support needs of the institution.<sup>3</sup>

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 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.<sup>4</sup>
- Training for new ERP student information system is coordinated by the Enterprise Systems 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.<sup>5</sup>

### Exhibits 2.G.6

#	Technological Support and Services	Evidence
1	CougTech	<a href="https://cougtech.wsu.edu/">https://cougtech.wsu.edu/</a>
2	Academic Media Services (AMS)	<a href="http://ams.wsu.edu/ClassroomTech/Training.aspx">http://ams.wsu.edu/ClassroomTech/Training.aspx</a>
3	Academic Outreach and Innovation	<a href="https://elearning.wsu.edu/">https://elearning.wsu.edu/</a>
4	System-Specific Training	<a href="http://hrs.wsu.edu/training/">http://hrs.wsu.edu/training/</a>
5	Enterprise Systems Training	<a href="http://esg.wsu.edu/student-information-system/training/">http://esg.wsu.edu/student-information-system/training/</a>

## 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. Groups and committees gather faculty and staff input. All groups work to ensure that the strategic University goals are met.

Standing committees include:

- Information Technology Executive Board (ITEB).<sup>1</sup> This board, comprised of the provost (chair), CIO, Vice President of Finance and Administration, Chief Budget Officer, campus Chancellor, and Vice President of Academic Outreach and Innovation, is the decision-making body for WSU Information Technology.
- Information Technology Strategic Advisory Board (ITSAC).<sup>2</sup> Reporting to the ITEB, ITSAC is comprised of the chairs of each of the permanent subcommittees (Accessibility and Compliance, Area Technology Officers, Research Computing, Instructional Technology, Enterprise Application, Infrastructure, Security and Compliance, Student, Communication, and Assessment) as well several at-large faculty members.
- Area Technology Officers (ATO) are IT leadership from different colleges/divisions across campus. The ATOs meet monthly to discuss current technology issues and to provide feedback to ITS on central IT services.

- Information Technology Leadership Team (ITLT), led by the Vice President of Information Technology Services and CIO, meets weekly. A newly formed CIO Council comprised of senior leaders from each of the WSU campuses meets monthly to identify opportunities to collaborate and offer standard services across all of WSU.
- General University Classroom (GUC) Committee<sup>3</sup> 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.

### Exhibits 2.G.7

#	Technological Infrastructure Planning and Input	Evidence
1	Information Technology Executive Board	<a href="https://itgovernance.wsu.edu/governance-committees/iteb/">https://itgovernance.wsu.edu/governance-committees/iteb/</a>
2	Information Technology Strategic Advisory Committee	<a href="https://itgovernance.wsu.edu/governance-committees/information-technology-strategic-advisory-committee-charter/">https://itgovernance.wsu.edu/governance-committees/information-technology-strategic-advisory-committee-charter/</a>
3	General University Classroom Committee	<a href="https://provost.wsu.edu/procedures/classrooms/">https://provost.wsu.edu/procedures/classrooms/</a>
4	Information Technology Services Project List	<a href="https://its.wsu.edu/strategic-goal-support/">https://its.wsu.edu/strategic-goal-support/</a>

## 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<sup>1</sup> 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 Technology 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 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	Information Technology Services Strategic Roadmap	<a href="https://its.wsu.edu/its-roadmap/">https://its.wsu.edu/its-roadmap/</a>



# Chapter 3: Institutional Planning

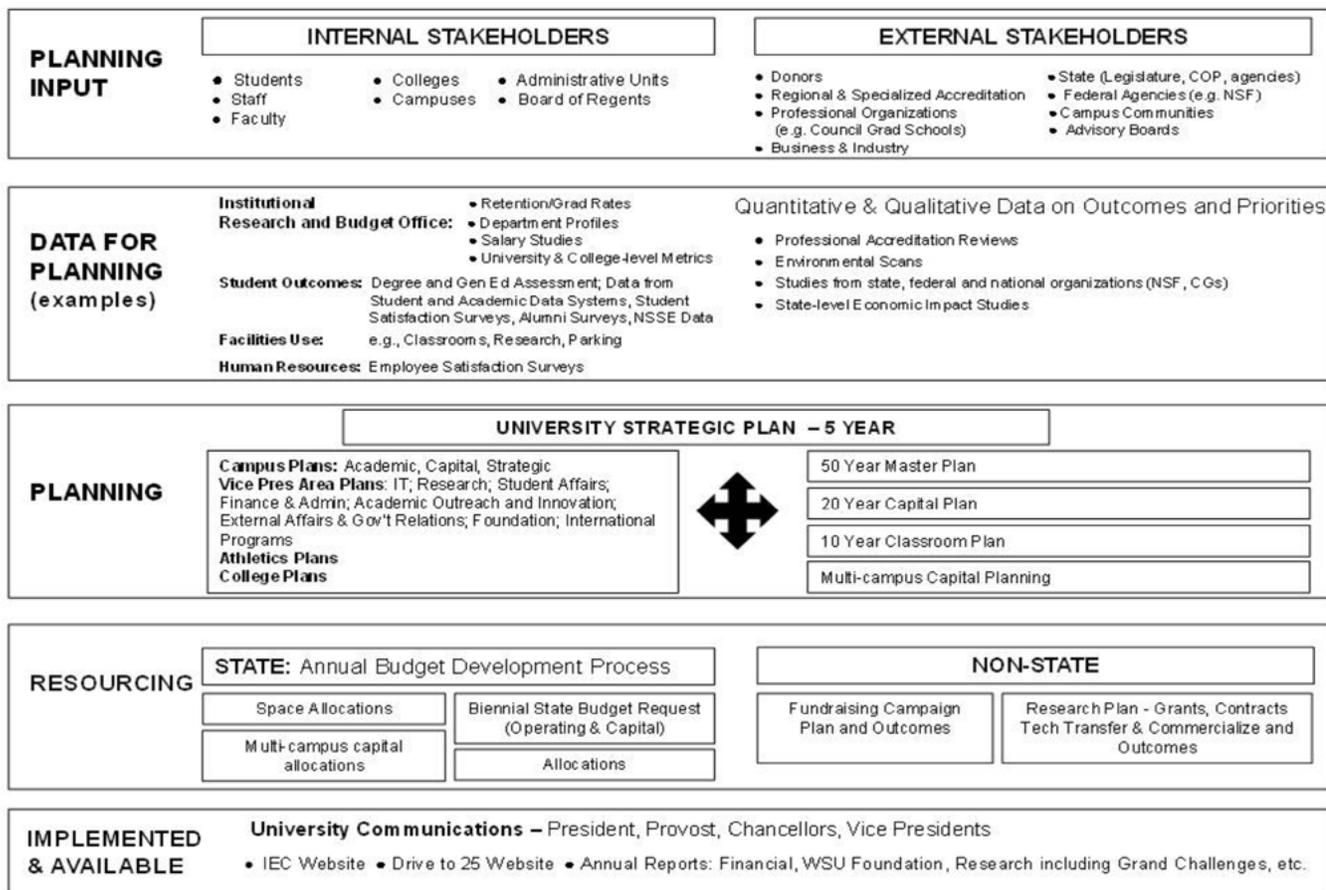


### 3.A.1 University Planning

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

Washington State University’s planning system is presented in Figure 3.A.1, below. Academic planning is covered in Executive Policy 29<sup>1</sup> on the multi-campus system.

**Figure 3.A.1 University Planning System**



WSU emphasizes engagement of the University community in its planning processes. Ideas are shared early in their development and WSU encourages and expects all internal constituencies to be involved in the process. Participation is supported through informational websites, questionnaires, blogs and internal news services, meetings with interested units, committees and task forces, and multiple university-level town hall meetings conducted at all campuses. Where appropriate, WSU also seeks reaction from interested external stakeholders, again through meetings, messages, and presentations. While not necessarily seeking to develop a plan that will satisfy everybody, WSU wants to ensure that all perspectives are represented and potential concerns have been heard, and that a good faith effort has been made to address as many concerns as possible before the plan moves forward. Engagement of the University community also provides opportunities for innovative ideas and alternative suggestions to receive consideration and often leads to improvements in planning, implementation, and assessment.

Parallel to the seeking of input is analysis of data, both internally and externally generated, that are relevant to the proposed plan. WSU expects its plans to be evidence-based and to anticipate or respond to University, state, and

national trends. All planning thus is grounded in current data. In addition, historical data often is used to engage in predictive modeling, such as in the use of ten years of Student Information Systems records to examine patterns of student success and progress toward graduation through the Student Success Collaborative Campus tool. This tool is being used to identify groups of students who need additional assistance and to help ensure that needed assistance is easily accessible, as well as to identify patterns of major switching and bottlenecks in academic progress so that appropriate policies and processes can be implemented to facilitate student learning and improve student retention and graduation.<sup>2</sup>

Data and individual/unit/constituent input are considered together as proposed plans are evaluated in light of WSU's strategic priorities. Projects also need to be considered in light of other University planning documents, such as unit-level strategic plans and plans for capital development.

Commitment to a course of action initiates identification of, and when necessary, procurement of the resources required to implement the plan and assess the results. If dedicated funds are needed, the university will consider pursuing a state budget request and/or external support through a fundraising campaign or grant solicitation. The University also considers internal reallocation strategies. For example, in 2016 the University engaged in a reallocation process to identify a permanent funding pool that could be dedicated to high-priority initiatives proposed by deans and faculty to advance the goals of the refreshed strategic plan and to fund salary increases that had not been underwritten by the legislature. The Pullman, Spokane, and Everett campuses reallocated 5 percent from all areas of the budget for this purpose, while the Tri-Cities and Vancouver campuses pursued campus-specific strategies.<sup>3</sup>

This process is well-illustrated by WSU's decision to create a college of medicine.<sup>4</sup> WSU has participated in the WWAMI medical education partnership with the University of Washington since the inception of the program in the 1971-72 academic year. In WWAMI, WSU instructed first- and second-year medical students enrolled in the UW program; those students then moved to Seattle for the remainder of their education. For most of the life of WSU's involvement in WWAMI, instruction was conducted in Pullman. In 2008, instruction was moved to Spokane as part of the development of that location as WSU's health sciences campus. In the 2013-14 academic year, WSU administration initiated discussions with the Faculty Senate about establishment of a college of medicine; commissioned a higher education consulting firm to conduct a feasibility study; conducted preliminary discussions with the Spokane medical community about the desirability of a local medical school; and examined data on the availability of basic medical care within the state, and extent of medical education opportunities in states of comparable size. These considerations indicated that a medical school was needed for the state of Washington and feasible for Washington State University. As such, in 2014-15 WSU moved forward with a request to the state legislature for the resources to create a school. University leaders met with the Faculty Senate and held town hall and community meetings around the state to answer questions and receive input on the initiative. A fundraising campaign was launched. Additional data were collected on physician accessibility in every county in Washington and post-graduation choices by Washington residents who were undergraduate premed students but were not admitted to the University of Washington, the state's only medical school. Upon receipt of startup funds from the legislature, the Faculty Senate voted to establish a college of medicine, board of regents approval was obtained, leadership was hired, an informational website was created, and work began on application for conditional accreditation from the Liaison Committee on Medical Education (LCME) and from NWCCU, and development of a curriculum in collaboration with the Faculty Senate. By mutual agreement with UW, WSU also withdrew from the WWAMI program. The Elson S. Floyd College of Medicine enrolled its first class in Fall 2017. The process of establishing the program has been integrative, inclusive, data-driven, and transparent.

Development of the current strategic plan was done in accordance with the planning model. In 2012, former provost Warwick Bayly appointed a 29-member Strategic Planning Committee, consisting of faculty, staff, and administrators, to review the 2008-13 strategic plan, identify areas for updating, and develop a draft document for review

by numerous constituencies. The Committee included representatives of all colleges and campuses. The Committee worked through the 2013-14 academic year, and in Fall 2014 met with almost 40 campus groups to discuss, revise, and refine the plan. The revised draft was posted on a website, and electronic and external feedback was solicited in early 2015. In April 2015 a series of town hall meetings were held at each campus. The final draft was approved by the WSU Board of Regents in May of 2015. At all stages, the University community and external stakeholders were kept informed through websites, public meetings, the University's internal and external news publications, and regional media. Creation of the 2014-19 strategic plan is discussed in detail in Chapter 4.

The Institutional Effectiveness Council (IEC) is charged with oversight of strategic plan implementation and assessment, including the adequacy of its resources, capacity, and effectiveness of operations. Formed in conjunction with the development of the 2014-19 strategic plan, the IEC regularly reports to the University community on progress toward strategic goals and mission fulfillment, with Theme 4 of the strategic plan specifically focused on resources, capacity and effectiveness of operations along with diversity and inclusion. Following the collection of metrics by Institutional Research, the IEC solicits feedback from colleges, campuses, and areas regarding their contributions to institution-level goals. The IEC then produces an annual progress report and provides an overview of the findings to the faculty senate and board of regents.

### Exhibits 3.A.1

#	University Planning	Evidence
1	Executive Policy 29	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP29_Operation_of_Multi-Campus_Academic_Programs.htm">http://public.wsu.edu/~forms/HTML/EPM/EP29_Operation_of_Multi-Campus_Academic_Programs.htm</a>
2	Student Success Collaborative Campus	<a href="https://provost.wsu.edu/initiatives/collaborative/">https://provost.wsu.edu/initiatives/collaborative/</a>
3	2015-16 Strategic Reallocation Initiative	<a href="https://provost.wsu.edu/rfp/">https://provost.wsu.edu/rfp/</a>
4	Historical Timeline for Development of the Elson S. Floyd College of Medicine	<a href="https://medicine.wsu.edu/about/leadership-mission/making-of-a-medical-school/">https://medicine.wsu.edu/about/leadership-mission/making-of-a-medical-school/</a>

## 3.A.2 Broad-based Comprehensive Planning

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

WSU actively solicits input from faculty, staff, and students in planning processes. The Institutional Effectiveness Council, which provides oversight of strategic plan implementation, includes representation from faculty staff, students. Faculty involvement also is accomplished through the Faculty Senate,<sup>1</sup> a body of 54 senators who represent both tenure-track and non-tenure track faculty from every degree-granting college, each of the campuses, the research stations, and the extension offices. The Faculty Senate Executive Committee, consisting of a chair, chair-elect, past chair, and executive secretary, meets monthly with each of WSU's president and provost, and provides faculty representation on university planning committees. The president and provost regularly present to the Senate body to explain and answer questions about initiatives and issues. The Faculty Senate has 10 standing committees, five of which (Academic Affairs, Graduate Studies, Research and Arts, Budget, and Faculty Affairs) sit on the Steering Committee. These five committees are also, by virtue of memoranda of understanding with the provost, formally involved in a variety of planning activities. For example, the Faculty Affairs Committee is required to review and provide input, and other committees may review and comment, on any proposed action (creation, movement, and elimination) regarding a degree-granting unit. Similarly, the decision to create a new degree program is collaboratively reached between the provost and Senate. Senate leadership participates in the annual meeting of the Pac-12 faculty senate leadership teams.

Staff input is collected through the Administrative Professional Advisory Council (APAC).<sup>2</sup> APAC consists of 18 administrative professionals from units across WSU, and includes members from each of the campuses. Like the Faculty

Senate, the APAC Executive Committee (chair, vice chair, past chair, and secretary/treasurer) meets regularly with WSU's president and provides administrative professional representation on university planning committees. APAC has ex officio representation on the Faculty Senate and six standing university committees. APAC is actively involved in the Northwest Coalition of Professional Staff in Higher Education.

Student input is received through the Associated Students of Washington State University (ASWSU)<sup>3</sup> for undergraduates, and the Graduate and Professional Student Association (GPSA)<sup>4</sup> for professional and graduate students who are based in Pullman. ASWSU and GPSA each have a president and vice president that meet regularly with university leadership, and each provides student membership on university committees. ASWSU consists of 20 senators: Nine represent specific colleges, and the other 11 serve at-large. ASWSU has chapters at each of the campuses, and leadership of these chapters meets regularly with their local chancellor. The College of Nursing also has a Student Nurse Leader (SNL) program in Spokane that represents the concerns of undergraduate nursing majors to college administration.<sup>5</sup> The Associated Intercollegiate Nursing Students (AINS) organization performs the same function for Nursing students based in Yakima. At the graduate and professional level, the GPSA Senate consists of 61 senators who represent seven different colleges and the Graduate School. At the health sciences campus in Spokane, the College of Pharmacy has a student ambassador program consisting of senior professional students who liaise between students enrolled in the Doctor of Pharmacy program, college administration, and the professional community.<sup>6</sup> Student input is also provided through the student member of the WSU Board of Regents. The student regent for 2017-18, Alyssa Norris, is a senior majoring in Civil Engineering.

WSU maintains a variety of groups that address issues of concern to underrepresented populations and are available to advise university leadership. WSU has a tribal liaison who works with the president to promote the relationship between the university and Native American tribes.<sup>7</sup> ASWSU has standing committees that represent the needs and concerns of Chican/Latin students, African-American students, Asian Pacific American students, Middle Eastern students, Native American students, gender and sexually diverse students, and student veterans.<sup>8</sup> The Association for Faculty Women (AFW) represents issues of relevance to female faculty to central administration,<sup>9</sup> and the president maintains a Commission on the Status of Women that advises him on issues of concern to all female WSU employees and students.<sup>10</sup> The ADVANCE program, originally funded through a National Science Foundation Grant to focus on increasing and advancing women in STEM disciplines, has recently added to its mission a goal of helping support faculty members from underrepresented groups, which it does through its Transitions and External Mentor programs.<sup>11</sup>

### Exhibits 3.A.2

#	University Planning	Evidence
1	Faculty Senate	<a href="https://facsen.wsu.edu/">https://facsen.wsu.edu/</a>
2	Administrative Professional Advisory Council	<a href="https://apac.wsu.edu/">https://apac.wsu.edu/</a>
3	Associated Students of Washington State University	<a href="https://aswsu.wsu.edu/">https://aswsu.wsu.edu/</a>
4	Graduate and Professional Student Association	<a href="http://studentinvolvement.orgsync.com/org/gpsa">http://studentinvolvement.orgsync.com/org/gpsa</a>
5	College of Nursing Student Nurse Leader (SNL) Program	<a href="https://www.facebook.com/WSUSNL">https://www.facebook.com/WSUSNL</a>
6	College of Pharmacy Student Ambassador Program	<a href="https://www.pharmacy.wsu.edu/prospectivestudents/pharmacystudentambassadors.html">https://www.pharmacy.wsu.edu/prospectivestudents/pharmacystudentambassadors.html</a>
7	WSU Tribal Liaison	<a href="https://native.wsu.edu/tribal-liaison/">https://native.wsu.edu/tribal-liaison/</a>
8	ASWSU Standing Committees for Underrepresented Student Groups	<a href="https://aswsu.wsu.edu/committees/">https://aswsu.wsu.edu/committees/</a>
9	Association for Faculty Women	<a href="https://afw.wsu.edu/">https://afw.wsu.edu/</a>
10	Commission on the Status of Women	<a href="https://president.wsu.edu/status-women/">https://president.wsu.edu/status-women/</a>
11	ADVANCE Program	<a href="https://advance.wsu.edu/">https://advance.wsu.edu/</a>

### 3.A.3 Data-Informed Comprehensive Planning

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

WSU's planning processes are informed by several complementary data collection and analysis strategies, which have been refined and greatly strengthened for accessibility, reliability and usefulness for historical analysis and predictive modeling. A number of primary examples are reviewed below.

**Faculty Productivity Data.** WSU requires all full-time faculty to annually report on their achievements from the prior calendar year. Much of this information is directly relevant to the metrics in the strategic plan and to planning of future initiatives. However, data on particular metrics have not been well captured with the current reporting software (WORQS,<sup>1</sup> an internally developed program). As a result, in 2016 WSU initiated a conversion from WORQS to a third party platform – Activity Insight,<sup>2</sup> a Digital Measures product. Activity Insight was recommended to the provost for adoption by a committee of faculty, staff, and administrators after review of numerous similar products. Beginning January 2018 and following a pilot undertaken by the Carson College of Business, all units will be required to report annual faculty performance with Activity Insight. Activity Insight is the most commonly used reporting software among American higher education institutions and offers the ability to tailor the interface to both university and college reporting needs.

Data guide the development of faculty personnel policies. For example, the University conducted a series of cohort analyses. These analyses included a recent and an earlier analysis of what happens to those who enter the University as assistant professors. The analyses also included a recent examination of what happens once a faculty member becomes an associate professor. Information was also collected through the COACHE survey,<sup>3</sup> a web-based survey of faculty job satisfaction. The survey was conducted three times in the last 10 years (2006, 2008, and 2014).

One finding that emerged from all of these analyses is that associate professors are less satisfied with their jobs relative to assistant professors and professors, and have some difficulty moving from the rank of associate professor to the rank of professor. The following actions were taken based on the data:

- A series of focus groups helped identify obstacles that prevented progress for associate professors.
- The provost met with the deans and department chairs to inform them of the problems and to discuss specific actions that would reduce or eliminate the problems.
- Funding from WSU's NSF ADVANCE grant was used to hire a faculty member to improve WSU's mentoring policies and to extend mentoring to associate professors. As part of this general improvement:
  - Mentors internal to the University were appointed for associate professors on their request.
  - An external mentoring program was developed and implemented. This program allows faculty members to receive mentoring from a faculty member at another university. Initially, this mentoring was funded by the NSF ADVANCE grant. Because the program was successful, it was maintained as part of the university's commitment to institutionalizing the ADVANCE grant. Additional support was also provided by several deans who extended it to associate professors and to others.
- Associate professors are encouraged to take professional leave and are given informal priority for those leaves.
- The section of the Faculty Manual that describes the standards for promotion to the rank of professor were rewritten to clarify and elaborate those standards.<sup>4</sup> Because the standards that apply to the whole University are highly general to ensure inclusivity, individual units were also encouraged to clarify their own standards.
- The University's annual review process was substantially revised.<sup>5</sup> The new policy should help with the professional development of associate professors because it:

- Requires each comprehensive yearly annual review to include an assessment of the faculty member's progress toward promotion. The department chair is required to discuss progress toward promotion with each faculty member annually.
- Encourages associate professors to request an intensive review of their progress toward promotion every four to six years.
- Requires the department chair to consult all professors about the progress of all associate professors. This ensures that those who will make recommendations about that promotion are informed of each associate professor's progress. It also reminds the recommending faculty of the criteria and standards that govern promotion.

Student Achievement Data. WSU's assessment system for student learning has annual reporting requirements that involve faculty, staff, and administrators throughout the university. Student assessment information collected annually helps to inform the institution's comprehensive planning process. The Office of the Provost<sup>6</sup> oversees reporting for the assessment of student learning across the institution. Reporting up to the provost, the Office of Assessment of Teaching and Learning (ATL)<sup>7</sup> is responsible for overseeing the reporting process for undergraduate program assessment, and the Graduate School is responsible for the graduate and professional program assessment reporting process.<sup>8</sup> Both ATL and the Graduate School prepare annual reports for the provost and deans about the status of the assessment of student learning across the institution. Information regarding the use of student assessment data in decision making and planning is included in these summary reports. It is also reported to Institutional Research for tracking metrics 16 and 17, which evaluate the institution's progress in the use of student assessment data in decision-making and planning for Theme 2—Transformative Student Experience in WSU's strategic plan. Additional information about WSU's assessment system can be found in section 4.A.3, Theme 2.

Success of Online Education Efforts Data. Distance education has been an integral component in fulfillment of the WSU land-grant mission, under a variety of unit titles, since 1974. In 2011 the Center for Distance and Professional Education (CDPE), housing the Distance Degree Programs, was established as the fifth WSU campus, the Global Campus.<sup>9</sup> This change brought increased visibility to the distance programs, further extending the reach and increasing access to WSU educational programs. As Professional Education, already a unit within CDPE provided opportunities beyond the campus through conferences and online noncredit professional development certificates, it fit well within this guiding principle of the Global Campus. The establishment of Global Campus was in alignment with the 2009-2014 Strategic Plan, Goal 2, sub goal "Ensure an infrastructure that supports excellence and adapts to advances in knowledge and technology", and Goal 3: to "lead in relevant local, national, and global outreach and engagement."

Global Campus courses are taught almost exclusively by the same faculty who teach on campus, utilizing technology tools to reach the students asynchronously. In addition to the online environment, as technology has become an intrinsic element of the physical classroom, faculty noted a need for a one-stop shop to support the adoption and utilization of all academic technologies which enhance teaching and learning, hence the merger of Global Campus and Academic Media Services to create Academic Outreach and Innovation (AOI).<sup>10</sup> Due to the diversification of Global Campus alongside Professional Education expanding its offerings to include pre-college credit programs and alternative credentialing, it made sense to more narrowly define Global Campus to reflect online degree programs. Professional Education would function as a unit within AOI rather than as a unit of the more narrowly defined Global Campus. More recently, WSU Summer Session was merged into AOI to create synergy where once there was perceived competition. As a single entity, the focus is entirely on meeting the needs of the students in terms of identifying whether a course is needed online and/or on-campus. These changes are consistent with the strategic plan theme (Theme 4) of Institutional Effectiveness, and specifically Goal 3 of that theme: "Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure economic viability of the institution."

Data on Communication Effectiveness. To update the University's communication efforts in response to the re-freshed 2014-19 Strategic Plan and the many significant accomplishments garnered during the 2010-15 time period, quantitative and qualitative research regarding public, influencer, and alumni perceptions of WSU was pursued. Changes included creation of a college of medicine, completion of a \$1 billion fundraising campaign, record student enrollment of an increasingly diverse student body more representative of the state of Washington, increased research and economic impact, identification of multidisciplinary Grand Challenge fundamental and applied research strengths, and transitions in top leadership positions. In response, a project was undertaken to ensure that WSU communicates a single compelling message of who it is and what it stands for to most effectively advance the institution's strategic goals. Reputational research included a focus on prospective students and their parents in Washington and California, a second study focused on opinion leaders, Washington voters, and internal WSU audiences. A branding and marketing task force reviewed the research findings, drafted an updated brand positioning statement and goals, and presented findings to the new President in 2016. The president employed these materials to hire a new, upgraded position of vice president of marketing and communications, who joined the institution in 2017. This individual is leading WSU in its efforts to increase the University's visibility with a compelling and consistent brand; ensure alignment and synergy of marketing and communication efforts internally and externally; and leverage modern, dynamic, and strategic communication tools and methods to drive desired outcomes in enrollment and fundraising. The VP will play a key role in letting the state, nation, and world know that WSU is one of the leading public universities, preeminent in research and discovery, teaching, and engagement with a clear focus on the academic success and transformational experience of every student.

Institutional Research. The primary role of Institutional Research (IR)<sup>11</sup> has changed over time from emphasizing and requiring primarily descriptive statistics, fact books, and reporting to more analysis and evaluation, both quantitative and qualitative. Today there is a demand for IR skills requiring multivariate analysis and modeling: forecasts of revenues, enrollment projections, analysis of policy issues, and modeling alternative scenarios of tuition and financial aid and their impact on admissions attractiveness and therefore on enrollments. The mission of IR is to foster a culture of evidence by facilitating the management, analysis, and reporting of institutional data and information in support of planning and decision making. Institutional Research reports to the provost and executive vice president and the associate vice president for budget and planning.

As part of the strategic effort to promote data-informed decisions and to facilitate connections between goals and performance measures to meet WSU's mission, WSU invested in the development of an integrated, student information enterprise data warehouse.<sup>12</sup> Currently in Phase II, additional data will be added on an ongoing basis as WSU builds out its student enterprise data warehouse. The presence of this centralized effort for institutional analysis ensures closer collaboration among the academic and business units.

The addition of the new student data warehouse and the ensuing development of customization of the data warehouse provides the university community with more real-time and official data for decision support regarding student learning and assessment. Additionally, the provost provided support for the implementation of SAS<sup>®</sup> Visual Analytics and SAS<sup>®</sup> Visual Statistics. Currently in the implementation stage, the tools will allow IR to bring in data from multiple sources in a method that is managed/coordinated centrally, but allows users the ability to self-serve for their own forecasting, planning, and reporting needs.

OBIEE, the self-service business intelligence tool, provides access to dashboards containing pre-defined reports for less experienced users as well as opportunities for more experienced users to share in the development of reports tailored to specific assessment needs among colleges and departments. With this strategy, the University is able to provide colleges and departments access to data in order to plan and implement program assessments, analyze and meaningfully disaggregate student learning outcomes data and student success data, and support data-driven decisions and activities intended to improve academic programs and services and meet the evolving needs of students.

WSU has begun using the Academic Performance Solutions (APS)<sup>13</sup> product developed by the Education Advisory Board (EAB) to provide external analyses of its programs that are complementary to WSU’s internally-generated data. WSU is also a member of EAB’s University Spend Collaborative,<sup>14</sup> which provides analytics to assist universities with purchasing and procurement decisions.

### Exhibits 3.A.3

#	Comprehensive Planning	Evidence
1	WORQS (requires login)	<a href="https://worqs.wsu.edu/login.aspx?ReturnUrl=%2fDefault.aspx">https://worqs.wsu.edu/login.aspx?ReturnUrl=%2fDefault.aspx</a>
2	Activity Insight	<a href="https://provost.wsu.edu/activity-insight/">https://provost.wsu.edu/activity-insight/</a>
3	COACHE Consortium	<a href="http://coache.gse.harvard.edu/">http://coache.gse.harvard.edu/</a>
4	Faculty Manual Section III.C.4, Advancement in Rank	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.A.3%20Faculty%20Manual%20section%20III.C.4.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.A.3%20Faculty%20Manual%20section%20III.C.4.pdf</a>
5	Faculty Manual Section III.C.3.c, Annual Review	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.A.3%20Faculty%20Manual%20section%20III.C.3.c.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.A.3%20Faculty%20Manual%20section%20III.C.3.c.pdf</a>
6	Office of the Provost	<a href="https://provost.wsu.edu/">https://provost.wsu.edu/</a>
7	Office of Assessment of Teaching and Learning	<a href="https://atl.wsu.edu/">https://atl.wsu.edu/</a>
8	Graduate School Program Assessment	<a href="https://gradschool.wsu.edu/program-assessment/">https://gradschool.wsu.edu/program-assessment/</a>
9	Global Campus	<a href="http://global.wsu.edu/">http://global.wsu.edu/</a>
10	Academic Outreach and Innovation	<a href="https://elearning.wsu.edu/">https://elearning.wsu.edu/</a>
11	Institutional Research	<a href="https://ir.wsu.edu/">https://ir.wsu.edu/</a>
12	Student Data Warehouse Announcement	<a href="https://news.wsu.edu/announcement/new-data-warehouse-update/">https://news.wsu.edu/announcement/new-data-warehouse-update/</a>
13	Academic Performance Solutions (APS)	<a href="https://www.eab.com/technology/academic-performance-solutions">https://www.eab.com/technology/academic-performance-solutions</a>
14	Education Advisory Board (EAB) University Spend Collaborative	<a href="https://www.eab.com/technology/university-spend-collaborative">https://www.eab.com/technology/university-spend-collaborative</a>

### 3.A.4 Priority-Driven Comprehensive Planning

The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

WSU has a strong record of using its University strategic plan, unit strategic plans, and summary data from assessments of student learning to guide major organizational decisions and allocation of resources. Over the past decade, the University has implemented several major initiatives to operationalize its primary strategic priority and land-grant mission of providing higher education to Washingtonians.

A primary strategy of meeting the needs of underserved and place-bound learners has involved the expansion of programs to areas of the state without access to four-year higher education opportunities. This strategy has led to the acquisition of significant new resources from the state legislature. Some examples of these programs are:

- Expansion of the University Center North Puget Sound in Everett. In 2013, WSU assumed responsibility for the University Center North Puget Sound in Everett and has quickly expanded its degree offerings through a 2+2 model in partnership with local community colleges. Three accredited engineering degrees, as well as four other degree programs have been developed to serve the higher education needs of the world's largest advanced manufacturing region. Through the use of faculty and courses distributed across WSU's system of campuses, this project has met an important state need, while maximizing the efficiency of resources.
- Extension of mechanical engineering and electrical engineering education to Bremerton. In academic year 2010-11, WSU began offering mechanical engineering and electrical engineering courses through Olympic College in Bremerton, Washington. This expansion was motivated by a request from the cities of Bremerton and Yakima to WSU for provision of local engineering education opportunities. The Voiland College of Engineering and Architecture (then known as the College of Engineering and Architecture) strategic plan has as a goal to provide engineering education to a diverse constituency through extended education programs, and college leadership saw the Bremerton/Yakima request as consistent with this piece of the strategic plan. This also helps the college contribute to the University's outreach and engagement goals of connecting with communities and provided increased statewide access to WSU's academic programs. In 2015, the college partnered with Heritage University in Yakima to begin a pre-engineering program that allows students to transfer to WSU Tri-Cities to complete their engineering degree.
- Expansion of Online Programs. WSU Global Campus is a national leader in the delivery of online bachelors, graduate, and professional programs. Significant expansion in the number of courses and degree programs has occurred in recent years to expand the reach of the university within the state of Washington and across the globe. Currently, the Global Campus offers 9 undergraduate degrees, 15 minors, 9 graduate and professional programs, and 17 credit and 14 non-credit certificates. Online course offerings have also been used to expand course offerings and provide scheduling flexibility to students enrolled across WSU's system of campuses, thus increasing efficiency and improving resource utilization.

WSU has also implemented major reorganizations across its system of campuses to better align resources to meet its strategic priorities. An example of this strategy is the consolidation of health sciences programs in Spokane. In 2013, the College of Pharmacy consolidated its operations at WSU Spokane, joining the College of Nursing, whose headquarters had been moved to WSU Spokane a few years earlier. Previously, clinical personnel and advanced (third- and fourth-year) Pharm.D. students, were located in Spokane, while research faculty and newer students were located in Pullman. All individuals who worked or studied in Pullman were reassigned to Spokane. In 2015, the College of Medicine was formed and located in Spokane. This consolidation provides the opportunity to expose students to a much wider range of inter-professional learning experiences, researchers the chance to network with a broader range of providers and partners, and WSU the chance to have an outreach impact on a larger number of hospitals, clinics, and practitioners, all of which are essential elements of the university strategic plan. The consolidation also necessitated concentration of resources on construction of a dedicated building (the Pharmaceutical and Biomedical Sciences Building).

Major reorganizations of academic units have also occurred over the past several years to allow the University to better position itself to its strategic priorities and more efficiently allocate available resources. Examples of some of these academic reorganizations are:

- Merger of Colleges of Liberal Arts and Sciences. In 2012, the College of Liberal Arts and College of Sciences were merged to form the College of Arts and Sciences. The merger was undertaken to create a college that would be highly active in interdisciplinary collaboration in both teaching and research. To that end, the merger plan specified opportunities and approaches to such collaboration that would be embedded in the new college's structure. The new college was viewed as the primary driver of the interdisciplinary goals identified in the 2009-2013 strategic plan, and since the merger resources have been directed toward en-

couraging and fostering interdisciplinary collaboration within the college. As well, a primary charge of the college's Senior Associate Dean for Research is to develop such collaborations.

- Elimination of Counseling Psychology program. The College of Education has offered a masters degree in counseling and doctoral degree in counseling psychology since 1990. In 2015, the college determined that this program was no longer central to achievement of the goals of the college strategic plan, which are oriented around STEM education and research into STEM topics, and decided to phase out both degrees. The resources allocated to the program (most notably, faculty lines that were to come open as a result of a mass retirement within counseling psychology) could then be redirected to college initiatives that are central to college and university missions. It was additionally determined that elimination of the program would not negatively impact the college's contribution to University strategic goals or the five Grand Challenges. This decision was reached after considerable consultation with both internal and external individuals to confirm that the elimination did indeed keep the college aligned with their own, and the University's, priorities.
- Merger of Departments of Political Science and Philosophy. In 2011, the Departments of Political Science and Philosophy merged to form the School of Politics, Philosophy, and Public Affairs. This merger was motivated by the goal to enable the school to make a stronger contribution to the then College of Liberal Arts' strategic plan goals (fostering cultural and international understanding; promotion of just and sustainable societies; understanding of social, cultural, and psychological influences on health) than could either unit alone. The school also represented the first interdisciplinary unit within the college, as while it offers undergraduate degrees in each of the three emphasis areas in its name, students are required to take courses in all three areas. This aligns the unit with the University's strategic plan emphasis on interdisciplinary collaboration.

### 3.A.5 Emergency Preparedness and Contingency Planning

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

Washington State University has both system-level and campus-level emergency management functions which include all phases of an all-hazards comprehensive emergency management programming approach. Several efforts are managed centrally, with local modification and application. Included in this category are a systemwide Hazard Mitigation Plan (HMP),<sup>1</sup> which is currently being updated. This HMP contains both system-level components and individual components for each of the WSU campuses (as the newest, Everett is being added to the latest revision) and for the statewide Extension program (45-plus locations) and the Global Campus. Also included is a Comprehensive Emergency Management Plan (CEMP), also containing both system and "local" sections and periodically updated.<sup>2</sup> The third centrally-managed, dispersed planning activity is continuity of operations planning using KUALI software. This planning platform supports planning at the unit/office, department, college, campus, and University levels. The fourth element in this category is a systemwide emergency messaging capacity using an Everbridge commercial support contract. With this system, members of the WSU community can receive emergency notifications via their choice of email, text, or recorded phone message.<sup>3</sup> Each campus separately manages contacts and messaging, with management and system support from the University Office of Emergency Management. For each of these components there are individuals at each campus with authority and responsibility for content and management, supported centrally. Outdoors, WSU maintains both the Cougar Outdoor Warning System (COWS), which sounds alarms and plays recorded messages for individuals who are passing between buildings, and a Blue Light telephone system, which immediately connects the user to the local 911 operator. Each campus manages training and exercises, including periodic tests of emergency notification capacity, at the campus level. WSU's Office of Emergency Management (OEM) provides through its website an extensive set of resources to the University community on all aspects of emergency preparedness and contingency planning for both units and individuals.<sup>4</sup> OEM has non-voting representation on the university's Health and Safety Committee<sup>5</sup> in order to provide technical assistance to the committee.

Because WSU has an extensive system of animal laboratory research facilities, the Institutional Animal Care and Use Committee (IACUC), in conjunction with the Office of the Campus Veterinarian, maintains a disaster plan<sup>6</sup> directed toward handling, evacuation, and treatment of research animals in the event of a catastrophe. This plan includes situations that could be catastrophic for animals but not necessarily humans (e.g., a power outage that causes significant temperature change in animal housing or a major storm that prevents university workers from accessing and caring for animals for an extended period).

### Exhibits 3.A.5

#	Emergency Preparedness and Contingency Planning	Evidence
1	WSU Hazard Mitigation Plan	<a href="https://oem.wsu.edu/planning/hazard-mitigation/">https://oem.wsu.edu/planning/hazard-mitigation/</a>
2	WSU Comprehensive Emergency Management Plan	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.A.5%20Pullman%20Whitman%20WSU%20Coordinated%20CEMP%20Final%20Feb%202016.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.A.5%20Pullman%20Whitman%20WSU%20Coordinated%20CEMP%20Final%20Feb%202016.pdf</a>
3	WSU Alert Emergency Notification System	<a href="https://alert.wsu.edu/">https://alert.wsu.edu/</a>
4	Office of Emergency Management	<a href="https://oem.wsu.edu/">https://oem.wsu.edu/</a>
5	WSU Health and Safety Committee	<a href="https://president.wsu.edu/health-safety/">https://president.wsu.edu/health-safety/</a>
6	Institutional Animal Care and Use Committee Disaster Plan	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.A.5%20wsudisasterpreparedness.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.A.5%20wsudisasterpreparedness.pdf</a>

# Chapter 4:

## Institutional Planning, Assessment, and Improvement



WASHINGTON STATE  
UNIVERSITY  
EVERETT UNIVERSITY CENTER

1915 N. BROADWAY

## Executive Summary of Eligibility Requirements 22 and 23

### Eligibility Requirement 22: Student Achievement

Washington State University provides general education and program-specific learning goals in its academic catalogs, and each academic program provides the learning goals for the program. Individual course syllabi list the learning outcomes for each course. Assessment of student learning takes place at the course, program, and institutional levels. In addition, cocurricular and student development programs also assess the impact of their activities and programming related to university-wide and program-specific learning goals. Each campus identifies and publishes information on its programs, including expected learning outcomes, in its general catalog:

- Washington State University Catalog
- Washington State University Everett
- Washington State University Pullman
- Washington State University Spokane
- Washington State University Tri-Cities
- Washington State University Vancouver

The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes through a comprehensive array of quantitative and qualitative data collection and evaluation, such as through course evaluations, exit surveys, alumni surveys, and other means facilitated through the Office of Assessment of Teaching and Learning and the Graduate School.

### Eligibility Requirement 23: Institutional Effectiveness

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

As articulated throughout chapters four and five, Washington State University has integrated evaluation and planning procedures throughout the organization for continuous improvements with respect to mission fulfillment and the core themes of the strategic plan. The Institutional Effectiveness Council coordinates these efforts systemwide.

## 3.B.1-3 Core Theme Planning

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

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

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

WSU's previous five-year strategic plan ended in the 2013-14 academic year. In preparation for development of a plan for 2014-19, in 2012, former provost Warwick Bayly appointed a 29-member strategic planning committee consisting of faculty, staff, and administrators, to review the 2008-13 strategic plan, identify areas for updating, and develop a draft document for review by numerous constituencies. The committee included representatives of all colleges and campuses. The committee worked through the 2013-14 academic year, and in fall 2014 met with almost 40 campus groups to discuss, revise, and refine the plan. The revised draft was posted on a website, and electronic and external feedback was solicited in early 2015. In April of 2015, a series of town hall meetings were held at each campus. The final draft was approved by the WSU Board of Regents in May of 2015. Throughout, a timeline and progress report website was maintained and made publicly available.<sup>1</sup>

The 2014-19 strategic plan identifies four core themes that guide WSU's endeavors:<sup>2</sup>

Theme 1: Exceptional Research, Innovation, and Creativity;

Theme 2: Transformative Student Experience;

Theme 3: Outreach and Engagement; and

Theme 4: Institutional Effectiveness: Diversity, Integrity, and Openness.

Of these, WSU considers a transformative student experience and development of a preeminent research portfolio to be the central foci of the plan. In total, these four core themes are assessed with a total of 57 primary, reportable quantitative metrics and 63 other pieces of qualitative and diagnostic evidence.

These themes are largely carried over from the 2008-13 strategic plan. While WSU is proud of its accomplishments during the 2008-13 period (undergraduate enrollment increased by 20 percent; the ethnic diversity of the student body nearly doubled; service learning hours more than doubled; the general education requirement was replaced by a coherent UCORE program; a freshman Common Reading program was established; enrollment in graduate and professional programs more than doubled; publications per faculty FTE increased by 48 percent; and sponsored research expenditures increased by 20 percent), it was concluded that the University still had ample room to grow under each, however, a number of emphases have been added to better align the 2014-19 plan with the priorities of the WSU community, the citizens of Washington, and state stakeholders:

A commitment to diversity and inclusiveness has been infused in all themes.

More attention is given to infrastructure needs and alignment of resources. This includes stewardship of both infrastructure and human capital resources.

Within Theme 1, there is a stronger emphasis on WSU's unique strengths, the need for multidisciplinary investigation, the desirability of collaborative work (both internally and externally), and engagement of students.

Within Theme 2, there is greater emphasis on growth, student success toward graduation, and student leadership in society. Theme 2 now also reflects broader conceptions of academic achievement, moving beyond a simple focus on core competencies, and learning, with a recognition that significant learning occurs outside of the classroom.

Theme 3 has been expanded to more strongly emphasize outreach and the impact that WSU has on external groups and economic systems. There is a greater focus on access and availability and WSU's role within communities, and an acknowledgement of the importance of recognition, both internal and external, for the work that WSU does.

Theme 4 has a stronger focus on openness and accountability, with a particular goal of improving the regularity and breadth of accountability reporting.

Revision of the themes and selection of the primary metrics was driven by substantial data collection and a need to ensure that there is complete alignment among program goals, university goals, state needs, and national expectations for higher education. The primary data sources that were used in revision of the strategic plan were:

Demographic profile of Washington state.<sup>3</sup> Washington is a fast-growing state with a changing population and evolving economic base. The state Office of Financial Management projects that Washington will add approximately 80,000 residents per year until 2040. The dominant minority group within the state is Hispanic, and this group is expected to continue to grow at a rapid pace. The state has a broad economic base, with strengths in aerospace, agriculture and food processing, timber products, transportation, energy, health care, e-commerce, and high-tech. WSU's strategic plan addresses how to prepare for a growing, diverse student body, as well as the needs of a variety of businesses and employers.

Funding base for higher education. During the life of the 2008-13 strategic plan, WSU experienced a 52 percent reduction in its state allocation. This has been offset somewhat by tuition increases, increased enrollment, and growth in external funding through grants and contracts, but in large part WSU has responded by revising the way it executes many of its functions. We do not expect to see a meaningful increase in state support during the 2014-19 plan period. As such, the current strategic plan provides guidance for how to diversify its sources of revenue, and plans for progress toward fulfillment of our goals with static or minimally increasing resources.

Stakeholder accountability. As a public institution, WSU is accountable to the residents of Washington. Increasingly, those residents expect broader and easier access to information about the university's accomplishments, practices, and ways of doing business. This is evidenced not only through state lawmaker requests for information, but also through public filings of Freedom of Information Act (FOIA) requests. The 2014-19 strategic plan thus describes an approach for ensuring that all sharable information is identified and made public in a timely manner, and is easily accessible and understandable. It also employs highly specific, readily measurable metrics that are commonly collected by Research-I land-grant universities. This allows stakeholders to not only acquire information about WSU, but also evaluate that information.

Changing nature of higher education. Higher education throughout the United States is undergoing significant revision. Students take courses while physically dislocated from the campus at which the instructor is housed. Considerable learning occurs while applying skills in real world settings. Employers increasingly expect graduates to be grounded in topics besides the major discipline. Courses do not necessarily need to meet for an entire semester. Emphasis areas that can serve as viable majors emerge with increasing frequency. Students confront financial, social, and personal pressures that were much less prevalent a generation ago. As the diversity of the student body grows, so too does the range of challenges that students face. All of this is well-documented nationally, and demands that the University be nimble and flexible in its approach to its curriculum, student recruitment, student services, and range of opportunities. The 2014-19 strategic plan responds to these national trends by establishing ambitious goals for WSU to strive toward in the area of the student experience.

#### The Institutional Effectiveness Council

The strategic plan established a strategic planning implementation committee, the Institutional Effectiveness Council (IEC), to guide, monitor, measure, and report on the university's adherence to the plan and movement toward planning goals. The IEC began meeting in 2014. Its initial work resulted in definition of quantitative benchmarks for each of the 57 metrics in the strategic plan;<sup>4</sup> identification of a peer group for comparison of performance on these metrics;<sup>5</sup> and proposal of a process to identify current and emerging areas of research excellence, the latter of which resulted in the "120 Day Study"<sup>6</sup> and identification of five Grand Challenges, an effort coordinated by the vice president for research.<sup>7</sup> The IEC is also charged with compiling a yearly progress report that summarizes WSU's movement

toward fulfillment of the goals of the strategic plan.<sup>8</sup> This report is issued by the Office of the Provost and is made publicly available through WSU's strategic plan website.

The IEC has a steering committee<sup>9</sup> that oversees implementation and fulfillment of the strategic plan. In service of this assignment, the committee directs and resources the IEC and the university's Accreditation, Assessment, and Academic Program Review Committee (AAAC); reviews and approves recommendations from the IEC for strategic planning implementation and institution-level accountability metrics; and ensures alignment of data collection and reporting for institutional effectiveness, NWCCU accreditation standards, other external report mandates, and other internal needs for data and evaluation.

The IEC also formed subcommittees around each of the four core themes in the strategic plan. These subcommittees are charged with gathering information, gauging the effectiveness of current practices directed toward each theme, reviewing strategic plans from units across the university, and taking inventory of WSU's efforts under each theme. The subcommittees also promote awareness of and communication about the core themes within the University community, and provide feedback to the IEC.

The steering committee is chaired by the provost, and includes the vice provost for academic affairs, the vice president for research, the vice president for external affairs and government relations, the executive director of Institutional Research, the executive director of Finance and Administration, a dean, the chair of the Faculty Senate, a chancellor from one of the non-Pullman campuses, and the assistant vice provost for oversight of system and policy issues.

#### WSU's Core Themes Framework

The core themes serve as a framework for University mission-related objectives and achievement indicators that inform how WSU seeks to fulfill its mission and measure success. WSU strives for continuous improvement in pursuit of its mission. In addition, each college and campus maintains its unit specific strategic plan, with ways in which the core theme objectives are to be supported. In all, the focus is on providing an inclusive, productive, and positive educational experience for students.

**Core Theme 1. The Exceptional Research, Innovation, and Creativity theme** directs the university to continue the pursuit of a preeminent research portfolio characterized by continued growth of research expenditures, expansion in scholarly outputs, growth in graduate student enrollment, and continued emphasis on WSU's research strengths. In addition, WSU will build out emerging areas of research excellence and interdisciplinary collaboration while emphasizing its unique responsibility to address the particular needs of Washington state. Theme 1 has the following objectives:

Grow and diversify extramural research funding

Attract, retain, and develop high-quality research faculty system-wide

Develop and sustain the infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing

Build upon current and emerging areas of research excellence and international reputation

Increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors

In September of 2014, the provost and the vice president for research launched the 120-Day Study of the WSU Research Enterprise. The 120-Day Study is a comprehensive plan to achieve the research-related goals outlined in the strategic plan. The specific goals of the 120-Day Study were to:

- Define a strategic research agenda for WSU through a set of Grand Challenges matched to current and emerging areas of university research excellence.
- Define priorities that will guide major investments in research infrastructure and other critical elements of the WSU research enterprise.
- Examine the existing research enterprise and provide actionable recommendations to increase administrative efficiencies and create a culture of research excellence. The recommendations are structured to make results measurable so assumptions and progress can be assessed and validated.

Core Theme 2. The Transformative Student Experience theme directs WSU to continue its longstanding commitment to providing students with a transformational experience, while focusing on enhancing the quality and relevance of the learning experience, providing more personalized student services, expanding learning opportunities outside the classroom, and developing a more cohesive student community. The undergraduate experience will build upon WSU's nationally recognized writing, general education, and undergraduate research programs. Support for a transformational graduate experience will emphasize opportunities to engage in mentored research and outreach. Changes in the student experience will include increases in the size and diversity of the undergraduate student body. Enrollment growth will occur as a result of increased freshman and transfer admissions, as well as significant improvements in student retention. Theme 2 has the following objectives:

- Enhance student engagement and achievement in academics and cocurricular activities
- Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations in Pullman and at the other WSU campuses
- Produce graduates who are highly sought by post-baccalaureates and post-graduate employers and graduate/professional programs
- Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student access

Core Theme 3. The Outreach and Engagement theme directs the university to increase both the breadth of its scholarship into issues of concern to the state and world, and access to its extension programs by Washingtonians and others. The University will also strive to expand and enhance its engagement with public, private, and governmental entities that can benefit from WSU's expertise, and will increase its contributions to quality of life, economic wellbeing, and educational outcomes both inside and outside of the state. This theme has the following objectives:

- Increase the impact of WSU research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region
- Increase access to the WSU system for place-bound, non-traditional, first-generation, and other underserved and underrepresented students
- Contribute to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement
- Increase WSU's global presence and impact worldwide
- Improve WSU's reputation with external constituencies

Core Theme 4. Institutional Effectiveness: Diversity, Integrity, and Openness is a core theme that directs the University to build a community that is diverse, respectful, and equitable in its dealings with faculty, staff, and students. The university is required to work toward a system-wide culture of organizational integrity, effectiveness and in short, a place where students enjoy coming to learn and employees enjoy coming to work. To this end, the University is directed to steward finances in such a manner that will position the University to obtain its strategic goals and objectives and maintain its fiscal health for years to come. This theme has the following objectives:

- Recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups
- Maintain respectful, inclusive, and equitable behavior in all university environments
- Increase employee productivity and satisfaction
- Strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the University's mission
- Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with institutional priorities
- Expand, diversify, and effectively steward funding to advance the University's mission

A total of 28 campus units support the above objectives.<sup>10</sup>

During FY 2016 a search for metrics from peer institutions that could be adopted or adapted for measuring Theme 4 progress revealed that few such metrics exist. To be sure, measurement of constructs like satisfaction or transparency is challenging and thus, the practice nationally is in its infancy. The Theme 4 subcommittee conducted a systematic evaluation of measures across the university, took stock of data collection efforts on campus, and developed metrics for all Theme 4 subgoals.

2016 formed the baseline year for measuring progress toward Theme 4 strategic plan goals. Implementation of unit-level Theme 4 strategic plan goals and metrics was also a focus for 2016. As an initial step, unit strategic plans were examined to determine whether or not Theme 4 metrics exist, and if so, how viable and useful the metrics are. Technical assistance meetings were conducted during summer 2016 with unit leadership of units for which no Theme 4 metrics currently exist.

### Exhibits 3.B

#	Core Theme Planning	Evidence
1	2014-19 Strategic Planning Timeline and Progress Report	<a href="https://strategicplan.wsu.edu/process/timeline/">https://strategicplan.wsu.edu/process/timeline/</a>
2	2014-19 Strategic Plan	<a href="https://strategicplan.wsu.edu/">https://strategicplan.wsu.edu/</a>
3	Long-Term Population Projection for the State of Washington	<a href="http://www.ofm.wa.gov/economy/longterm/default.asp">http://www.ofm.wa.gov/economy/longterm/default.asp</a>
4	Strategic Plan Metrics	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.B%20Metrics_57_Baseline_and_Targets-as-of-15Mar2016_Print.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.B%20Metrics_57_Baseline_and_Targets-as-of-15Mar2016_Print.pdf</a>
5	WSU Institutional Peers	<a href="https://strategicplan.wsu.edu/institutional-peers/">https://strategicplan.wsu.edu/institutional-peers/</a>
6	120-Day Study	<a href="https://research.wsu.edu/office-research/120-day-study/">https://research.wsu.edu/office-research/120-day-study/</a>
7	Grand Challenges	<a href="https://research.wsu.edu/research-initiatives/grand-challenges/">https://research.wsu.edu/research-initiatives/grand-challenges/</a>
8	Progress Reports through 2016	<a href="https://strategicplan.wsu.edu/progress-report/">https://strategicplan.wsu.edu/progress-report/</a>
9	Institutional Effectiveness Council Steering Committee	<a href="https://strategicplan.wsu.edu/iec-steering-committee/">https://strategicplan.wsu.edu/iec-steering-committee/</a>
10	Campus Units that Support Theme 4	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.B%20WSU%20Units%20that%20Support%20Strategic%20Plan%20Theme%204.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/3.B%20WSU%20Units%20that%20Support%20Strategic%20Plan%20Theme%204.pdf</a>

## 4.A.1 Assessment and Improvement—Core Theme 1: Exceptional Research, Innovation, and Creativity

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

The Office of Research tracks grant and contract monies, commercialization efforts, and royalty revenue using the MyResearch and Inteum databases. This information is summarized in a yearly annual report, and is made publicly available at a “Facts and Figures” web site.<sup>1</sup> Yearly faculty productivity data is collected through WSU’s annual review reporting system (WORQS,<sup>2</sup> converting to Activity Insight<sup>3</sup> in calendar year 2017) and is analyzed in conjunction with Institutional Research (IR) and the Office of the Provost. IR provides expenditure information to the National Science Foundation (NSF) through NSF’s annual Higher Education Research and Development (HERD) survey.<sup>4</sup>

### Core Theme 1 Assessments

- Research subgoal 1.a. Grow and diversify extramural research funding
  - Indicator 1: Research and Development
 

R&D expenditures data and comparison against other universities based on the National Science Foundation Higher Education Research and Development (HERD) Rankings provide evidence that allows WSU to evaluate whether or not it is more successful than peer institutions in growing its R&D expenditures and improving its R&D rankings among public institutions across the U.S. The underlying assumption is that higher R&D expenditures and rankings reflect growth in research activity that has the potential to enhance the economy and quality of life of Washington state, the region, and the nation, as well as internationally.

Metrics that inform WSU’s Research sub-goal 1.a. Indicator 1 are total and federal R&D expenditures, plus comparisons to public institutions. For both, it is assumed that rank will follow expenditures.
  - Indicator 2: Multidisciplinary and Multi-Institutional Awards
 

A higher number of multidisciplinary and multi-institutional awards reflect diversification of WSU’s research portfolio and an increased research capacity to tackle large complex problems that, by their complexity, require interdisciplinary approaches and multi-institutional collaborations.
  - The metrics that inform WSU’s Research sub-goal 1.a. Indicator 2 are multi-institution grant awards.
- Research sub-goal 1.b. Attract, retain, and develop high-quality research faculty system wide
  - Indicator 1: Refereed Publications
 

Publications of high-quality as measured by peer refereed publications, is an indicator of research activity that contributes to the recruitment, development, and retention of highly qualified faculty necessary to sustain a Research 1 (Carnegie classification) institution of national and international prominence.
  - Metrics that inform WSU’s Research sub-goal 1.b. Indicator 1 are number of refereed publications per faculty FTE, and number of publications, juried or adjudicated shows, and performances or other evidence of research by arts and humanities faculty.

- Indicator 2: Prestigious Faculty Awards  
Prestigious faculty awards reflect the value added to a WSU education based on the quality of the teaching and research experiences and serve as an indicator of visibility and reputation of WSU research, scholarship, and creativity.

The main metric that informs WSU's Research sub-goal 1.b. Indicator 2 is number of prestigious faculty awards.

- Indicator 3: Citations (H-Index)  
Research output, mostly measured by refereed publications productivity, is an indicator of high-impact research productivity that contributes to the recruitment and retention of faculty and that translates into exceptional research and learning experiences for WSU students.

The main metrics that informs WSU's Research sub-goal 1.b. Indicator 3 are citations per faculty member, and H-Index.

- Indicator 4: National Academies Members  
Membership of WSU faculty in National Academies reflects high-quality and high-impact educational and research experiences. This indicator contributes to measuring visibility and reputation of WSU research, scholarship, and creativity.

The main metric that informs WSU's Research sub-goal 1.b. Indicator 4 is number of WSU National Academy members.

- Research sub-goal 1.c. Develop physical and technological research and scholarly infrastructure, resources, and expertise systemwide

- Indicator 1: Capital Expenditures  
A top-notch infrastructure is essential in order to reach AAU-caliber performance and success. An optimal infrastructure to support research and mentoring allows for high pace innovation capacity and advancement.

Metrics that inform WSU's Research sub-goal 1.c. Indicator 1 are total capital expenditures on academic infrastructure; square footage allocated to research and development per tenure-track faculty FTE; and number of laboratories, classrooms, conference rooms with virtual collaboration capabilities.

- Research sub-goal 1.d. Build on WSU's current and emerging areas of research excellence and international reputation

- Indicator 1: Sponsored Research Expenditures in Areas of Research Excellence  
Sponsored research expenditures in WSU areas of research excellence provide evidence that allows for the evaluation of the University's performance as it relates to accomplishing its land-grant mission, including tackling today's complex problems as well as reaching WSU's aspirations.

The main metric that informs WSU's Research sub-goal 1.d. Indicator 1 is sponsored research expenditures in identified areas of WSU research excellence.

- Indicator 2: Major Multidisciplinary Grant Proposals  
Major multidisciplinary proposals (i.e., \$500,000-plus) is an indicator of the strengthening of WSU's competitiveness and development of its research portfolio. An increase in major multidisciplinary proposals provides valuable information for strategic planning and decision-making with regards to the university's research, scholarly, and creative efforts, aspirations and goals.

The main metric that informs WSU's Research sub-goal 1.d. Indicator 2 is major multidisciplinary grant proposals submitted after internal peer review.

- Indicator 3: Sponsored Research Awards to Multi-Unit Projects  
WSU selected sponsored research awards to multi-unit projects is an indicator of increasing multidisciplinary activity and growth. The underlying assumption is that increased multi-unit sponsored research awards reflect an increase in collaboration and integration, as exemplified by the incorporation of the WSU Grand Challenges into WSU research goals and strategies.

The metric that informs WSU's Research sub-goal 1.d. Indicator 3 is the number of sponsored research awards and expenditures for projects that engage multiple units.

- Research sub-goal 1.e. Increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors.
  - Indicator 1: Publications Coauthored by Undergraduate and Graduate Students and Postdoctoral Associates

Publications coauthored by undergraduate and graduate students and postdoctoral associates is an indicator of WSU's performance with regards to providing critical mentoring to WSU students and trainees on conducting research, innovative projects, and creative endeavors as part of the learning experience.

The main metric that informs WSU's Research sub-goal 1.e. Indicator 1 is number of publications coauthored by undergraduate and graduate students and postdoctoral associates. There are also many qualitative examples of student research participation opportunities that the university monitors and analyzes.<sup>5</sup>

#### Exhibits 4.A.1—Core Theme 1

#	Methods for Assessment and Improvement	Evidence
1	Office of Research Facts and Figures Website	<a href="https://research.wsu.edu/accomplishments/facts-and-figures/">https://research.wsu.edu/accomplishments/facts-and-figures/</a>
2	WORQS Annual Reporting System	<a href="https://worqs.wsu.edu/">https://worqs.wsu.edu/</a>
3	Activity Insight	<a href="http://www.digitalmeasures.com/activity-insight/why-activity-insight.html">http://www.digitalmeasures.com/activity-insight/why-activity-insight.html</a>
4	NSF Higher Education Research and Development Survey (HERD)	<a href="https://www.nsf.gov/statistics/srvyherd/">https://www.nsf.gov/statistics/srvyherd/</a>
5	Examples of Student Research Participation Opportunities	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.1%20Theme%201%20student%20assessment.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.1%20Theme%201%20student%20assessment.pdf</a>

## 4.A.2 Evaluation of Programs and Services – Theme 1

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

The Office of Research maintains a Research Council<sup>1</sup> that is charged with guiding implementation of the 120-Day Study; overseeing development of the Grand Challenges; developing strategies and actions regarding research infrastructure, faculty and student engagement in scholarly activity, and development of the WSU research enterprise; and evaluating and advising the Office of Research on its policies, procedures, and operations. The Research Council membership number fluctuates and is a mixture of high-level faculty and administrators.

### Exhibit 4.A.2—Core Theme 1

#	Evaluation of Programs and Services	Evidence
1	Research Council	<a href="https://research.wsu.edu/office-research/research-council/">https://research.wsu.edu/office-research/research-council/</a>

## 4.A.3 Documentation of Student Learning Outcomes – Theme 1

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

WSU offers many opportunities for students to be involved in scholarly activity.

Course credit for research

Most departments offer credit for work as an undergraduate research assistant, and/or for engaging in directed study under the guidance of a faculty mentor. These experiences are graded on a Satisfactory/Fail system and can usually be repeated for credit. Because these are formal courses, faculty must document for the student which University learning outcomes are associated with the experience.

The WSU honors program<sup>1</sup>

WSU has a strong honors program. All students in the Honors College (except those majoring in ABET-accredited programs in the Voiland College of Engineering and Architecture) are required to complete an honors thesis prior to graduation. The honors thesis requirement provides an opportunity for students to design a unique project that will challenge them to reflect upon their honors education and to present their work to a group of faculty and peers. The thesis is the culmination of the undergraduate experience and can be a bridge to a future career or academic life. Completion of the senior thesis is one of the hallmarks of a quality honors education.

The thesis also provides an opportunity for undergraduate students to work closely with faculty members on campus who share similar research or creative interests. The thesis can provide entry to academic and professional research. It can lead to a publication(s) and/or a conference presentation(s). Prospective employers and graduate school admissions committees are impressed by the dedication and discipline required to write a thesis.

A thesis is not just another research or term paper. A thesis thoroughly investigates previous research on a topic and will include a student's own insights and contributions to the topic. Many theses attempt to answer an academic

question or test a hypothesis. Students in art, music, creative writing, or film studies, for example, may choose to complete a “creative project.” In this case, the written paper would be a contextual analysis of the work and would provide a lens for an audience to evaluate the work.

The evaluation of a thesis is a rigorous process that involves examination of both the written component and the oral defense. Each examination employs a formal rubric that assesses a wide variety of skills.<sup>2,3</sup>

In the 2015-16 academic year, over 120 students completed and defended their honors theses. A number of past theses have resulted in peer-reviewed journal publications and conference proceedings. Honors thesis research also has long-term impact as measured by item usage through the Research Exchange.<sup>4</sup>

#### Office of Undergraduate Research<sup>5</sup>

The Office of Undergraduate Research (OUR) provides a variety of services and opportunities to undergraduates who want to develop their scholarly skills and be educated about the research and creation process. OUR offers peer mentoring, a semester-long research skills seminar (UNIV 199), funding search assistance, and hosts SURCA,<sup>6</sup> an annual undergraduate scholarly showcase. Participants in SURCA are evaluated by a team of faculty judges, and awards are given to students whose work is determined by the judges to be worthy of recognition.

### Exhibits 4.A.3—Core Theme 1

#	Undergraduate Research Vehicles	Evidence
1	WSU Honors Program	<a href="https://honors.wsu.edu/">https://honors.wsu.edu/</a>
2	Honors Program Rubric for Written Examination	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.3%20Theme%201%20Written_Thesis_Rubric-2016.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.3%20Theme%201%20Written_Thesis_Rubric-2016.pdf</a>
3	Honors Program Rubric for Oral Examination	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.3%20Theme%201%20Oral_Presentation_Rubric-2016.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.3%20Theme%201%20Oral_Presentation_Rubric-2016.pdf</a>
4	Recent Published and Downloaded Honors Theses	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.3%20Theme%201%20Recent%20examples%20of%20published%20theses%20from%20the%20WSU%20Honors%20College.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.3%20Theme%201%20Recent%20examples%20of%20published%20theses%20from%20the%20WSU%20Honors%20College.pdf</a>
5	Office of Undergraduate Research	<a href="https://undergraduateresearch.wsu.edu/">https://undergraduateresearch.wsu.edu/</a>
6	SURCA Competition	<a href="https://surca.wsu.edu/">https://surca.wsu.edu/</a>

### 4.A.4-6 Evaluation of program integration – Theme 1

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

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals of those programs and services.

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

At the institutional level, WSU evaluates the alignment, correlation, and integration of its programs and services to the accomplishment of its core theme objectives as well as the planning, resources, capacity, practices, and assess-

ment with respect to achievement of the goals of those programs and services. The IEC is the overseeing mechanism that conducts regular reviews of institutional assessment processes of its initiatives, resulting in the continuous evaluation of measurable outcomes and meaningful results.

For Core Theme 1, as with the other core themes, part of this evaluative process consists of maintaining good stewardship of the institution's limited resources by prioritizing for strategic investments and focusing on continuous quality improvement. WSU Executive Policy 5<sup>1</sup> provides a formalized process that guides the appropriate development, approval, and dissemination of policies and procedures. With this in mind, the vice president for research leads the Office of Research in facilitating and supporting the university's efforts of evaluating progress and continuous improvement by:

- Providing guidance, seeking input from all stakeholders, and facilitating discussions and the vetting of policies, services, and initiatives
- Conducting internal and external evaluations and monitoring progress
- Engaging key units as needed (e.g., provost, attorney general, internal audit, faculty senate, Graduate School, Government Relations, other vice presidents, external evaluators) and making decisions once initiatives and issues have been assessed
- Disseminating information broadly

The Office of Research works closely with units and constituencies across the system and the state to ensure the integration of programs and services with the assessment and accomplishment of Theme 1 objectives. The vice president for research convenes regular meetings of the Research Council, provides progress and annual reports to the IEC, and reports regularly, and online, on metrics that facilitate evaluative and decision-making processes to increase efficiencies. Supporting the monitoring of centers, institutes and laboratories (CILs) in partnership with the Faculty Senate's Research and Arts Committee is another ongoing activity that illustrates the Office of Research's collaborative work across the system.

The Grand Challenge initiative is another example of integration of research programs with the objectives of Theme 1. The Grand Challenges require interdisciplinary approaches and inclusion of most, if not all, WSU research programs while maintaining the importance of disciplinary research development. In 2015-16 a Grand Challenge funding competition<sup>2</sup> was conducted using internally reallocated monies, with each college being invited to submit one or more five-year proposals to conduct research in a Grand Challenge area, in collaboration with one or more other colleges. Five proposals were funded, involving nine of WSU's 11 colleges.

The Office of Research has also been instrumental in leading efforts that engage state agencies and other institutions of higher learning across the state. Most recently, the Office of Research created the Committee on Cannabis Research and Outreach and developed guidelines on cannabis research, teaching, and outreach activities<sup>3</sup> in response to the state's need for cannabis research in the wake of its legalization in Washington. Policies and procedures put in place serve to channel the University's expertise in a manner consistent with its mission and goals and state and federal laws. Furthermore, the continuous evaluation of its assessment processes ensures that the institution continues to be a good steward of its resources, and that the research, creative, and scholarly activities of its faculty and students are advanced.

The Office of Research manages a number of support units that are essential to alignment of programs with the objectives of Theme 1. They are:

- Research Support and Operations (ORSO)<sup>4</sup> is the central hub for all submitted proposals and award acceptance across the WSU system related to federal and non-federal sponsored activities and leads and supports the implementation of the 120-Day Study.

- Research Advancement and Partnerships (ORAP)<sup>5</sup> assists and guides faculty with grant opportunities, training, and proposal writing as well as large-proposal development and research expansion.
- Campus Veterinarian (OCV)<sup>6</sup> provides a comprehensive program of humane and ethical animal care and use across the WSU system.
- Research Assurances (ORA)<sup>7</sup> encompasses institutional animal care and use (IACUC), biosafety (IBC), institutional review board (IRB), radiation safety (RSC), export controls, hazardous materials shipping (HMS), and safety initiatives systemwide.
- Economic Development (OED)<sup>8</sup> oversees the creation of WSU partnerships with external stakeholders to develop innovations, workforce, and community.
- In conjunction with the Faculty Senate, the Office of Research works with WSU’s Research Instrumentation Cores and Centers, Institutes, and Laboratories.<sup>9, 10</sup>
- The Office of Research maintains a thorough set of guideline documents that advise researchers on all aspects of the scholarly process.<sup>11</sup>

The planning and selection of programs and services to support the Research Core Theme display the university’s commitment as Washington state’s land-grant institution to advance knowledge through creative research, innovation, and creativity across disciplines; extend knowledge through innovative educational programs and mentoring; and apply knowledge through engagement to improve quality of life.

The Office of Research actively engages the Research Council and college deans to evaluate the functioning of its programs and services. A recent example is the effort to evaluate the financial and organizational structures of core laboratories in order to develop guidelines for the management of WSU core facilities. Furthermore, the Office of Research looks at needs using a prioritization approach and continually seeks resources to meet any identified areas for improvement. To this end, the Office of Research often brings in external reviewers of its programs. Some recent examples of external review include evaluation of WSU’s high performance computing capabilities; technical assessment and administrative review of the WSU animal care and use program; and the review of the WSU entrepreneurship and innovation program to identify opportunities, obstacles, and outcomes. As areas of need are identified, the vice president of research works closely with other university units to identify resources and find solutions to address those needs. An example of this is the recent implementation of the Safety Initiative, which started with a strict focus on laboratory safety but was expanded into an institutional safety initiative, encompassing the entire system and all areas that look to provide a student experience of the highest quality.

#### Exhibits 4.A.4-6—Core Theme 1

#	Program Integration	Evidence
1	Executive Policy 5	<a href="http://public.wsu.edu/~forms/HTML/EPM/EP5_Policy_Approval_and_Distribution.htm">http://public.wsu.edu/~forms/HTML/EPM/EP5_Policy_Approval_and_Distribution.htm</a>
2	Grand Challenge Strategic Reallocation Grant Competition	<a href="https://provost.wsu.edu/rfp/">https://provost.wsu.edu/rfp/</a>
3	Guidelines on Cannabis Research, Teaching, and Outreach Activities	<a href="https://research.wsu.edu/office-research/policies/cannabis_guidance/">https://research.wsu.edu/office-research/policies/cannabis_guidance/</a>
4	Office of Research Support and Operations	<a href="http://orso.or.wsu.edu/">http://orso.or.wsu.edu/</a>
5	Office of Research Advancement and Partnerships	<a href="https://research.wsu.edu/resources-researchers/orap/">https://research.wsu.edu/resources-researchers/orap/</a>
6	Office of the Campus Veterinarian	<a href="https://campusvet.wsu.edu/">https://campusvet.wsu.edu/</a>
7	Office of Research Assurances	<a href="http://www.ora.wsu.edu/">http://www.ora.wsu.edu/</a>
8	Office of Economic Development	<a href="https://economicdevelopment.wsu.edu/">https://economicdevelopment.wsu.edu/</a>

9	Centers, Institutes, and Laboratories	<a href="https://research.wsu.edu/centers-facilities-capabilities/centers-institutes-labs/">https://research.wsu.edu/centers-facilities-capabilities/centers-institutes-labs/</a>
10	Core Facilities	<a href="https://research.wsu.edu/centers-facilities-capabilities/capabilities-facilities/core-facilities/">https://research.wsu.edu/centers-facilities-capabilities/capabilities-facilities/core-facilities/</a>
11	Office of Research Guideline Documents	<a href="http://orso.or.wsu.edu/guidelines.asp">http://orso.or.wsu.edu/guidelines.asp</a>

### 4.B.1 Assessment of Results – Core Theme 1

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

Washington State University has incorporated indicator metrics for its strategic plan that it monitors for regular reporting to the regents, for discussion and planning in leadership groups and committees, such as for the work and recommendations of the Institutional Effectiveness Council, Student Success Council, and University Academic Advising Executive Council. A central theme in the formulation of the refreshed strategic plan in 2013-14 for the current (2014-19) strategic plan, along with its fulfillment, is the importance of using data to drive decisions. Accordingly, the strategic plan includes 57 indicator metrics that are tightly mapped to each specific subgoal to which WSU has committed its efforts.

This commitment has required the development of new methods for data collection and assessment. In many areas, WSU is pioneering these efforts—few, if any, of WSU’s peer institutions track data on some of the goals the University has set forth. As a result, the University is setting new standards in data collection and assessment that will lead to new levels of achievement and accountability.

This effort has been led by the Institutional Effectiveness Council, which is responsible for facilitating and tracking implementation of the strategic plan. The IEC includes faculty, staff, administrators, and students who have helped guide strategic plan development at the campus, college and department levels. Those plans have included assessment measures and have been mapped to the University’s plan, assuring cohesiveness and a shared mission throughout WSU.

A central feature of the 2014-19 plan is the University’s emphasis on providing a truly transformative education experience to our undergraduate and graduate students, incorporating this priority into all four themes. Each of the four themes of the strategic plan incorporates specific applications of each theme to student success. In addition, the plan incorporates representative initiatives and tactics identified for pursuit of each subgoal. All of the themes have direct relevance to facilitating and achieving student success in a transformational learning opportunity, which is the entire focus of Theme 2, the Transformative Student Experience.

Core Theme 1, sub-goal 1.e.states that the University will increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors. This is measured by the number of publications coauthored by graduate students, postdoctoral associates, and undergraduate students (primary metric), as well as by the number of presentations at the annual Showcase for Undergraduate Research and Creative Activities<sup>1</sup> and the GPSA Graduate Student Research Exposition<sup>2</sup> annual research presentation events and professional meetings, and by the number of honors theses completed.

The 120-Day Study is an example of how WSU collects meaningful information about its research mission, uses that information to inform planning, and provides feedback to constituencies in a timely and thorough manner. The

study was largely executed by four faculty-led subcommittees:

The Research Themes Subcommittee (18 members) identified WSU's research strengths and developed Grand Challenge research themes that would incorporate the combined and complementary research strengths of the university. A Grand Challenge approach allows WSU to make informed decisions about strategic allocation of resources; tackle problems with greater scope and impact by capitalizing on fundamental and applied research strengths across disciplines; enhance communication and marketing plans to strengthen WSU's reputation and recognition; and motivate and inspire the public to support WSU research programs.

Once themes for Grand Challenges were identified, the subcommittee identified the research strengths within each theme and barriers to advancement of each theme, and developed recommendations to improve the research environment and inform a strategic approach to investment toward the Grand Challenge themes. Theme-associated research strengths were to be prioritized based on the degree to which WSU is well placed to pursue them, including faculty strengths, current infrastructure, current and future sponsor interest, intellectual diversity, and a creative environment.

This subcommittee evaluated input from faculty surveys and suggestions gathered during interviews with Regents professors. Using this feedback, the subcommittee created a comprehensive list of potential research themes and developed candidate challenges. The subcommittee also received external evaluations of WSU's research strengths. The potential research themes were discussed and vetted by the Management and Integration Group with input from and facilitation by external evaluators.

The Research Infrastructure Subcommittee (17 members) used a multi-process approach to collect and group information to evaluate WSU's research infrastructure. Their approach enabled a more efficient evaluation process, addressing the challenge of the high volume of items under consideration and making the task more tractable.

Information was collected and cross-checked from the Office of Research website; associate deans of research (or equivalents) for each college/unit provided lists of items generally considered part of University research infrastructure with a value greater than \$200,000 but less than \$2 million; and individual faculty members identified items that should be considered part of the research infrastructure. Redundant reporting was removed, gaps were identified, and subcommittee members pursued information to fill those gaps. One of the important conclusions that was reached by this subcommittee was that the University can improve on defining research infrastructure and keeping accurate, up-to-date records of the present infrastructure, and thus the subcommittee recommended the formation of an oversight mechanism that more adequately monitors research infrastructure.

The Faculty and Student Engagement and Productivity Subcommittee (17 members) developed strategies for enhancing professional development of WSU faculty and trainees in key areas to advance WSU research, scholarly, and creative activities. These areas include recruitment and retention, mentoring and training, and recognition. The subcommittee recognized the value of a number of AAU metrics as an appropriate guide for assessment of university excellence while also considering broader indicators and issues unique to WSU. This subcommittee evaluated internal survey responses, reviewed information accrued during interviews and discussions, and developed a list of recommendations to improve recruitment, productivity, and retention of faculty and trainees.

The Outreach, Engagement, and Economic Development Subcommittee (17 members) sought to examine WSU's engagement and visibility within the state of Washington and the existing structures within the university to take a strategic approach to encouraging a culture of innovation, engaging the community and promoting the University's strengths to all its stakeholders.

To understand WSU's current strengths and identify potential barriers to maximizing outreach, engagement, and economic development efforts, this subcommittee:

- Analyzed metrics currently used to assess outreach, engagement, and economic development activities at WSU compared with peer institutions.
- Analyzed traits of peer institutions that are well engaged.
- Interviewed several National Academies members.
- Interviewed faculty members who have been successful in obtaining large research grants.
- Created an internal survey issued to the associate deans of research.
- Discussed stories of successful stakeholder outreach and engagement.
- Interviewed personnel in WSU departments engaged in outreach, engagement, and economic development activities (WSU Extension, WSU Foundation, Corporate and Relations, Foundation Relations, University Communication, and Economic Development).

#### Ensuring Consistency and Alignment of the 120-Day Study with the WSU strategic plan and Core Theme I Goals

The 120-Day Study involved individual sub-group meetings and many full group meetings. The University community contributed 141 online comments, which were key to formulating study conclusions. The four subcommittees provided their recommendations at a full group meeting. Two additional full group workshops were facilitated by Academic Leadership Associates, Inc. The final set of subgroup recommendations consisted of 19 recommendations and 72 sub-recommendations. The entire University community participated in identifying what data were needed and worked collaboratively in gathering data, providing input and feedback, and carefully reviewing the data.

To ensure consistency and alignment with the strategic plan goals and objectives, a Management and Integration sub-group, consisting of the associate deans for research and representatives from WSU's campuses, guided the study. An executive review group, consisting of the deans, selected senior faculty, and university leadership representing all WSU campuses, provided ongoing review and counsel. The broader University community was engaged through periodic updates, town hall meetings, and a public comments page on the 120-Day Study website.

Based on the results of the 120-Day Study and continuous institutional assessments, WSU identified recommendations that align with the strategic plan's Core Theme I objectives. These recommendations were compiled into a crosswalk.<sup>3</sup>

#### Exhibits 4.B.1—Core Theme 1

#	Core Theme Assessment and Delivery	Evidence
1	Showcase for Undergraduate Research and Creative Activities	<a href="https://surca.wsu.edu/">https://surca.wsu.edu/</a>
2	Graduate Student Research Exposition	<a href="https://showcase.wsu.edu/gpsa-research-expo/">https://showcase.wsu.edu/gpsa-research-expo/</a>
3	120-Day Study/Core Theme 1 Crosswalk	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.B.1%20Theme%201%20120%20Day%20Study%20crosswalk.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.B.1%20Theme%201%20120%20Day%20Study%20crosswalk.pdf</a>

## 4.B.2 Assessment and Improvement—Theme 1

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

Most departments and schools that offer opportunities to undergraduates to collaborate with faculty on scholarly inquiry assess the student experience through end-of-semester course evaluations. Each unit designs its own evaluation instrument to fit the wide range of experiences offered across units. Units use the information collected in these evaluations to feed back to faculty on student reactions to the experience that the faculty member is providing. The meaningfulness of the experience, the extent to which the student feels that s/he learned about the process of scholarly inquiry, and the degree to which the experience stimulated deeper interest in the topic and/or the process of inquiry are common dimensions along which the experience will be measured. Faculty can then use these responses to revise and refine the opportunity. WSU offers students the ability to share their experiences with the university community and the public through research and creative activity fairs like the Showcase for Undergraduate Research and Creative Activity.<sup>1</sup> WSU also regularly publicizes the accomplishments of advanced undergraduates in press releases and its internal and external news publications. In this way, WSU strives to give all students appropriate hands-on experience with knowledge creation, creative expression, and the methods by which these events are shared with the public.

### Exhibit 4.B.2—Core Theme 1

#	Core Theme Assessment and Delivery	Evidence
1	Showcase for Undergraduate Research and Creative Activity (SURCA)	<a href="https://surca.wsu.edu/">https://surca.wsu.edu/</a>

## 4.A.1 Assessment and Improvement—Core Theme 2: Transformative Student Experience

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

Strategic plan metrics for Theme 2 – Transformative Student Experience

Core Theme 2, Transformational Student Experience, comprises fourteen metrics to assess progress on mission-critical goals. In order to track progress, a matrix of the baseline, actual, and target metrics was developed by the Office of Institutional Research. The following metrics are arranged by sub-goals of Theme 2:

The metrics used to assess sub-goal 2.a, “Enhance student engagement and achievement in academics and co-curricular activities,” directly reflect student outcomes. The first two measure academic achievement:

- Metric #18, Bachelor’s degrees awarded
- Metric #19, Graduate degrees awarded

As a high-impact practice, an internship or practicum can be life changing, and meets the very definition of the goal for a transformative student experience.

- Metric #20, number of internships or practicum experiences
- Student achievement in a competitive global environment depends on availability of top quality learning technology to support student learning. That is measured by:
- Metric #21, percentage of classrooms that meet benchmark quality standards

- Continual improvement in the educational experience is measured by:
- Metrics #16-17, percentage of undergraduate and graduate programs that use assessment results in planning and decision-making.

Sub-goal 2.b of Theme 2, transformative student experience, is to “Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations in Pullman and at the other campuses,” and is assessed with two metrics:

- Metric #22, total university enrollment, and
- Metric #23, percent of student body from underrepresented groups.

While neither measure directly captures preparedness, WSU has made a calculated investment in recruitment of high-achieving high school, transfer, and graduate students, and this investment will be reflected in the metrics associated with sub-goal 2.d.

Sub-goal 2.c. of Theme 2 is to “Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate/professional programs,” and is captured by:

- Metric #24, percent of graduates employed within one year in a job relevant to their degree (as determined through WSU’s annual survey of alumni).

It is important to note that this sub-goal speaks only to students who seek employment upon graduation, rather than enrollment in professional or graduate school. WSU’s focus is on employment because less than 20 percent of our graduates pursue advanced education on a yearly basis. While this measure is sensitive to national economic trends, WSU considers it the best available for capturing student success on the job market.

Finally, sub-goal 2.d, which is to “Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student success,” is assessed through five metrics that cover the student’s trajectory from enrollment through graduation.

- Metric #29, SAT scores of entering students, reflects potential for freshman-year success.

Regarding inclusion of SAT scores as a metric, WSU recognizes that the test is a weak measure of student potential, and it is just one piece of information that we use in a holistic assessment of our applicants. However, the SAT is readily understood by our reporting constituents, and we find there is value in presenting the information.

While WSU is concerned with retention of students at all levels, national data indicate that freshmen are at greatest risk of dropping out of school for controllable reasons (academic struggle, poor decision making, loneliness, unhappiness), and therefore WSU is making a focused effort to help freshmen avoid or recover from these potential barriers to success. Thus:

- Metric #25, freshman retention.
- Metrics #26-28, degree completion, disaggregated by student population, directly reflect success in achieving outcomes that we track to assure equity in outcomes.

In addition to the strategic plan scorecard metrics, Institutional Research (IR) provides institution-wide student demographic data, program profile data, and other centrally collected data used by departments, colleges, and campuses to enhance assessment. Student information data is available via a business intelligence data warehouse and dashboard (OBIEE) to units University-wide, which has contributed considerably to systematic, effective, and meaningful assessment.

Other evidence of quality identified for Theme Two include results from WSU’s participation in the National Survey of Student Engagement. WSU offers it approximately every two years, to collect information about engagement and experience from its seniors and first year students. Quantitative and qualitative data is also collected through assess-

ment of general education achievement. Both sources of additional evidence track nationally recognized high impact practices in undergraduate education, as well as student learning achievement on WSU's Seven Learning Goals. As noted in the strategic plan, other quality sources of evidence help the university assess and monitor achievement of this core theme, such as the Educational Benchmarking, Inc. (EBI) survey of student success.

#### Exhibit 4.A.1—Core Theme 2

#	Assessment and Improvement	Evidence
1	Strategic Plan Progress Report	<a href="https://strategicplan.wsu.edu/wp-content/uploads/sites/153/2016/03/StratPlan-Final.pdf">https://strategicplan.wsu.edu/wp-content/uploads/sites/153/2016/03/StratPlan-Final.pdf</a>

### 4.A.2 Evaluation of Programs and Services—Core Theme 2: Transformative Student Experience

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

#### Student Success Council<sup>1</sup>

To facilitate the holistic evaluation of Theme 2, the transformative student experience, an institution-level Student Success Council (the successor to the IEC Theme 2 subcommittee), comprised of faculty, staff and students from all campuses, convenes to review progress and needs, to recommend strategy and policy changes, and to facilitate the formation of work groups that address topics deemed as high priority for mission fulfillment at the undergraduate level. For example, in 2015-16 the council created four working groups that addressed how to collect and communicate data and information about best practices for retention and student success, identifying administrative processes that could be smoothed to facilitate student progress and success, to improve transfer student recruitment and transitioning, and how to infuse a coordinated culture of student success across academic and cocurricular activities.

#### Academic Programs

WSU academic programs vary considerably, comprising a complex system with twelve colleges and five campuses. 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 in professions and research. Undergraduate education includes over 60 degrees with more than 100 majors, a general education program (UCORE), and an honors program. Some undergraduate programs make a significant contribution to general education or gateway coursework for other majors. WSU offers 42 doctoral degree programs and 65 master's degree programs to advance knowledge through creative research and scholarship in more than 89 fields of study. In addition, the University offers three professional degrees (DVM, Pharm.D., and M.D.) and a variety of graduate certificates. More than one-third of the undergraduate and one-quarter of the graduate programs are professionally accredited.

Assessment and review of academic programs to improve academic performance involves faculty, staff and administration and occurs at the undergraduate, graduate and professional program levels. Assessment and review of undergraduate academic departments takes place at multiple levels and in multiple modalities. Most importantly, undergraduate student learning is assessed and documented annually, and used for improvement, as discussed in 2.C.10, 4.A.3, 4.B.2 and elsewhere in this report and in the WSU Assessment Handbook.

To assist faculty and administrators in assessment and decision making, Institutional Research produces academic de-

partment profiles annually that address academic outcomes more broadly. These profiles contain data on students, employees, finances, research activity, degree progression, and degree completion.<sup>2</sup> Chairs, program directors and deans use this information to conduct college-specific assessments of academic programs. Many of WSU's academic programs or colleges are professionally accredited, which provides specialized accreditation reviews, another form of program review, with results folded into academic evaluation and planning.

In WSU's decentralized academic environment, program review and evaluation at the undergraduate level is a college-based function, as noted in Executive Policy 29 on multi-campus governance of academic programs:

- Reviews and assessments of programs are the responsibility of the appropriate academic authority.
  - Academic program reviews are done at the college level and reported to the Office of the Provost for final review.
  - Academic program assessments are the responsibility of the department chair/school director and reported to the college and graduate school as appropriate, and ultimately reported to the Office of the Provost.
  - Program-specific accreditation reviews are the responsibility of the college can be conducted locally at the appropriate campus under the direction of the dean, are reported to the Office of the Provost, and are included in institution-level review.
  - Institution-level accreditation reviews are the responsibility of the Office of the Provost.

Action for improvement arising from reviews is agreed upon between the dean and the chair. Recent examples of academic reviews leading to improvement include:

- A moratorium on admissions in the American Studies graduate program until 2018 in order to adjust the size of the program moving forward in terms of sustainability and job market, and to put into place partnerships with other units for academic program delivery and student support.
- A two-year moratorium on admissions in the master's program in Landscape Architecture in order to reframe the degree and curriculum on emergent research agendas and market demand for the degree.
- Splitting the bachelor's degree in Communication into three degrees based on assessment data (enrollment trends, stakeholder surveys, and market demand data) and restructuring The Edward R. Murrow College of Communication into three corresponding departments.
- Colleges may also conduct ad hoc reviews, as the College of Arts and Sciences recently did through an outside consultant.

In addition, the Office of the Provost has embarked on a multi-year, multi-pronged project to develop a flexible, non-traditional provost-level review of undergraduate academic programs that aligns program efforts and resources with university strategic goals, now encapsulated in the "Drive to 25" tag. The twin goals are to:

- Align accountability and effort more tightly around institutional goals in a resource-constrained environment, and to
- Put data in front of chairs and deans that speaks to what they can control in terms of costs and quality.

The focus is improvement in academic performance rather than traditional departmental reviews for their own sake. Steps taken to develop this process include:

- 2015-16: WSU contracted with EAB (formerly Educational Advisory Board) to be an early partner in the development of an online decision support tool for improving the overall performance of academic departments in tight budget environments.
- 2016-17: The Office of the Provost and Institutional Research have been extensively focused on developing the Academic Performance Solutions tool in partnership with EAB. When the tool is complete and accurate enough to be used with confidence by departments (expected in 2017), the new academic improvement process will integrate existing annual assessments of student learning with data analysis emerging from

the interactive tool. Academic Performance Solutions (APS) arms administrative and academic executives with department-specific benchmarks geared at facilitating challenging resource-tradeoff discussions across campus. Using key metrics such as enrollment, fill rates, outcomes, and costs, the system aggregates institutional data and develops validated scorecards which prompt action around critical decisions and investments. External benchmarks provide context and assurance.

- 2017: data on programs that align with President Schulz’s “Drive to 25” metrics (which themselves are a subset of core theme strategic plan metrics) forms part of deans’ reviews of departments and their own annual reviews with the provost.

The difference between the new process and current practice is that it will bring the Office of the Provost, dean’s offices, and departments into more timely and focused conversations about aligning resources and quality for ongoing mission fulfillment and sustainability.

Graduate program review is the responsibility of the Graduate School in collaboration with academic program faculty. The Graduate School recognizes that systematic program review that focuses on program quality and assessment of student learning is essential for the development, growth, and sustainability of excellence in graduate degree programs. The graduate program review process offers a comprehensive look at the program in which faculty and academic leadership: (1) clearly state and then evaluate the strengths and weaknesses of the program; (2) assess, share, and improve departmental practices, including program assessment; and (3) develop strategies for program growth and development.

The Graduate School has conducted program reviews on a three-year cycle alternating doctoral programs and master’s-only programs. Institutional data related to the graduate program and graduate data linked to the WSU strategic plan, along with data collected by the Graduate School and academic program, is collected, analyzed and discussed with program faculty and leadership. Graduate program profiles, graduate student survey and placement data, curricular information, assessment plans and reports, and faculty engagement reports are included in the review. Program changes based on faculty efforts toward program improvement are discussed and documented. Program review materials are kept on the Graduate School’s Program Review and Assessment SharePoint site<sup>3</sup> for program faculty and department and college leadership to access. A program review summary report<sup>4</sup> is prepared at the end of each program review cycle to share with university, college, campus, and program leadership.

Several graduate and professional programs are separately accredited and respond to regular accreditation visits and requirements. A list of these programs and their accrediting agencies can be found on the Provost’s Accreditation website.<sup>5</sup>

#### Exhibits 4.A.2–1, Academic Programs—Core Theme 2

#	Academic Programs	Evidence
1	Student Success Council	<a href="https://provost.wsu.edu/student-success-council/">https://provost.wsu.edu/student-success-council/</a>
2	Academic Profiles, Institutional Research	<a href="https://ir.wsu.edu/">https://ir.wsu.edu/</a> (requires log-in to view)
3	Graduate School SharePoint Site (requires login)	<a href="https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Home.aspx">https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Home.aspx</a>
4	Graduate Program Review Reports	<a href="https://gradschool.wsu.edu/review-and-assessment-reports/">https://gradschool.wsu.edu/review-and-assessment-reports/</a>
5	List of Accredited Programs	<a href="https://accreditation.wsu.edu/accreditation-home/accredited-programs/">https://accreditation.wsu.edu/accreditation-home/accredited-programs/</a>

### Academic Support Services

Because academic support services are distributed across campuses and vice presidential areas, their evaluation follows various cycles. All evaluations, however, determine the extent to which intended program goals or outcomes are met. Examples include:

#### University Classrooms (metric 21)

Enhancing the physical and technological infrastructure of the university to support and facilitate innovation in teaching and learning is one of the strategic initiatives under sub-goal 2.a of Core Theme 2. Longstanding assessment processes for general university classrooms illustrates the tight relationship between assessment, planning, resource allocation, and improvement.

Analyses of classroom space utilization and summaries for general University classroom use on each campus are completed every fall by the Budget Office and Institutional Research.<sup>1</sup> Inventories of classroom technology are conducted regularly. Surveys of teaching faculty are conducted periodically and in response to particular classroom upgrades or renovations. As of 2014, reports for Pullman departmental classrooms and teaching labs have also been developed in order to better project future space needs.

Modern scientific teaching spaces are a vital component in training students for the 21st century workforce and advanced studies, as part of this same strategic goal. Assessment of the teaching labs has resulted in a long-range plan to upgrade all of the aging learning spaces in the sciences at WSU and invigorate students' hands-on laboratory experience in high-demand STEM degrees, increase programmatic options, and bolster the "citizen scientist" experience for all students.<sup>2</sup>

Using this assessment data on physical and technological condition, usage statistics, and pedagogical needs, the University Classroom Committee, comprised of faculty and administrators, develops short term and long range plans for upgrading general use classrooms. Decision making criteria are codified and the committee reviews data and makes decisions during several meetings each year. All classrooms are scheduled for upgrade every ten years; specific classrooms in a given biennium are prioritized based on available funding, need, and efficiencies gained by bundling with other building projects.<sup>3</sup>

#### Advising

In recent years much more data has become available to assess the effectiveness of advising in support of student outcomes as the new (2012) Student Information System is more fully implemented, and as the SIS data repackaged through the Student Success Collaborative's SSC Campus yields new insights into patterns of persistence and attrition. A parallel evolution in advising governance, with the development of the University Academic Advising Executive Committee (UAAEC) and the Advising Consultants Group (ACG), has enabled new levels of systemwide evaluation of advising.<sup>4</sup> The first steps of these new systemwide groups have been to assess advising workloads in the face of rising student numbers. The result has been the creation of a set of Core Advisor Responsibilities to be used in position descriptions across the system.<sup>5</sup>

As the advising community better understands what data are available from the Student Information System (SIS), the advising system expands its capabilities for improvement based on assessment. For example, based on a newly available report from the student data warehouse, the UAAEC has recommended action on service indicators (in effect, registration holds or other requirements that action be taken) in order to help students, particularly first-semester freshmen, navigate the registration process more seamlessly and therefore to persist at higher rates. Advising assessment has also led to the institution of mandatory training of all advisors to a Level 2 certification.<sup>6</sup>

#### Tutoring

Tutoring services are both central and college-based. Individual tutoring programs conduct self-evaluations of their effectiveness in reaching program goals. Both math and engineering tutoring are discussed below in section 4.B,

Core Theme Two, Uses of Assessment. Central tutoring services periodically assess the efficacy of their services and adjust accordingly. For example, Multicultural Student Services annually compares the GPA of tutored students to those not tutored, with recent comparisons shown in Figure 4.A.2-1:

**Figure 4.A.2-1 Percentage of Tutored v. Non-Tutored Students with Grade Point Averages of 3.0 or Higher**

	% GPA of 3.0 or better tutored	non-tutored
AY 15-16	55%	44%
AY 14-15	51%	42%
AY 13-14	47%	41%
AY 12-13	53%	41%
AY 11-12	51%	44%

These data over the years has spurred changes in tutor training, better tutoring services marketing, and consistent feedback to tutors using self/supervisor assessment rubric. Other tutoring services conduct periodic reviews and make changes accordingly.

#### Math Learning Center

One of the most important things WSU has done for academic support of undergraduate students since the 2009 accreditation report has been to open the Math Learning Center, a joint investment by the Provost's Office and the College of Arts and Sciences.<sup>7</sup> The center opened in 2013 in Pullman and attendance has been on the rise ever since. Student visits average 1,729 weekly and nearly 26,000 visits per semester. The MLC is open six days a week and employs nearly 40 tutors. Additionally, most of the math teaching assistants hold their office hours at the MLC, an arrangement that is advantageous for students who have scheduling conflicts or could benefit from individualized instruction. Students with a mathematics question from any course on campus are welcome at the center.

Student outcomes to date support the success of the MLC. In a 2016 study of MLC usage and persistence at WSU, three courses in particular showed a meaningful correlation between increased usage of the MLC and increased probability of being retained (Math 103, Math 106, and Math 171), as indicated in the table below. The results are encouraging and indicate that the Math Learning Center at WSU has an important role in fostering student retention at WSU. Table 4.A.2-1 displays the positive impact of MLC usage on retention:

**Table 4.A.2-1 Impact of Use of Math Learning Center on Retention**

<i>Course</i>	<i>No hours in the MLC</i>	<i>15 hours in the MLC per semester</i>	<i>25 hours in the MLC per semester</i>
Math 103	69.6%	76.7 %	80.8%
Math 106	65.2%	83.2 %	90.4%
Math 171	84.6%	94.5%	97.4%

#### Academic Reinstatement Services

Academic Reinstatement Services, which supports academically deficient students, evaluates both process and outcomes continually, and revises policy and services as appropriate. Regular assessment of workshops and courses that support academic reinstatement also takes place.<sup>8</sup> Most recently, the reinstatement workshop content has been revised, and a proposal made to change the dismissal process for freshmen with under a 1.0 cumulative grade point average.

### Residence Life

Residence Life and Housing collects feedback from students and student staff annually through internal assessments and the benchmarking assessments supported by Association of College & University Housing Officers – International (ACUHO-I) (EBI/Skyfactor Student Success Software and Program Assessment). The factors from this tool provide feedback about both satisfaction and learning which are then applied to immediate goal adjustments and staff evaluations along with long-term and strategic planning. Recent examples include:

- The development of strategic goals and adjustments to staff requirements related to student engagement efforts, specifically personal interactions between students and between students and staff. As a result, professional staff now create detailed community development plans that address student engagement at the beginning of each academic year and engagement requirements for resident advisors now include more purposeful individual interactions with students in addition to community-based programming.
- The continued development and expansion of academic support initiatives in the residence halls has also resulted from our assessment results. An expansion of paid, peer tutors available in the residence halls has been increased. Additionally, resident advisors are now required to inquire about academics with all residents while the professional staff continue to provide mid-semester programming and targeted resources to residential students based on mid-term grades.

From a staffing perspective, residence life leadership has focused attention on hiring and developing diverse and skilled student and professional staff. A particular focus has been on areas that will have positive impact on the staff experience, and indirectly on their community experience. These changes include modification of the programming model, changing the expectations for returning staff so more time can be focused on their community, and modifying the training schedule based upon their feedback from prior trainings. Data from the resident student assessment continues to show strong satisfaction with student staff. The student staff EBI data, along with internal training and staff performance evaluations, continues to inform adjustments to staff training, support, and job expectations that allow for both learning for student employees and department objectives.

Finally, as WSU has increased first generation students as part of the first-year cohort over the years, residence life has worked closely with the First Scholars Program to provide them office and student space in the residence halls and establishing a first generation learning community. The department has funded an academic support person to assist with in-hall programming to assist in meeting their goals. In addition to using university and national data to inform the development of these initiatives, we are now also incorporating first generation identified students as part of our assessment plan.<sup>9</sup>

### First-Year Focus

First-Year Focus is a University-wide program for incoming freshman students in which students select a general education course that they will take with a cohort of other first-year students living in their residential hall. These sections of commonly taken courses are reserved for First-Year Focus students.

The EBI survey has been used in four iterations (2012-2015) to evaluate the efficacy of the First-Year Focus program in meeting program goals.<sup>10</sup> Results indicate that First-Year Focus students scored higher than other residential freshmen in the following areas:

- Decision to continue at and graduate from WSU
- Personal interaction with other students
- Perception of residence life contributing to students' learning and academic performance
- Knowledge and actions related to sustainability

Additionally, First-Year Focus seems to have a positive effect on students' sense of connection and competence. In order to build upon these positive results, a "Dine with Faculty" program has been created to provide even more student-faculty contact in an informal residential setting.<sup>11</sup>

**Exhibits 4.A.2 – 2, Academic Support Services—Core Theme 2**

#	Academic Support Services	Evidence
1	University Classrooms and University Classroom Committee  Classroom utilization summaries	<a href="https://provost.wsu.edu/procedures/classrooms/">https://provost.wsu.edu/procedures/classrooms/</a>  <a href="https://provost.wsu.edu/procedures/classrooms/policies-and-reports/usage-statistics/">https://provost.wsu.edu/procedures/classrooms/policies-and-reports/usage-statistics/</a>
2	Teaching Labs Assessment	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2.2%20STEM%20Teaching%20Labs_Bldg%20Infrastr%20Renewal-budget%20request.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2.2%20STEM%20Teaching%20Labs_Bldg%20Infrastr%20Renewal-budget%20request.pdf</a>
3	Classroom Planning Documents	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-3%2010%20YR%20PLAN%20-%202015-2025.xlsx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-3%2010%20YR%20PLAN%20-%202015-2025.xlsx?Web=1</a>  <a href="https://provost.wsu.edu/procedures/classrooms/policies-and-reports/decision-making-criteria/">https://provost.wsu.edu/procedures/classrooms/policies-and-reports/decision-making-criteria/</a>
4	Advising	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-4%20UAAEC%20Function%20and%20Membership%208-2016.docx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-4%20UAAEC%20Function%20and%20Membership%208-2016.docx?Web=1</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-4%20Washington%20State%20University%20Academic%20Advising%20Program.docx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-4%20Washington%20State%20University%20Academic%20Advising%20Program.docx?Web=1</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-4%20UAAEC%20Advising%20Recommendations.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-4%20UAAEC%20Advising%20Recommendations.pdf</a>
5	Workload Survey  Core Advising Responsibilities	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-5%20ACG%20Workload%20Survey%20report%203%2010%2016.docx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-5%20ACG%20Workload%20Survey%20report%203%2010%2016.docx?Web=1</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-5%20Core%20Advising%20Responsibilities%202016.docx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-5%20Core%20Advising%20Responsibilities%202016.docx?Web=1</a>
6	Education Policies and Procedures Manual, Advising Training	<a href="https://facsen.wsu.edu/eppm/EPPM%20Advising%20Training%201.23.17.pdf">https://facsen.wsu.edu/eppm/EPPM%20Advising%20Training%201.23.17.pdf</a>
7	Math Learning Center	<a href="http://www.math.wsu.edu/studyhalls/welcome.php">http://www.math.wsu.edu/studyhalls/welcome.php</a>
8	2015 Reinstatement Report  Academic Deficiency data and proposed regulation	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-7ASCC%20Spring%202015%20Reinstatement%20Assessment%20Report.docx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-7ASCC%20Spring%202015%20Reinstatement%20Assessment%20Report.docx?Web=1</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2%202-7%20Academic%20Deficiency%20Data.docx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2%202-7%20Academic%20Deficiency%20Data.docx?Web=1</a>

9	Residence Life Assessment Data	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2%20EBI%20Resident%20Assessment%20Full%20Report%2016-17.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2%20EBI%20Resident%20Assessment%20Full%20Report%2016-17.pdf</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2%20EBI%20Resident%20Assessment%20Survey%20FA16_print%20version.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2%20EBI%20Resident%20Assessment%20Survey%20FA16_print%20version.pdf</a>
10	EBI Resident Assessment Survey  Project Healthy Campus Reports on First Year Focus Using EBI results	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2%20EBI%20Resident%20Assessment%20Survey%20FA16_print%20version.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2%20EBI%20Resident%20Assessment%20Survey%20FA16_print%20version.pdf</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-9%20PHC%202014%20First%20Year%20Focus%20brief%20report.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-9%20PHC%202014%20First%20Year%20Focus%20brief%20report.pdf</a>
11	Dine with Faculty Program report	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-10%20Dining%20With%20Faculty%20Report%202016.docx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.A.2-2-10%20Dining%20With%20Faculty%20Report%202016.docx?Web=1</a>

#### Student Financial Services

Since 2013, based on both one-time and ongoing assessments, (WSU) has newly renamed, reorganized, and reengineered the former Office of Financial Aid and Scholarships to the Office of Student Financial Services (SFS).<sup>1</sup> This better reflects all the services encompassed within the department.

Due to a number of factors, including a shortage of staff compared to industry-accepted standards, inadequate staff training, insufficient budget and technology resources, and the conversion from the legacy student information system, many challenges were experienced in the timely delivery of financial aid to students in 2012 and 2013. An independent consulting firm was hired to provide an extensive and comprehensive review of the financial aid business processes and recommended changes necessary to achieve desired University outcomes.

Because of the growing number of regulations, the significant complexities in the work volume, and the necessary depth and breadth of knowledge required to insure compliance and limit financial risk to the institution, the consultants' recommendations were to substantially expand staffing, including a fully staffed communication center, and to de-compartmentalize the structure of the staff.

Approval was given to follow the recommendations. Streamlined processes, realigned staff work, implemented document deadlines and other measures successfully managed rapid growth in number of students awarded aid over three year period. SFS uses a variety of metrics to accomplish program goals and gain efficiencies:

#### Transaction numbers:

- Verification: 10,000 fewer document requests in AY16 compared to AY14
- Eliminated more than 2,400 Less than Full time Student Forms annually by automatically adjusting awards instead of requiring student action.
- Eliminated Summer Aid Application

#### Satisfaction Surveys:

- Raised overall customer satisfaction score from 3 to 4 for Fall start in 2016 (on of a scale of 1-5 with 5 being excellent )

**Deadline metrics:**

- Largest on-time aid delivery for Fall start in 2015; disbursed \$118 million in aid to 16,000-plus students in first disbursement (\$54 million increase from Fall 2013)
- SFS sent students 2016-2017 FA Awards—earliest ever in SFS history
- SFS delivered 2016-2017 FA Estimates—first among competitors

**Focus Groups (town halls):**

- Based on the 2014-15 SFS student/staff town halls improve the avenues to communicate information to new and current students about financial aid awards and missing documents.
  - Enhancements made in student information system (myWSU) include: My Communication Center, view student award activity by date, and print student award letters.
  - Revamped websites

**Invest in Success<sup>2</sup>**

As part of WSU's regular assessment of patterns of attrition and persistence, in 2012 and following, data emerged that unmet financial need is a key factor in students leaving the university, as is level of loan aid in relation to gift aid (scholarships). As a result, WSU has renewed its focus on raising scholarships and sought additional funding through grants to support student success.

Invest in Success is a \$2 million grant from the U.S. Department of Health and Human Services that offers low-income students the chance to save up to \$1,000 and receive as much as \$4,000 in matching funds. It serves 170 students per year in Pullman, Tri-Cities, and Vancouver. The program also includes financial literacy education, coaching, and support services.

**Exhibits 4.A.2 – 3, Business and Financial Services—Core Theme 2**

#	Business and Financial Services	Evidence
1	Student Financial Services website	<a href="https://financialaid.wsu.edu/">https://financialaid.wsu.edu/</a>
2	Invest in Success	<a href="https://provost.wsu.edu/invest-in-success/">https://provost.wsu.edu/invest-in-success/</a>

**Student Populations****Annual Retention Studies**

WSU regularly monitors academic progress, graduation rates, retention, persistence and attrition, and since 2013 has improved data sources to monitor student achievement, including data from OBIEE and EAB. In 2014, the new interim provost took action to improve academic success and retention of first year students, prioritizing the development and launch of Promoting Academic Ways to Success (PAWS),<sup>1</sup> a robust set of programs including three main areas<sup>2</sup> for vision and change, detailed further in Chapter 5:

- Supporting faculty innovation and excellence in instruction: A set of programs directed toward improving the academic preparedness of incoming students
- Strengthening academic preparation and student success: Additional resources and educational opportunities to allow faculty to implement innovative instructional methods and active learning experiences into their classes.
- Providing tools and policies that facilitate academic support and student success: A suite of new technology tools, ranging from a new learning management system to originality checking tools.

Annual data also includes enrollment reports that correlate time of freshman registration in the summer with persistence to the second and third semesters. The data showed that students who register later in the summer are less likely to persist. In response, WSU Pullman has begun a multi-year project to enable pre-enrollment of freshmen into

high-demand, critical first semester courses in math, writing, and the Roots of Contemporary Issues (required first-year course). WSU Tri-Cities is piloting full-year registration to achieve the same goal of higher retention.

Annual retention studies also guide the setting of recruitment and admissions criteria for the following year.<sup>2</sup> Since 2013 WSU has used student success data more systematically to adjust the thresholds for high school GPA and test scores, and to guide the selection of applicants who are placed into a pool for holistic review.

#### Exhibits 4.A.2 – 4, Student Populations—Core Theme 2

#	Student Populations	Evidence
1	Cougar PAWS Vision Diagram	<a href="https://provost.wsu.edu/wp-content/uploads/sites/102/2017/03/Cougar-PAWS-Diagram.docx">https://provost.wsu.edu/wp-content/uploads/sites/102/2017/03/Cougar-PAWS-Diagram.docx</a>
2	Annual retention studies	<a href="https://ir.wsu.edu/retention-graduation-and-gpa/">https://ir.wsu.edu/retention-graduation-and-gpa/</a>

### 4.A.3 Assessment of Student Achievement

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

#### 1. Systemwide Assessment of Student Learning at WSU

The assessment and reporting system implemented over the past seven years is flexible and diverse. WSU uses a centrally-coordinated system that sets requirements and identifies a good practice framework for all academic programs. Departments and faculty retain primary responsibility for their own assessment systems; assessment information is reported to college and campus leadership, which in turn support departmental efforts. 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 degree programs. For detailed information about the WSU Assessment System, see the WSU Assessment System Handbook.<sup>1</sup>

#### Broad Participation in WSU's Assessment System

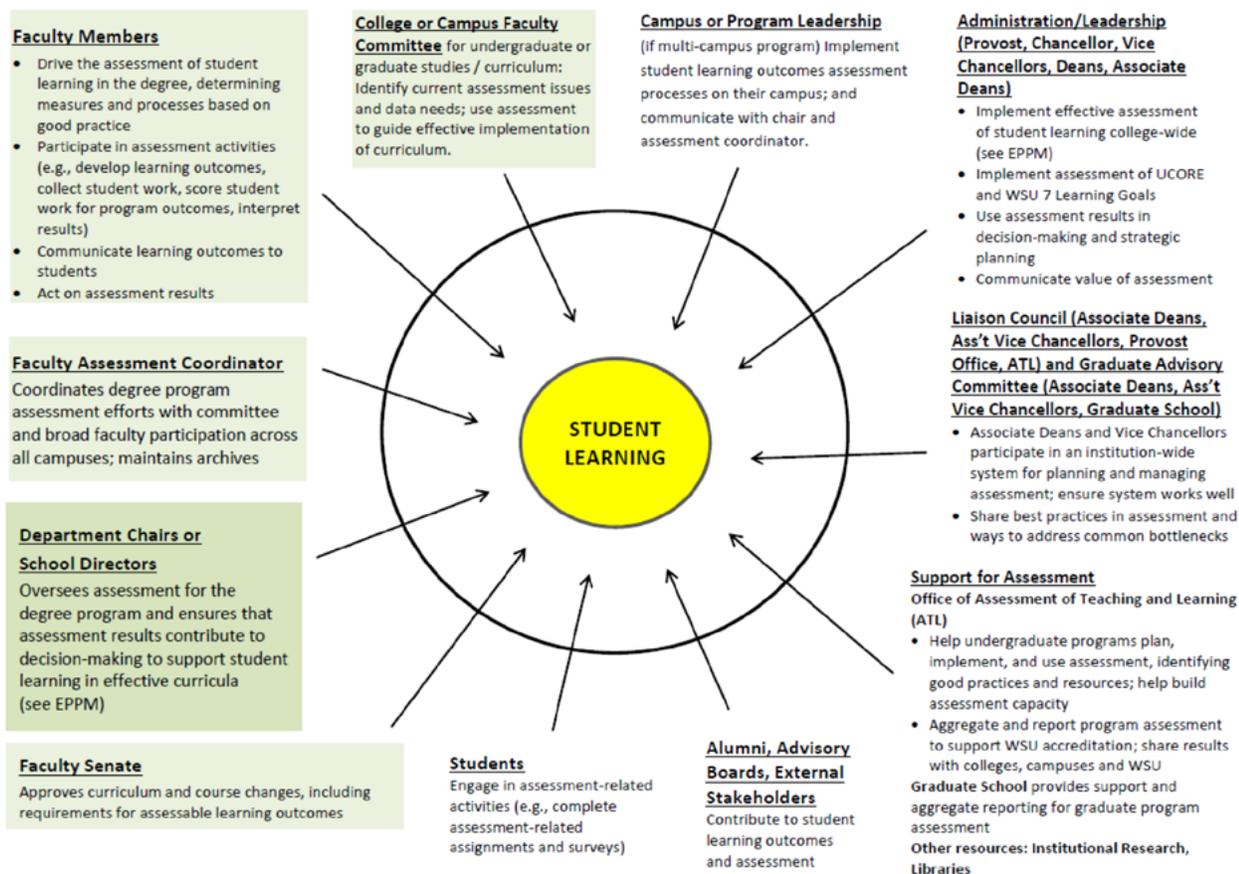
The Wheel of Assessment Roles: Assessment in Degree Programs (see figure below) illustrates the broad participation in WSU's comprehensive assessment system and the various roles of participants. Faculty participate in all phases of assessment of student achievement, from developing and approving program curricula, to defining course and program student learning outcomes, to the delivery of the curriculum, and the assessment of student learning outcomes at the course and program levels (as documented in the Educational Policies and Procedures Manual, and Suggested Roles and Responsibilities for Assessment).<sup>1,2</sup> The faculty and departments/schools are also responsible for using assessment results to improve the quality of the academic program and the student experience.

Offices and committees at different levels of the university provide additional support to the assessment system. The Office of Assessment of Teaching and Learning,<sup>3</sup> the Liaison Council for Undergraduate Assessment,<sup>4</sup> the UCORE Assessment Subcommittee for General Education,<sup>5</sup> the Graduate School,<sup>6</sup> the Office of Institutional Research, and college and campus assessment committees, together provide resources, reporting oversight, general support, and infrastructure. The Office of the Provost, with assistance from its accreditation committee,<sup>7</sup> Faculty Senate, and WSU senior leadership, provides oversight and coordination and regularly submits academic affairs reports to the president and Board of Regents. Alumni, advisory boards, and other external stakeholders contribute to student learning outcomes and assessment, as appropriate to specific disciplines and fields.

The Wheel of Assessment Roles (Figure 4.A.3-1 below) shows broad engagement in assessment of student learning.

**Figure 4.A.3-1**

**THE WHEEL OF ASSESSMENT ROLES: Assessment in Degree Programs** 1-10-2017



Adapted by WSU's Office of Assessment of Teaching and Learning, from University of Hawaii, Manoa

**Exhibits 4.A.3.1 (System-wide Assessment of Student Learning)—Core Theme 2**

#	Assessment of Student Learning	Evidence
1	Educational Policies and Procedures Manual Policy on Assessment	<a href="https://facsen.wsu.edu/eppm/EPPM%20Policy.2016.%20Assessment%20of%20Student%20Learning%20in%20Degree%20Programs.pdf">https://facsen.wsu.edu/eppm/EPPM%20Policy.2016.%20Assessment%20of%20Student%20Learning%20in%20Degree%20Programs.pdf</a>
2	Assessment Roles and Responsibilities	<a href="https://atl.wsu.edu/documents/2015/08/degree-program-assessment-summary-of-roles-and-responsibilities.pdf">https://atl.wsu.edu/documents/2015/08/degree-program-assessment-summary-of-roles-and-responsibilities.pdf</a>
3	Office of Assessment of Teaching and Learning	<a href="https://atl.wsu.edu/">https://atl.wsu.edu/</a>
4	Liaison Council for Undergraduate Assessment	<a href="https://atl.wsu.edu/about-assessment/working-groups/liaison-council-for-undergraduate-assessment/">https://atl.wsu.edu/about-assessment/working-groups/liaison-council-for-undergraduate-assessment/</a>
5	UCORE Assessment Subcommittee	<a href="https://ucore.wsu.edu/assessment/about/committee/">https://ucore.wsu.edu/assessment/about/committee/</a>
6	Graduate School Program Review and Assessment	<a href="https://gradschool.wsu.edu/program-review-and-assessment/">https://gradschool.wsu.edu/program-review-and-assessment/</a>
7	Accreditation, Assessment, and Academic Program Review Committee	<a href="https://accreditation.wsu.edu/accreditation-home/teams/">https://accreditation.wsu.edu/accreditation-home/teams/</a>

## 2. Reporting Structure for WSU's Effective, Regular, and Comprehensive Assessment System

WSU's Assessment System has well-established, regular, and comprehensive annual reporting requirements that involve faculty, staff, and administrators throughout the University. The Office of the Provost<sup>1</sup> oversees reporting for the assessment of student learning across the institution. Reporting up to the provost, the Office of Assessment of Teaching and Learning (ATL)<sup>1</sup> is responsible for overseeing the reporting process for undergraduate program assessment, and the Graduate School is responsible for overseeing the graduate and professional program assessment reporting process. As detailed below, undergraduate program reports are archived by ATL and in departments, and are available to program faculty and leadership. Graduate program reports are available to program faculty and leadership via the Graduate School's assessment SharePoint site. Summary reports are available to the entire institution and its external constituents via ATL and the Graduate School's assessment websites.

### Undergraduate Degree Programs

- WSU undergraduate degree programs report annually on their system of assessing student learning, a practice begun in 2009. ATL collects and archives these reports.<sup>2</sup> Annual summaries<sup>3</sup> (2011 to present), prepared by ATL, provide a snapshot of the status of undergraduate assessment and are shared regularly with the provost and with college and campus leadership, in addition to college summaries shared within each college.

Over the past seven years, WSU academic programs have implemented regular and systematic assessment of student learning. These systems include:

- Key Assessment Elements. All undergraduate programs report on their Key Assessment Elements for systematic, effective assessment, as developed to fit their unique context and needs. Substantially all programs ( $\geq 90$  percent) have all key assessment elements in place (95 percent in 2016), continuing an upward trend over the past five years, as shown in Table 4.A.3-2 below. Additional information about Key Assessment Elements is available on ATL's website, together with examples.<sup>4</sup>

**Table 4.A.3-2**

Key Assessment Elements Undergraduate Degree Program Reports, 2012-2016						
Key Elements in Place	2011	2012	2013	2014	2015	2016
	% of Reports					
Student Learning Outcomes	89%	100%	100%	100%	100%	100%
Curriculum Map	66%	100%	100%	92%	93%	97%
Direct Measure	64%	100%	100%	97%	100%	97%
Indirect Measure	64%	100%	98%	98%	100%	100%
Assessment Plan	88%	100%	98%	98%	93%	98%
Use of Assessment	77%	100%	96%	92%	100%	100%
All Six Elements	46%	100%	96%	85%	88%	95%
Total Number of Reports	56	54	55	60	60	60

- Faculty Responsibilities. Assessment of student learning in academic departments is designed and executed by faculty responsible for the curriculum as documented fully in the Response to Recommendation 2, above.
- Measures of Student Learning. Substantially all ( $\geq 90$  percent) undergraduate programs collect direct and indirect measures of student learning, including one or more direct measures of senior performance, as shown in Table 4.A.3-3 below.

**Table 4.A.3-3**

Measures of Student Learning Undergraduate Degree Program Reports, 2014-2016			
	2014	2015	2016
	% of Reports	% of Reports	% of Reports
One or more direct measure collected	97%	100%	97%
One or more indirect measure collected	98%	100%	100%
Senior-level measure(s) collected	88%	95%	100%
Senior-level direct measure(s) collected*	NA	87%	92%
Total Number of Reports	60	60	60

\*Data not available prior to 2015

- Targets Met to Support Quality Assessment. WSU expects substantially all programs ( $\geq 90$  percent) to continuously have their assessment elements in place and updated and to collect measures of student learning. This target recognizes that, in any given year, a few programs may experience a change in their program context, prompting faculty to revisit basic processes, measures or tools. The University's goal is for assessment to be meaningful and useful; thus, rather than focusing on 100 percent compliance, WSU's approach encourages deeper involvement in assessment as faculty iterate changes and improvements to meet evolving needs of students and curricula. WSU undergraduate programs are meeting this University target for regular, systematic, and meaningful assessment of student learning.

#### General Education (UCORE)

The University's systematic assessment of student achievement of the Seven Learning Goals uses assessment in key courses as well as data from university-wide programs and centrally collected measures and data. Regular direction and oversight are provided by the UCORE Committee and the Vice Provost of Undergraduate Education; a faculty Subcommittee for Assessment reviews data and results and makes recommendations. Well-established learning outcome assessments include faculty assessment of student performance in capstone courses and foundational courses, a nationally-developed science concept literacy inventory, and the National Survey for Student Engagement, as well as course-level assessments done by faculty in all classes. Guided by the NILOA Transparency Framework,<sup>5</sup> UCORE's website makes systematic assessment reporting and evidence of student accomplishment of the Seven Learning Goals readily accessible, useful and meaningful to faculty, administration, students, and others.<sup>6</sup>

To provide systematic infrastructure, coordination and sustainability for UCORE assessment, the Office of Assessment of Teaching and Learning provides administrative support, analyzes data, generates regular reports, maintains archives, and manages the UCORE assessment website.

#### Graduate Programs

All WSU graduate programs are required to submit annual assessment reports to the Graduate School each June 1st. The reporting requirement is designed to support continuous quality improvement in a proactive manner. In even years, graduate programs submit a narrative assessment review report that includes data analysis, faculty conclusions, and an action plan for program improvement. In odd years, programs submit an assessment update form that describes recent assessment activities and accomplishments. Program assessment reports from 2012-2016, along with updated program assessment plans, can be found on the Graduate School's Assessment Archive SharePoint site.<sup>7</sup>

All graduate and professional programs must have a faculty-developed plan for systematic, effective assessment of student learning in the program. These plans, developed to fit within the unique context and needs of the discipline and specific program, should include student learning outcomes, direct and indirect measures, and a process for collecting, reviewing and using assessment data. During the reporting process, graduate programs include information about their current assessment plans and any updates to them. The assessment plans are reviewed by the Graduate School, and feedback is provided to help faculty improve the quality, completeness, and implementation of their plans. All graduate programs have complete assessment plans in place, and collect and review assessment data annually, as shown in Table 4.A.3-4 below. In 2016, a substantial number of graduate programs (97 percent) reported that they use assessment data for planning, decision making or to make substantive changes to the program or its curriculum.

**Table 4.A.3-4**

Key Assessment Elements					
Graduate and Professional Degree Programs, 2012-2016					
Key Elements in Place	2012	2013	2014	2015	2016
	% of Programs				
Student Learning Outcomes	100%	100%	100%	100%	100%
Assessment Plan	100%	100%	100%	100%	100%
Collected Assessment Data	100%	96%	100%	100%	100%
Used Assessment Data for Program Improvement	61%	72%	80%	85%	97%
Total Number of Reports	68	68	69*	75**	75

\* Does not include 3 graduate programs

\*\*Does not include the 1 graduate program

The Graduate Program Assessment Review Summary Report, prepared by the Graduate School during each reporting cycle, discusses the major themes and findings from the program-level assessment reports and includes recommendations from the Graduate School to support graduate program assessment for the next assessment review period. The Graduate Program Assessment Summary Reports<sup>8</sup> are shared with program leadership (chairs, directors, and program coordinators), college leadership (deans and associate deans), and campus and central administration (vice chancellors for Spokane, Tri-Cities, Vancouver, Office of the Provost).

**Exhibits 4.A.3-2 Reporting Structure —Core Theme 2**

#	Reporting	Evidence
1	Office of Assessment of Teaching and Learning	<a href="https://atl.wsu.edu/">https://atl.wsu.edu/</a>
2	ATL Undergraduate Program Assessment Report Archive	<a href="https://sharepoint.ir.wsu.edu/sites/ATLACCRED">https://sharepoint.ir.wsu.edu/sites/ATLACCRED</a>
3	Annual Undergraduate Program Assessment Summaries	<a href="https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/">https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/</a>
4	Key Assessment Elements	<a href="https://atl.wsu.edu/key-assessment-elements/">https://atl.wsu.edu/key-assessment-elements/</a>
5	NILOA Transparency Framework	<a href="http://www.learningoutcomesassessment.org/TransparencyFramework.htm">http://www.learningoutcomesassessment.org/TransparencyFramework.htm</a>
6	UCORE Assessment Website	<a href="https://ucore.wsu.edu/assessment/">https://ucore.wsu.edu/assessment/</a>
7	Graduate School Assessment Archive	<a href="https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Assessment-Archive.aspx">https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Assessment-Archive.aspx</a>
8	Graduate School Assessment Summary Reports	<a href="https://gradschool.wsu.edu/review-and-assessment-reports/">https://gradschool.wsu.edu/review-and-assessment-reports/</a>

**3. Student Achievement of Seven Learning Goals of Undergraduate Education**

Assessment of student learning in individual undergraduate degrees is complemented by the broader perspective of learning outcomes assessment within general education. Both the degree programs and general education state learning outcomes within the framework of the Seven Goals of Undergraduate Education, as documented in their curriculum maps and alignment tables.<sup>1</sup> As the first cohort of students in the new general education curriculum (matriculated 2012) advanced to the senior capstone level in 2016, WSU had the first opportunity to take a snapshot through its capstone assessment project of student learning that comprises senior-level learning outcomes common to the degrees and general education. Other general education outcomes are assessed in a variety of ways.

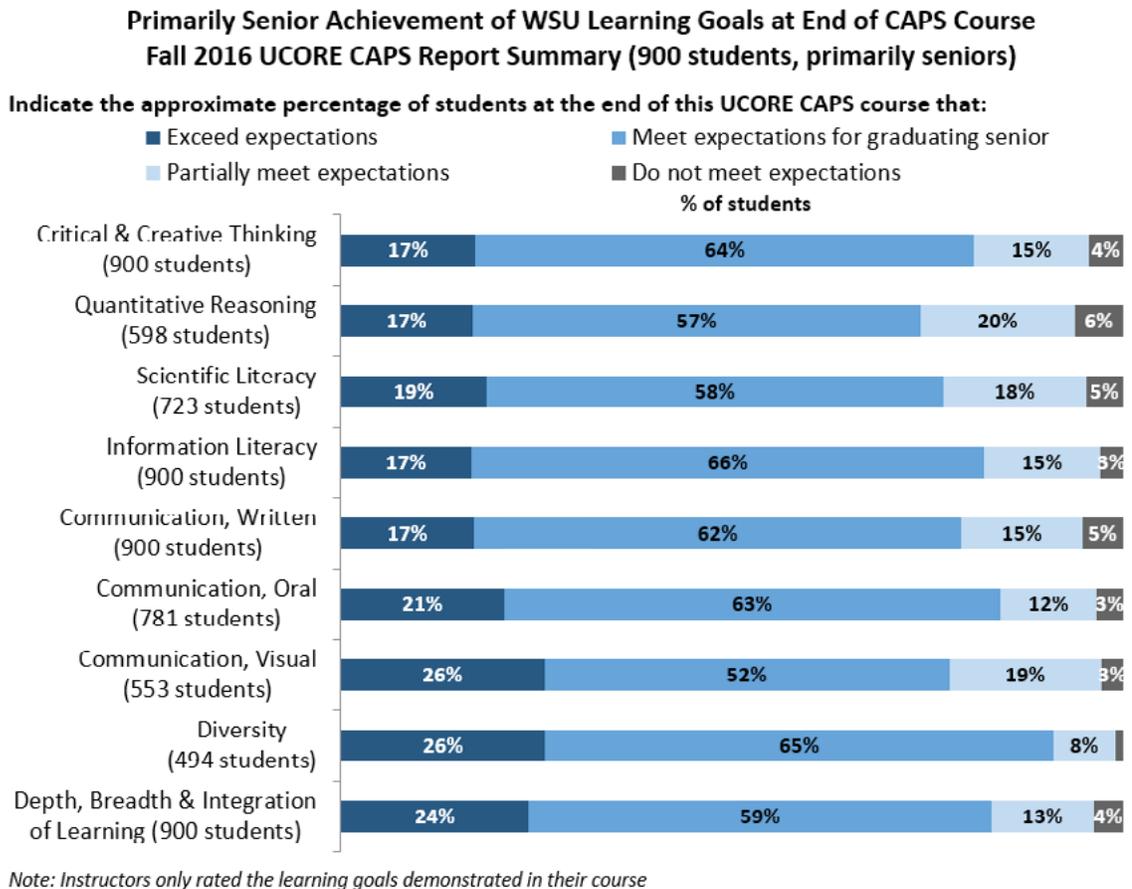
UCORE Annual Assessment Summaries, Capstone Summaries and other evidence of student learning are available on UCORE's Assessment website – see Planning,<sup>2</sup> Evidence of Student Learning<sup>3</sup> and Annual Summaries.<sup>4</sup> In this section, the focus is on A) capstone results specifically, and B) freshman and senior outcomes more generally.

*A) Capstone Outcomes - 2016*

UCORE's capstone assessment reporting – a holistic direct measure of student learning conducted by faculty teaching capstone courses and begun in 2015—has been refined over four semesters; additional information and capstone results from prior semesters are available on UCORE's Assessment website<sup>5</sup> and Response to Recommendation 2.

Results from assessment of the general education capstone (designated “CAPS” in the degree audit system, and most often taken within the student's major) show that most students are meeting or exceeding expectations for seniors for the WSU Learning Goals, as demonstrated in their CAPS courses. For example, fall 2016 UCORE Capstone Results<sup>5</sup> show that in courses with primarily (>90 percent) seniors, instructors indicated that 81 percent of students met or exceeded expectations at the graduating undergraduate level for Critical and Creative Thinking, 74 percent for Quantitative Reasoning, 77 percent for Scientific Literacy, 82 percent for Information Literacy, 79 percent for Written Communication, 84 percent for Oral Communication, 78 percent for Visual Communication, 91 percent for Diversity, and 83 percent for Depth, Breadth and Integration of Learning, as shown in Figure 4.A.3-2 below.

Figure 4.A.3-2



While the capstone direct measure results show that the vast majority of students meet or exceed expectations, the UCORE Committee and its assessment subcommittee are taking steps to improve the assessment system by working on recommendations to clarify benchmarks for senior-level learning outcomes achievement. For details, see UCORE's assessment webpage for CAPS.

*B) 2016 UCORE Assessment Summary of Student Achievement of WSU's Seven Learning Goals<sup>4</sup>*

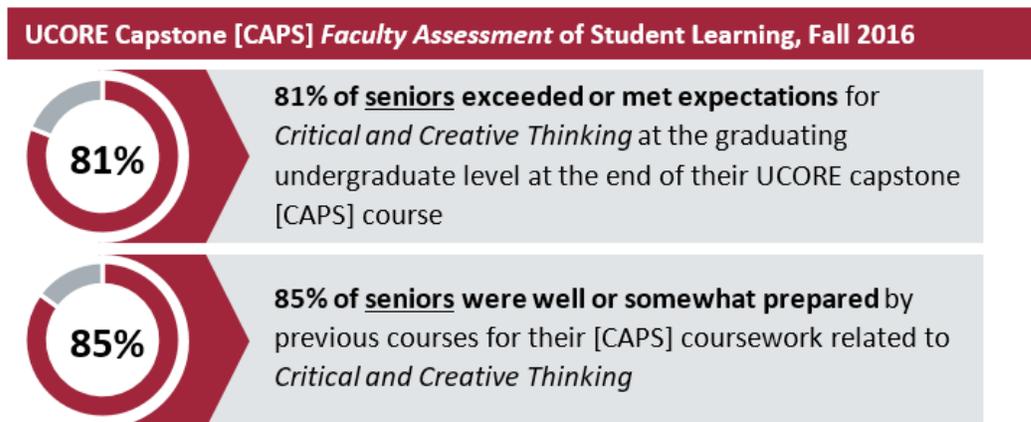
Whereas the Capstone Report summarized above provides a snapshot of senior-level achievement of learning goals, this fuller Assessment Summary of Achievement report provides a picture of student learning achievement and growth, highlighting data at the freshman and senior levels. It not only reports capstone assessment results on all learning goals but also integrates results from the Science Literacy Concept Inventory; results from the first year experience foundational course, Roots of Contemporary Issues; and results from the National Survey of Student Engagement (NSSE) related to specific learning goals.

Because the 2016 Assessment Summary of Achievement report is lengthy, excerpts are provided here and readers are referred to the full report publicly available on the UCORE Assessment website.<sup>4</sup>

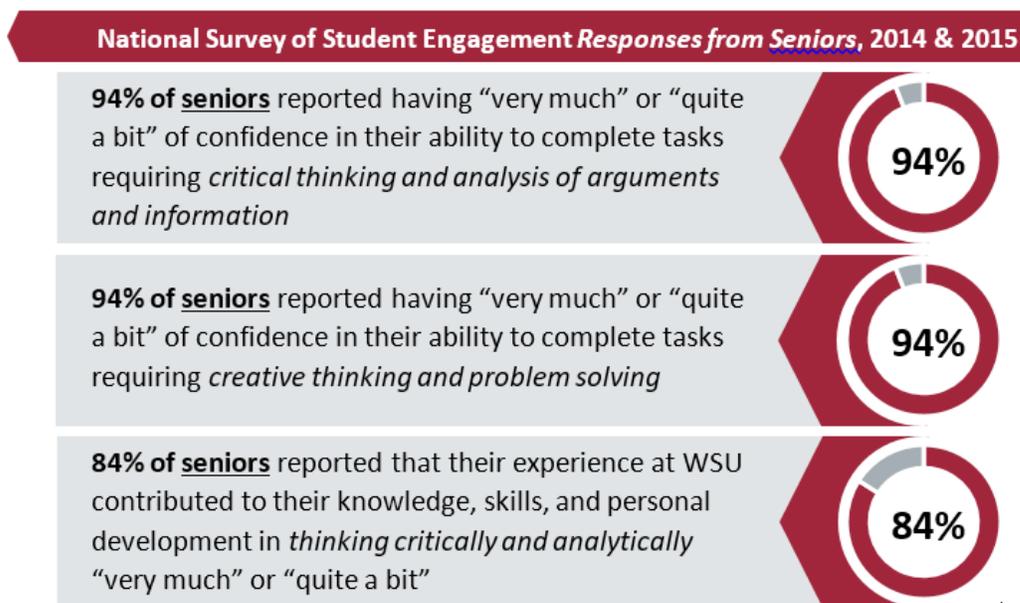
### Excerpts from 2016 Assessment Summary of Achievement

#### Critical and Creative Thinking

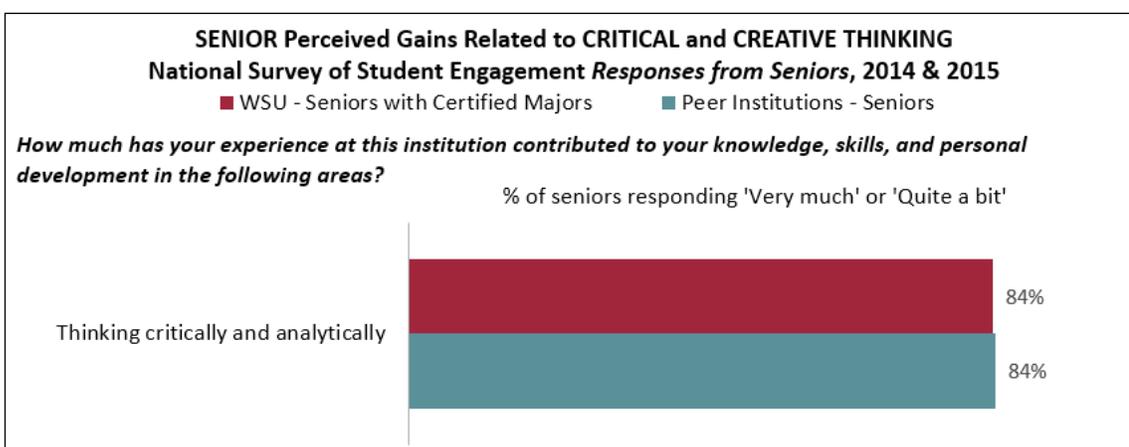
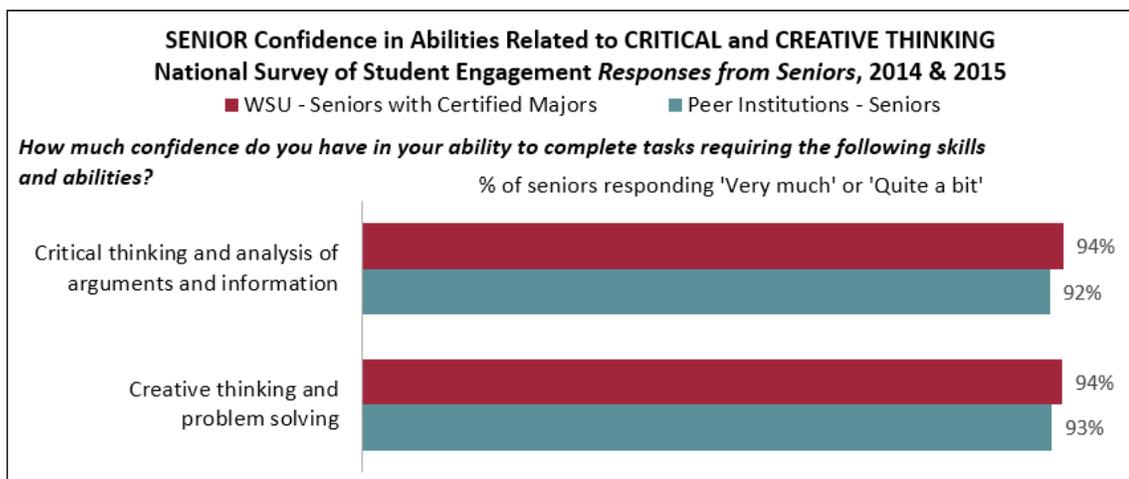
Sources of direct evidence for student learning by seniors are presented first:



These are paired with indirect evidence from NSSE:



Additional NSSE self-assessment by seniors is brought in for context:



This information on critical thinking is then examined in light of available data on freshman learning. Direct measures come from faculty who evaluated a random sample of 189 students' final research papers using a faculty-developed rubric in 2015-16. NSSE questions provide a complementary indirect measure for first year students.

### First-Year Experience [ROOT] Faculty Evaluation of Student Work, 2015-16

<b>FIRST-YEAR Achievement Related to CRITICAL and CREATIVE THINKING at End of [ROOT] Course</b> First-Year Experience [ROOT] Faculty Evaluation of Student Work, 2015-16				
	% of first-year students			
	Exceed expectations at first-year level	Meet expectations at first-year level	Partially meet expectations at first-year level	Do not meet expectations
Using evidence to build arguments	19%	38%	37%	7%

### National Survey of Student Engagement Responses from First-Year Students, 2014 & 2015

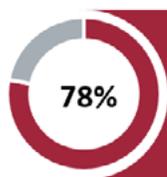
FIRST-YEAR Skill Development Related to CRITICAL and CREATIVE THINKING				
National Survey of Student Engagement Responses from First-Year Students, 2014 & 2015				
During the current school year, how much has your coursework emphasized the following?	% of first-year students			
	Very much	Quite a bit	Some	Very little
Applying facts, theories, or methods to practical problems or new situations	25%	45%	27%	3%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	22%	46%	28%	4%
Forming a new idea or understanding from various pieces of information	22%	45%	28%	5%
Evaluating a point of view, decision, or information source	20%	48%	28%	4%

This evidence feeds into the ongoing capstone assignment design initiative, whose next steps are engaging the issue of eliciting critical thinking through assignment design, and working backwards through the curriculum to scaffold students' skills. The freshman-level evidence has already triggered several changes to the assignments and pedagogy of the required freshman course, Roots of Contemporary Issues (see section 4.B.2 and UCORE assessment webpage for RCI).<sup>6</sup>

#### Scientific Literacy

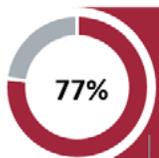
Where national comparative data that allows benchmarking of student performance is not available through NSSE, as is the case for scientific literacy, WSU uses other national sources where available, in addition to the capstone assessment data (available first in Fall 2016). The Science Literacy Concept Inventory, a nationally available tool and direct measure of student learning, provides data for WSU freshmen and seniors. Four iterations of the SLCI assessment have been undertaken; the most recent snapshot is provided here.

#### Science Literacy Concept Inventory Exam Scores for Seniors, 2013-2016

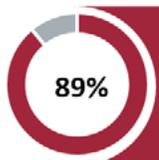


The overall score for seniors was 78% for citizen-level achievement of *Scientific Literacy*, with senior science majors scoring higher (average +8%) than senior non-science majors

#### UCORE Capstone [CAPS] Faculty Assessment of Student Learning, Fall 2016



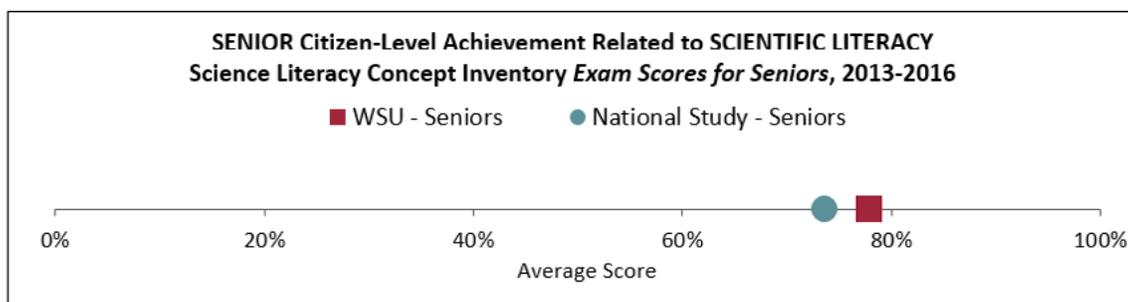
77% of seniors exceeded or met expectations for *Scientific Literacy* at the graduating undergraduate level at the end of their UCORE capstone [CAPS] course



89% of seniors were well or somewhat prepared by previous courses for their [CAPS] coursework related to *Scientific Literacy*

This concept inventory also provides national context, indicating stronger overall performance by WSU seniors than by the national comparison group.

### Science Literacy Concept Inventory Exam Scores for Seniors, 2013-2016



WSU is able to consider inventory results for first-year students as well, where averages are lower than for seniors (see below). The evidence suggests growth in students' scientific literacy over the course of their study. Faculty have used results to guide changes (see examples on the UCORE assessment webpage for SLCI).<sup>7</sup> The next iteration of assessing scientific literacy will be a deeper analysis of the instrument and its results by the relevant departments in the sciences.

### Science Literacy Concept Inventory Exam Scores for First-Year Students, 2013-2016



The overall score for **first-year students** was 65% for citizen-level achievement of *Scientific Literacy*

### Science Literacy Concept Inventory Exam Scores for First-Year Students, 2013-2016

<b>FIRST-YEAR Citizen-level Achievement of Related to SCIENTIFIC LITERACY</b>	
<b>Science Literacy Concept Inventory Exam Scores for First-Year Students, 2013-2016</b>	
First-Year Students:	Average Score
Intending to major in a science field	67%
Intending to major in a non-science field	61%
<b>Overall</b>	<b>65%</b>

As noted above, the full 2016 UCORE Assessment Summary of Student Achievement of WSU's Seven Learning Goals is available on the UCORE Assessment website,<sup>4</sup> and is shared publicly and with various internal faculty and staff constituents for discussion and use. As a dashboard, the 2016 results demonstrate that most students are meeting or exceeding expectations for graduating seniors. WSU is looking forward to exploring and implementing the directions suggested by the data, as it continues to refine teaching, curriculum and assessment.<sup>8</sup>

Rich faculty discussions continue to make meaning of assessment results as faculty explore key issues and questions that lie at the heart of general education and undergraduate learning, connecting courses and learning experiences inside the classroom and outside, within the major and across disciplines. Moving forward, UCORE faculty identified questions and issues they want to delve into, including:

- Clarifying whether WSU holds different expectations for achievement of students within the major versus “citizen-level” achievement for UCORE learning goals; and if expectations of level of achievement differ by outcome.
- Determining cut points and benchmarks for each outcome, that is determining the minimum level for student achievement to be considered a success, and the minimum percentage of students meeting that cut point to consider the curriculum a success.
- Clarifying which assessments should be used formatively (to improve courses and curricula), which for summative purposes (for accountability and accreditation), and which for both.
- Improving definitions and assessability of outcomes for *Diversity, Communication, and Depth, Breadth, and Integration of Learning* (in progress, 2016-2018)
- Continuing to refine assessment reporting and data analysis, leveraging other sources of data, and building connections between assessment in the degree/major and general education.

### Exhibits 4.A.3.3 (Student Achievement)—Core Theme 2

#	Student Achievement	Evidence
1	Alignment of Seven Learning Goals and Degree Learning Goals	<a href="https://ucore.wsu.edu/assessment/key-assessments/degree-program-assessment-reporting/">https://ucore.wsu.edu/assessment/key-assessments/degree-program-assessment-reporting/</a>
2	UCORE Assessment Planning	<a href="https://ucore.wsu.edu/assessment/planning/">https://ucore.wsu.edu/assessment/planning/</a>
3	Evidence of Student Learning	<a href="https://ucore.wsu.edu/assessment/evidence/">https://ucore.wsu.edu/assessment/evidence/</a>
4	UCORE Annual Assessment Summaries of Learning Goals Achievement	<a href="https://ucore.wsu.edu/assessment/ucore-assessment-summaries/">https://ucore.wsu.edu/assessment/ucore-assessment-summaries/</a>
5	UCORE Capstone Course Assessment and Reports	<a href="https://ucore.wsu.edu/assessment/key-assessments/caps/">https://ucore.wsu.edu/assessment/key-assessments/caps/</a>
6	Assessment of Roots of Contemporary Issues	<a href="https://ucore.wsu.edu/assessment/key-assessments/roots/">https://ucore.wsu.edu/assessment/key-assessments/roots/</a>
7	Assessment of Science Literacy	<a href="https://ucore.wsu.edu/assessment/key-assessments/slci/">https://ucore.wsu.edu/assessment/key-assessments/slci/</a>
8	UCORE Assessment homepage	<a href="https://ucore.wsu.edu/assessment/">https://ucore.wsu.edu/assessment/</a>

#### 4. Faculty Engagement in Assessment of Student Learning:

As previously noted in the Response to Recommendation 2 and in 2.C.5, WSU faculty actively and regularly engage in assessment of student learning.

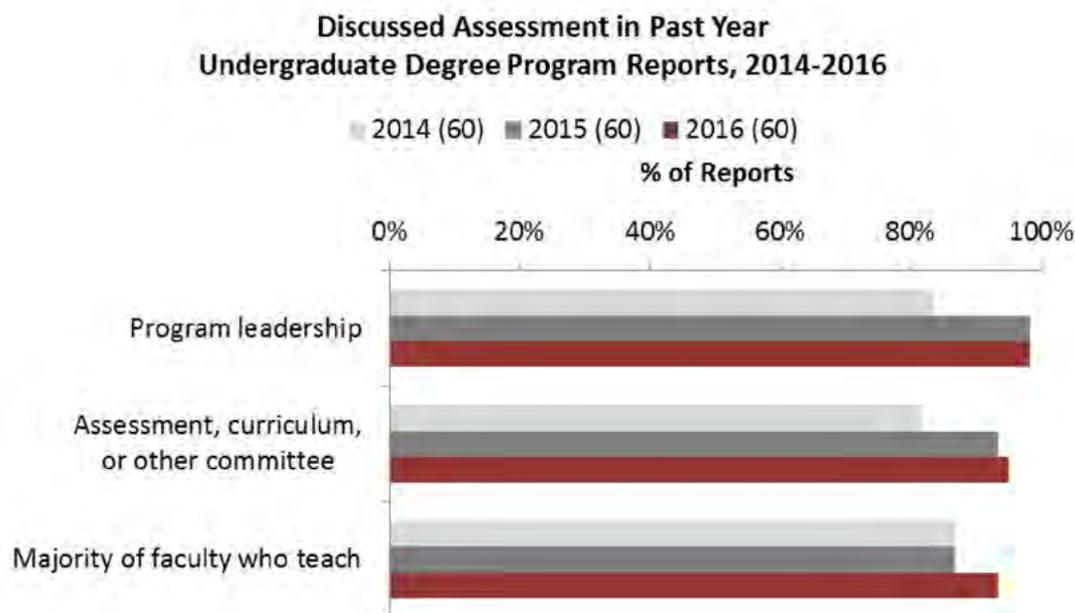
#### Faculty Engagement in Undergraduate Program-level Assessment

In 2015 and 2016, undergraduate programs reported on quality indicators of faculty engagement in assessment<sup>1</sup>, as shown in Table 4.A.3-5 below.

**Table 4.A.3-5**

Faculty Engagement: Program-Level Student Learning Outcomes Assessment Undergraduate Degree Program Reports, 2015 and 2016		
	2015	2016
	% of Reports	% of Reports
Student learning outcomes approved by faculty who teach	97%	95%
Curriculum map approved by faculty who teach	88%	93%
Assessment measures approved by faculty who teach	95%	95%
Total Number of Reports	60	60

- Curriculum Maps. Faculty-developed curriculum maps help each instructor understand how his/her course is situated in the curriculum, and the essential contributions that course makes toward student learning outcomes for the degree. An important aspect of curriculum mapping is the faculty discussion which occurs in the process of creating and refining the map – a forum to consider strengths and weaknesses of the curriculum, and to deepen connections across assignments and approaches to instruction.
- Discussion by Faculty and Leadership. WSU faculty and program leadership regularly discuss assessment of student learning in substantially all undergraduate programs, as reported over three years (2014-2016), continuing a positive upward trend, shown in Figure 4.A.3-3:

**Figure 4.A.3-3**

#### Faculty Engagement in Assessment Activities

Faculty conduct significant work toward continuous improvement of curriculum, instruction, and assessment. Assessment activities can increase shared faculty understanding of the curriculum, and contribute over time to

promoting student learning in an effective curriculum and to overall educational quality at WSU. All undergraduate programs reported engaging in multiple assessment and assessment-related activities in the past two years, shown in Figure 4.A.3-4.

**Figure 4.A.3-4**



*\*Data not collected prior to 2016*

*Note: Will not sum to 60 because some programs completed multiple activities*

#### Undergraduate Program Assessment Highlights

ATL news blogs spotlight the wide variety of assessments in use by undergraduate programs and show many kinds of uses or influences that support teaching and learning. These blogs make faculty efforts visible across campuses and provide useful local examples. Specific examples of faculty engagement are provided in ATL's Assessment Spotlights.<sup>2</sup>

#### Faculty Involvement Through Assessment Mini-Grants

ATL offers mini-grants to faculty involved with the development, implementation, or use of undergraduate program-level student learning outcomes assessment. These grant projects contribute to systematic assessment, for example, by helping a program to get through a bottleneck in its assessment plan, measures or data analysis; to pilot an innovative approach to assessment, connected to the program's assessment needs; or to provide faculty professional development in program-level learning outcomes assessment. A list of recipients and project summaries are available on ATL's website.<sup>3</sup>

### Faculty Participation in General Education (UCORE) Assessment

WSU faculty participate on UCORE's steering committee, which meets bi-weekly, and on its subcommittee for assessment. In addition, faculty assess student learning in their own UCORE-designated courses; report on student learning in capstone courses; and contribute to other UCORE-related assessments of student learning; examples are provided in Table 4.A.3-6.

**Table 4.A.3-6**

Examples of Faculty Participation in UCORE/General Education Assessment	
UCORE faculty committee	UCORE subcommittee for assessment
UCORE Capstone Faculty teaching capstone courses report each semester on student learning	Roots of Contemporary Issues Faculty rate student work each summer
Capstone Assignment Design Initiative 2016: Faculty from 22 departments revised capstone assignments to improve learning and assessment	Writing Program Faculty rate junior writing portfolio submissions for all undergraduates and writing placement materials for first year students

### Faculty Evaluate Graduate Student Learning

In all graduate programs, WSU faculty play a critical role in the assessment of graduate student learning, as discussed in the Graduate School's annual graduate and professional program summary assessment reports.<sup>4</sup>

**Master's Degree Programs.** All master's degree programs require that a candidate prepare a thesis, complete a special or capstone project, successfully complete a capstone course, and/or pass a comprehensive examination. The thesis is a scholarly study, which makes a significant contribution to the knowledge of the chosen discipline. To successfully complete a master's degree program, candidates must satisfactorily demonstrate to the graduate program faculty that they can carry on a critical dialogue, integrating and interpreting material in their major and supporting fields.

- Faculty are involved with all aspects of the student's program, and the final thesis, project, capstone course, and/or final exam are evaluated by faculty and results are reported to the Graduate School. Accredited programs assess pass rates on field-based exams.
- Faculty provide feedback to the students during the coursework, annual reviews, and project or exam phase, and in many cases, cohort results are shared with the entire faculty for program-level assessment.

**Doctoral Degree Programs.** Doctoral programs (Ph.D. and Ed.D.) require that the student demonstrate the ability to conduct independent scholarship or research and to contribute to the extension of knowledge. Doctoral students must choose an area in which to specialize or a professor with whom to work. Individualized programs of study are then developed and committee members are selected based on Graduate School policy and graduate program bylaws. When all courses have been taken, the student must pass a mandatory examination before beginning the research project, which ultimately requires a written dissertation and oral examination to demonstrate that the student has acquired the knowledge and skills expected of a doctoral scholar.

- Faculty provide feedback to the student in all phases of the program: during coursework, in annual reviews, after the qualifying and/or preliminary examination, on the research proposal, during the dissertation process, and after the final oral defense.
- Final results are reported to the Graduate School and faculty often review cohort results for examinations and dissertations for program-level assessment.

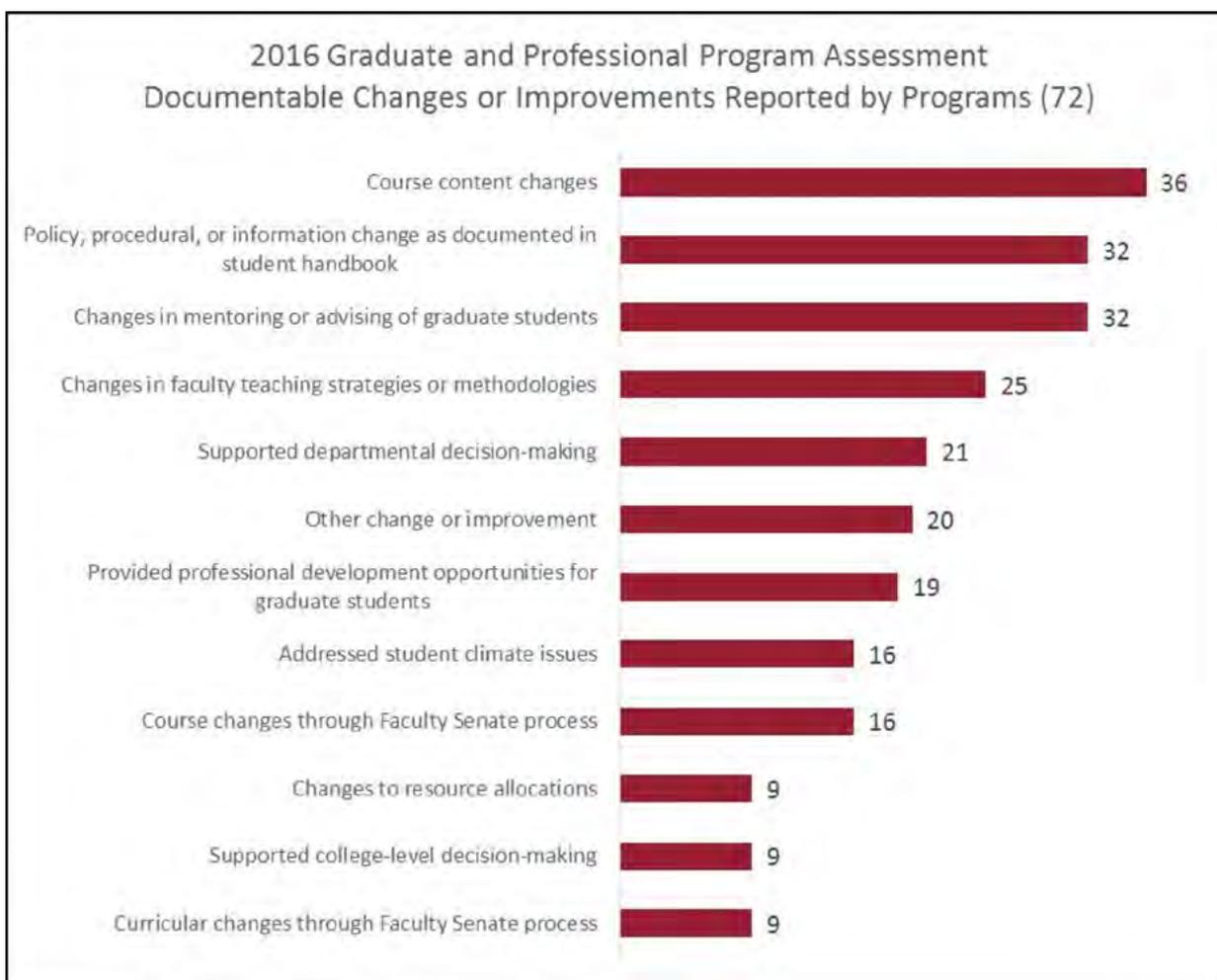
Professional Degree Programs. Professional degree programs (for example, DVM and Pharm.D.) require that the student master content, practical knowledge in the profession, and the ability to think critically. Students generally must complete mandatory coursework, clinical/practical experiences, and advanced externships/practice so that faculty can evaluate mastery of required competencies needed for an external licensing examination.

- Faculty provide feedback to students during their required studies, and the programs track student success rates for the professional licensure examination as part of their professional accreditation requirements.

#### Faculty Engagement in Graduate Program Assessment and Improvement

Overall, faculty conduct significant work toward the continuous improvement of the curriculum, instruction, and learning environment for graduate students. In 2016, graduate programs reported their faculty engaging in multiple assessment-related activities for the purpose of improving graduate programs; see Figure 4.A.3-5 below.

**Figure 4.A.3-5**



**Exhibits 4.A.3.4—Core Theme 2**

#	Program Assessment	Evidence
1	ATL Undergraduate Program Report Archive	<a href="https://sharepoint.ir.wsu.edu/sites/ATLACCRED">https://sharepoint.ir.wsu.edu/sites/ATLACCRED</a>
2	ATL Assessment News Spotlights	<a href="https://atl.wsu.edu/assessment-resources/wsu-assessment-spotlights/">https://atl.wsu.edu/assessment-resources/wsu-assessment-spotlights/</a>
3	ATL Mini-Grants for Assessment	<a href="https://atl.wsu.edu/assessment-resources/assessment-mini-grants/past-assessment-mini-grant-projects/">https://atl.wsu.edu/assessment-resources/assessment-mini-grants/past-assessment-mini-grant-projects/</a>
4	Annual Graduate and Professional Program Summary Assessment Reports	<a href="https://gradschool.wsu.edu/review-and-assessment-reports/">https://gradschool.wsu.edu/review-and-assessment-reports/</a>

**Conclusion**

In the last five years, WSU has developed a comprehensive and sustainable system of evaluating student achievement of learning in both general education and undergraduate degrees, as well as at the graduate and professional levels. It has provided an overview of achievement in both general education and the major at both freshman and senior levels using both direct and indirect evidence. The evidence demonstrates that the vast majority of students are meeting university learning outcomes at the senior level. The measures also provide diagnostic information for improving instruction and assessment. The established channels of communication outlined above in the assessment system provide the means for turning assessment information into action to improve student learning.

As an evolving system, there is still work to be done in aligning measures across disciplines, norming faculty ratings, and aligning freshman and senior measures. The evidence clearly shows, however, that WSU has an effective educational program through which students can achieve intended outcomes successfully.

**4.A.4-5 Evaluation of Objectives and Alignment of Programs and Services— Theme 2**

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

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

**Student Success Council**

To facilitate the holistic evaluation of Theme 2, the transformative student experience, an institution-level Student Success Council (the successor to the IEC Theme 2 subcommittee), comprised of faculty, staff and students from all campuses, convenes to review progress and needs, to recommend strategy and policy changes, and to facilitate the formation of work groups that address topics deemed as high priority for mission fulfillment at the undergraduate level. For example, in 2015-16, the Council created four working groups that addressed how to collect and communicate data and information about best practices for retention and student success, identifying administrative processes that could be smoothed to facilitate student progress and success, to improve transfer student recruitment and transitioning, and how to infuse a coordinated culture of student success across academic and co-curricular activities.

### Graduate Advisory Committee

The Graduate Advisory Committee (GAC) is a University-wide committee that advises the Dean of the Graduate School on all matters associated with graduate education, including program assessment and review, graduate policies and procedures, and issues and initiatives related to providing a transformative graduate experience at WSU. Committee membership includes an associate dean or representative from each degree-granting college, as well as a representative from each campus and the Provost's Office. The GAC meets each semester to discuss updates in graduate assessment and programming, and to assist the Graduate School with planning services and initiatives, developing policies and procedures, identifying best practices, and aligning the Graduate School's efforts with the university's strategic goals.

## 4.A.6 Assessment Processes Review – Theme 2

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

### WSU's Review of Assessment Processes

WSU has a robust system of reviewing its assessment processes to ensure that they are authentic and yield meaningful results that lead to improvements in student achievement. This next section describes these processes and its review process and provides evidence of its results.

### Undergraduate Programs

WSU has a well-developed system of reviewing its assessment processes in undergraduate degree programs. Annual assessment reports and summaries<sup>1</sup> include the six elements of effective assessment as well as other indicators of quality (see Section 4.A.3.2). Information from the annual reports and summaries contributes to decisions and priorities at ATL to support assessment of student learning at WSU and help programs deepen assessment quality, utility and sustainability, based on adapting good practices to meet local needs. ATL archives the annual undergraduate program assessment reports.<sup>2</sup>

### Monitoring and Building Quality Over Time

Since 2009, annual assessment report templates have been adjusted over time to meet evolving needs and deepen assessment quality.<sup>3</sup> WSU expects substantially all programs ( $\geq 90$  percent) to continuously have their assessment elements in place and updated. The university's overarching goal is for assessment to be meaningful and useful to faculty and students. Thus, in any given year, a few programs may experience a change in their program context, prompting faculty to revisit basic processes or tools. Faculty might decide to adjust a particular measure or process to increase the quality of their data or a program might pilot a new measure which needs several iterations to produce meaningful data. WSU's approach encourages deeper involvement in assessment and increases quality over time as programs work out changes and improvements to meet evolving assessment needs.

### Reflective Process to Support Quality and Utility

In 2011, ATL identified six key elements of assessment of student learning for all undergraduate programs, and between 2011 and 2013, ATL assisted programs as needed to get these elements in place. From 2013 to 2018, ATL is working with programs to self-assess key elements, to promote quality and utility and to collect other quality indicators over time. In addition, periodic review and approval of learning outcomes and assessment measures by faculty help ensure that outcomes and measures are meaningful and credible to faculty and are useful in relation to the curriculum and students.

- Programs self-assess quality using ATL-developed rubric for good practices applicable in varied disciplines and contexts.

- Programs identify their own areas of strength, work in progress, and improvements needed to implement good practices.
- ATL gathers strong samples to share within the University and provides support as needed.

### Academic Colleges

Academic colleges are actively involved in adapting and revising their assessment processes. Several have created college-level assessment committees in recent years (e.g., College of Arts and Sciences, College of Agricultural, Human, and Natural Resource Sciences, and Voiland College of Engineering and Architecture). Typically an associate dean is assigned to oversee assessment activities in the college, to serve as a liaison to the Council for Undergraduate Assessment (below), and to prioritize changes to curriculum and to assessment processes in the college.

### Liaison Council for Undergraduate Assessment<sup>4</sup>

With leadership representation from each college and campus, this group has met bi-monthly since 2011 to give input on assessment systems and practices, build assessment capacity, and discuss common concerns and possible solutions. This council contributes to continually improve assessment policies, practices, and use at WSU. Examples include input on the annual reporting requirements, to ensure they work for faculty in widely different disciplines; input on roles and responsibilities for assessment (faculty, department, college) and development of related policies; input on course evaluation policies and issues; input on NSSE promotion and implications on other senior surveys.

### General Education (UCORE) Assessment

Assessment of general education is overseen by the faculty committee for UCORE,<sup>5</sup> with membership from all colleges and key programs, and support from the Office of the Provost and ATL. UCORE Assessment is guided by the National Institute of Learning Outcomes Assessment (NILOA) Transparency Framework. The framework helps make evidence of student accomplishment readily accessible, useful, and meaningful to various audiences, as reflected in the UCORE's assessment website.<sup>6</sup>

Beginning in Spring 2016, UCORE established a specific subcommittee<sup>7</sup> for assessment to handle the growing evidence from new programs and initiatives, as well as from longtime assessment.<sup>8</sup> Together, the two UCORE committees, the Vice Provost for Undergraduate Education, ATL, and program stakeholders review and refine systematic assessment of the Seven Learning Goals of the Baccalaureate. This is a responsive system that is adjusted over time. Examples of changes in the assessment system that have been made are:

- Revision to the curriculum map (five iterations)
- Continual refinement of the capstone (CAPS) report rubrics (four iterations)
- Revision of the science literacy concept inventory (SCLI) administration process and demographic data collection (three iterations)
- Revision of the Writing Portfolio reports (two iterations)
- Revision of the trial rubric to assess the diversity requirement (three iterations)
- Revision to the Goals of Undergraduate Education (in progress)

UCORE committees review the evidence<sup>9</sup> that UCORE assessment initiatives and programs produce to ensure assessments are meaningful and provide useful information about student achievement of general education learning goals.

### Graduate Programs

The Graduate School reviews all graduate program assessment plans and processes and use of assessment data on a yearly basis and collects data on program progress. Graduate programs are required to report their assessment activities and submit updated assessment plans to the Graduate School by June 1st of each academic year. Faculty efforts with implementing assessment plans, specifically determining student learning outcomes, collecting and analyzing assessment data, and using assessment results, are included in these reports, along with action plans for program

improvement. The Graduate School's assessment team reviews all program reports and updated plans, and provides written feedback to program directors, department chairs, and college leadership. This feedback includes the Graduate School's recommendations on how individual programs can improve or enhance their assessment practices, and can be found on the Graduate School's Assessment Archive SharePoint site with each program's most updated assessment plan and assessment reports for the past five years.<sup>10</sup>

Since 2013, the Graduate School team has provided feedback to each of the college deans about the assessment of student learning for graduate programs in their college. The purpose of these brief reports is to provide the deans with specific program data related to assessment practices and to identify those programs that need additional support in their assessment efforts. The college reports can be found in the Graduate School's Assessment Archive SharePoint site. The Graduate School also posts on its website an update on the progress programs are making in meeting WSU's graduate program assessment goals. The Graduate and Professional Program Assessment Goals and Progress 2013-2016 shows the continuous progress of programs in meeting university-set targets for meaningful assessment.<sup>11</sup>

The Graduate School's academic program review process, which occurs in three-year cycles, includes a review of individual program assessment practices. This review covers student learning outcomes, assessment methods, assessment data, and faculty participation. The Graduate School provides critical feedback to programs regarding their assessment activities and recommends best practices so they can continue to enhance their assessment of student learning and academic success. Program data is provided for the review, and issues regarding program climate, retention, time to degree, and completion of program are discussed in detail. Program review feedback is located on the Graduate School's Program Review SharePoint site.<sup>12</sup>

#### Accreditation, Assessment and Academic Program Review Committee (AAAC)

The AAAC is a provostial committee that is charged with overseeing and coordinating university processes associated with the assessment of student learning, academic program review, and accreditation requirements, and plays an important role in the review of the university's assessment processes to ensure they are authentic, meaningful, and meet the standards of the NWCCU. The university's Accreditation Liaison Officer chairs the committee, and members include the Accreditation Project Manager, the Vice Provost for Undergraduate Education, the Director of Assessment of Teaching and Learning, the Senior Associate Dean of the Graduate School, the Executive Director of Institutional Research, and a representative from Faculty Senate leadership. As part of WSU's assessment infrastructure, this standing committee has been meeting weekly since 2011 to discuss issues and review data related to assessment, accreditation, and program review, and recommends changes and updates to the university's assessment and program review policies and procedures. For example, the committee's review of the NSSE and senior exit surveys led to the focus on boosting NSSE response rates rather than developing a University-wide senior exit survey. The committee reviews both the undergraduate and graduate annual program assessment summary reports, and provides feedback to the Director of Assessment of Teaching and Learning and the Graduate School regarding program assessment at WSU.

**Exhibits 4.A.6—Core Theme 2**

#	Assessment Processes Review	Evidence
1	Annual WSU-wide Undergraduate Assessment Summaries	<a href="https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/">https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/</a>
2	ATL Archive of Undergraduate Program Assessment Reports	<a href="https://sharepoint.ir.wsu.edu/sites/ATLACCRED">https://sharepoint.ir.wsu.edu/sites/ATLACCRED</a>
3	Undergraduate Program Assessment Report Template	<a href="https://atl.wsu.edu/program-assessment-reporting/writing-your-program-report/">https://atl.wsu.edu/program-assessment-reporting/writing-your-program-report/</a>
4	Liaison Council for Undergraduate Assessment	<a href="https://atl.wsu.edu/about-assessment/working-groups/liaison-council-for-undergraduate-assessment/">https://atl.wsu.edu/about-assessment/working-groups/liaison-council-for-undergraduate-assessment/</a>
5	UCORE Faculty Committee	<a href="https://ucore.wsu.edu/faculty/committees/">https://ucore.wsu.edu/faculty/committees/</a>
6	UCORE Assessment Website Transparent information on assessment planning, activities, evidence and uses	<a href="https://ucore.wsu.edu/assessment/">https://ucore.wsu.edu/assessment/</a>
7	UCORE Assessment Subcommittee	<a href="http://ucore.wsu.edu/assessment/about/committee/">http://ucore.wsu.edu/assessment/about/committee/</a>
8	UCORE Assessment Planning	<a href="https://ucore.wsu.edu/assessment/planning/">https://ucore.wsu.edu/assessment/planning/</a>
9	UCORE Evidence of Learning Goal Accomplishment	<a href="https://ucore.wsu.edu/assessment/evidence/">https://ucore.wsu.edu/assessment/evidence/</a>
10	Graduate School's Graduate and Professional Program Assessment Archive SharePoint site	<a href="https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Graduate-and-Professional-Program-Assessment.aspx">https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Graduate-and-Professional-Program-Assessment.aspx</a>
11	Graduate and Professional Program Assessment Goals and Progress 2013-2016	<a href="https://gradschool.wsu.edu/program-assessment/">https://gradschool.wsu.edu/program-assessment/</a>
12	Graduate School's Program Review Archive SharePoint site	<a href="https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Graduate-Program-Review.aspx">https://sharepoint.gradsch.wsu.edu/ProgramAssessment/SitePages/Graduate-Program-Review.aspx</a>

**4.B.1 Use of Assessment of Results of Theme Metrics, Programs, and Services – Core Theme 2**

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

A central feature of Washington State University's 2014-19 strategic plan is the University's emphasis on providing a truly transformative education experience to our undergraduate and graduate students, incorporating this priority into all four themes. This is the specific focus for Core Theme 2. Monitoring of progress towards mission fulfillment and the specific goals of the theme is supervised by the Student Success Council.<sup>1</sup> Core Theme 2 incorporates the following three goals: To provide an excellent teaching and learning opportunity to a larger and more diverse student population; to provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society; and to improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

Progress on the metrics and strategies associated with this goal (and described in 4.A.1) are monitored through all leaderships groups, such as the Board of Regents, University Council., Provost Council, Student Success Council,

Institutional Effectiveness Council, and University Academic Advising Executive Council. Plans and progress are communicated through these groups and within college-, campus- and area-specific groups, as well as through the provost's blog posts and town hall meetings.

Below are examples of uses of data related to student outcomes and assessments connected to student experience, and support programs and services, which are made available to appropriate constituencies and used for continual improvement of the transformational student experience.

#### Institutional-level Use of Assessment

Assessment results contribute to strategic planning and decision-making across the institution to promote student achievement and educational quality. WSU regularly monitors academic progress, graduation rates, retention, persistence and attrition, and since 2013 has improved data sources to monitor student achievement, including data from OBIEE and EAB. Key examples are provided below.

#### Promoting Academic Ways to Success (PAWS)<sup>2</sup>

In 2014, the new interim provost took action to improve academic success and retention of first year students, prioritizing the development and launch of Promoting Academic Ways to Success (PAWS), a robust set of programs including three main areas for vision and change:

- Supporting faculty innovation and excellence in instruction. A set of programs directed toward improving the academic preparedness of incoming students.
- Strengthening academic preparation and student success. Additional resources and educational opportunities to allow faculty to implement innovative instructional methods and active learning experiences into their classes.
- Providing tools and policies that facilitate academic support and student success. A suite of new technology tools, ranging from a new learning management system to originality checking tools.

The PAWS program has included a variety of initiatives to improve first year experience, revamp key foundational classes, and improve advising and other processes. Some examples are listed below, with additional examples provided in section 5.A.1-2.

- Improve First Year Transition. New targeted programs better support first year students successful transition to college academic expectations and refine and improve summer orientation (ALIVE). Initiatives have included *The A Game* (time management and academic success strategies), Learning and Study Strategies Inventory (LASSI), Math camp, and Week of Welcome continuing orientation.<sup>3</sup>
- Revamp Key Foundational Courses. Initiatives to revamp key courses affecting large numbers of undergraduates, guided by assessment data, evidence-based good practices, and evolving needs. Recent examples include:
  - Course redesign grants. Several high-enrollment STEM course leaders from the College of Arts and Sciences and from the College of Veterinary Medicine piloted more student-centered instructional delivery, such as flipped classes and inquiry-based labs. Results included reductions of 5 percent or more in students earning below a C course grade in targeted math classes in 2014-15, such as Math 202 (calculus for business and economics) and Math 172 (second-semester calculus). Lessons from the redesign pilot assessments are being used to continue course redesign efforts throughout the university.
  - Biology 107. Joint project sponsored by Provost Office, CVM, and SMB to revamp laboratories in Biology 107 to offer the SEA-PHAGES discovery semester to 400+ students, focusing on a full year of bacteriophage discovery and bioinformatics analysis of sequenced genomes. As follow up, in Spring 2015, Biol 107 implemented course-based undergraduate research experience for 415 students, with positive effects on student success, especially for at-risk students.<sup>4</sup>

- UNIV 104. With representatives from programs integral to first-year experiences on the Pullman campus, a First-Year Council reviewed the First-Year Learning Outcomes (adopted by the Faculty Senate in 1992 and updated in 2014-15) and outcomes targeted by other first-year programs; analyzed gaps among existing programs; and in 2014 significantly revamped UNIV 104 course to better serve students and complement other first year coursework. The revamped course showed a 5% gain in fall-to-spring persistence.
- Improve Processes for Students that Support Academic Progress
  - Other improvements to advising processes and tools to better support student success and achievement are described in 5.A.2. Technology has been added to support advising, including *EAB-SSC Campus*, an online advising tool that helps advisors connect with students online, and that uses predictive analytics to identify students and groups of students that may need attention from advisors or alert advisors if a student is veering off path for graduation in the desired major. The analytics also help identify trends that can help faculty with curriculum design. The SSC and other online tools help WSU make data-informed decisions on academic offerings and support student achievement. See Provost Blog, 2015.<sup>5</sup>
  - Other Process Improvements. Through pre-registration and analysis of registration holds (such as advising holds, monetary threshold, and ways to remove holds), WSU removed registration barriers which could prevent students from getting needed courses, potentially slowing their progress and learning.
- PAWS Updates: 2015 PAWS Progress Report<sup>6</sup> and Provost News;<sup>7</sup> 2016 Provost Update<sup>8</sup>

### Grants

WSU has used assessment of student outcomes to inform new grants intended to support quality education and meet evolving needs. Recent key grants include:

- Transformational Change Project (Student Success), 2017-2021.<sup>9</sup> Data from an academic skills pilot was used to inform the development of a major “transformational change” project funded through the University’s competitive strategic reallocation process. The strategic reallocation deployed 5 percent of permanent funding to jump-start and provide permanent support for multidisciplinary projects that support key research and student success goals of the University’s strategic plan. The student success project, launched in fall of 2016, aims to build resilience, purpose and growth for first-year students through both faculty support and parental interventions. The program also integrates peer mentoring, programming and advising to move students into increasingly experiential learning opportunities as they progress through their university careers. The project is a collaboration between several colleges and academic support units across multiple WSU locations.
- Seed Grants (Student Success)<sup>10</sup> funded in 2016 include: a resilience intervention to increase academic persistence among undocumented students in higher education; interventions to instill a growth mindset among students in math-intensive gateway courses; project to increase capacity for community engagement with a faculty fellows program; extending an evidence-based, retention-enhancing human development course across WSU campuses; an affordable learning project for adoption or development of open education resources and low-cost resources for use in WSU courses.

### Technology

Assessment of student needs and outcomes, and environmental scans, have contributed to other decisions to support student learning with technology investments, such as:

- Technology Support for Teaching.<sup>11</sup> Global Campus’s Technology Test Kitchen includes workshops and training sessions for faculty that feature practice with technologies for teaching innovation, such as 3-D printers, Google Cardboard, lecture capture, quick-response systems, Panopto, the Lightboard and immersive technology (360-degree cameras, augmented reality and virtual reality).

- Engineering Makerspace. Informed by assessment and employment needs, the Frank Innovation Zone<sup>12</sup> gives engineering students the resources to work on their projects independently and collaboratively, including a wood fabrication studio, a metal fabrication studio, a desktop fabrication studio, an electric testing and fabrication studio, a community studio, and a service center.
- Libraries' Dimensions Lab. This new digital maker-space helps WSU keep pace with the changing landscape of academia and meet emerging needs of student and faculty; it provides students with access to equipment and software unaffordable to most individuals but necessary for success in classes ranging from engineering and physics, to digital technology and culture and fine arts, to successfully build skills and successfully engage with academics and education in a digital or virtual format.
- Assessment Tools and Technologies. WSU has invested in technologies that facilitate assessment and evidenced-based decision making in the area of student learning. These tools include a new Student Information System, Qualtrics survey system, eXplorance Blue course evaluation system, and BlackBoard Learn. Together these technologies put more assessment tools in the hands of faculty, departments, colleges, and campuses, helping to make more evidence available and improve sophistication of data analysis related to student learning.
- Provost's General University Classrooms (GUC) Committee.<sup>13</sup> This standing committee monitors instructional spaces and allocates resources to improve instructional environments, as needed makes requests to state legislature and university senior leadership. The committee helps develop plans for classroom projects and upgrades in each biennium, including the new SPARK Building<sup>14</sup> in Pullman, developed with input from students and faculty about features and needs.<sup>15</sup>

#### Additional Examples

WSU Teaching Academies:<sup>16</sup> The existing WSU Teaching Academy ramped up its activity in 2014 to add 25 educators, providing the WSU teaching community with more opportunities for training, professional development and mentorship. Through the Teaching Academy, the Office of the Provost has increased support for faculty developing and learning innovations through programs such as the new Innovation in Teaching Award. A teaching academy associated with the College of Veterinary Medicine also serves the broader University community.

#### Teaching Assistant Workshop

Every year the Graduate School offers a Teaching Assistant (TA) workshop providing graduate students an opportunity for more personalized contact and individual consultations with expert faculty who can answer questions about teaching. Emphasized during the workshop are the WSU Learning Goals that influence our teaching practices. Teaching assistants learn how to engage undergraduate students in the classroom, uphold academic integrity, design a course, write exams, and developing his or her own personal teaching style. With a goal to continually improve instruction at WSU, the Teaching Academy hosts the TA workshop and provides additional teaching resources on its website.<sup>17</sup> In addition, many graduate programs have a TA orientation and provide training to prepare TAs to teach in their discipline.

#### Graduate Student Placement Database

In 2012, the Graduate School began collecting placement data from doctoral and master's degree programs as part of its program review process. Current literature on placement data suggests that career information is useful for college and program leadership and faculty to assess and improve their graduate programs through a better understanding of the various impacts of graduate study on student career trajectories. Student recruitment efforts also can be enhanced with career information about former graduates. In an effort to assist graduate programs in collecting and reviewing placement data for their student assessment and program review efforts, and to augment its recruitment information, the Graduate School designed and developed a graduate student placement database. Richer information on the long-term career paths of graduate students will help to change academic culture and improve programs for current and future graduate students at WSU.

### WSU Tri-Cities

- Tri-Cities campus collects and uses data for continual improvement. Recent examples include: A major change to the first-year experience course has been to shift it from History 105, the common Roots of Contemporary Issues course, to Human Development 205, Developing Effective Communication and Life Skills. The changes were made based on the Roots of Contemporary Issues report for 2014-15, the AVID surveys and results (WSU Tri-Cities is a participant in AVID for Higher Education), and the data for Human Development 205 from Pullman.
- With respect to student learning in STEM-related courses, two Tri-Cities chemistry instructors have collected data on how successful students are in CHEM 345 based on whether or not they follow the majors path for pre-requisites (105 and 106) or non-majors (101 and 102). The latter is offered by viticulture and enology and environmental science students. Results will be used to inform potential changes.
- The campus administers an annual student survey and the data is used to inform changes.

### WSU Vancouver

The Vancouver campus is actively engaged in collecting, analyzing, and using assessment data as part of the continuous cycle of improvement. Listed below are some examples:

- Student Success Council<sup>18</sup> was formed in July 2014 and was charged with developing systems to provide the support our students need to be successful. One of the important first steps was the study of our retention, broken out by many subgroups, so that we could identify groups of students who needed more assistance in order to persist and meet their goals. Other efforts include examining the effectiveness of our support services, cataloging the list of retention efforts underway across the campus, and making better use of the surveys we conduct of current students and alumni.
- Vancouver First-Year Experience: WSU Vancouver is among 44 institutions nationwide invited to participate in the “Re-Imagining the First Year of College” project of the American Association of State Colleges and Universities.<sup>19</sup> The three-year project supported by the Bill and Melinda Gates Foundation and USA Funds, aims at ensuring success for all students, particularly those who have historically been underserved by higher education: low income, first generation, and students of color. The project builds a robust collection of integrated strategies, programs and approaches that participating campuses can adapt to improve student success.
- Strategic enrollment management: WSUV engaged with SEM Works, a leading consulting firm specializing in strategic enrollment management in Spring 2014 and conducted a thorough study of our recruitment, admissions, and retention practice. This included working with representatives from all campus constituencies and the Enrollment Management Council<sup>20</sup> was formed to implement the plan.

### College examples

Leadership in every college at WSU uses assessment results to inform strategic planning and decision making. The range of data that informs decision making often includes assessment results from many sources, including student outcomes data and other results connected to student learning, experience, placement, and retention, and external input. Representative examples are provided in section 4.B.2.

**Exhibits 4.B.1 Assessment of Results of Theme Metrics, Programs, and Services – Core Theme 2**

#	Use of Assessment Results of Theme Metrics, Programs and Services	Evidence
1	Student Success Council	<a href="https://provost.wsu.edu/student-success-council/">https://provost.wsu.edu/student-success-council/</a>
2	PAWS Program	<a href="https://provost.wsu.edu/2014/08/19/promoting-academic-ways-to-success/">https://provost.wsu.edu/2014/08/19/promoting-academic-ways-to-success/</a>
3	PAWS Initiatives Summer orientation (Alive!) <i>The A Game</i> Learning and Study Strategies Inventory (LASSI) Math camp Week of Welcome Launch into Learning Week One	<a href="https://provost.wsu.edu/wp-content/uploads/sites/102/2017/03/Cougar-PAWS-Diagram.docx">https://provost.wsu.edu/wp-content/uploads/sites/102/2017/03/Cougar-PAWS-Diagram.docx</a>  <a href="http://alive.wsu.edu/">http://alive.wsu.edu/</a>  <a href="https://cougarsuccess.wsu.edu/keys/">https://cougarsuccess.wsu.edu/keys/</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.2%20A%20Game%20Student%20Assessment.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.2%20A%20Game%20Student%20Assessment.pdf</a>  <a href="http://www.hhpublishing.com/assessments/lAssi/">http://www.hhpublishing.com/assessments/lAssi/</a>  <a href="https://wow.wsu.edu/wp-content/uploads/sites/666/2015/05/WOW_Report_2014.pdf">https://wow.wsu.edu/wp-content/uploads/sites/666/2015/05/WOW_Report_2014.pdf</a>  <a href="https://wow.wsu.edu/assessment/">https://wow.wsu.edu/assessment/</a>  <a href="https://wow.wsu.edu/wp-content/uploads/sites/666/2015/05/WOW_Report_2014.pdf">https://wow.wsu.edu/wp-content/uploads/sites/666/2015/05/WOW_Report_2014.pdf</a>
4	Biology 107 Report	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.B.2%20Assessment%20of%20Bio1%20107.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/4.B.2%20Assessment%20of%20Bio1%20107.pdf</a>
5	Provost Blog on Student Success Analytics May 2015	<a href="https://provost.wsu.edu/2015/05/26/student-success-getting-a-boost-from-analytics/#more-3009">https://provost.wsu.edu/2015/05/26/student-success-getting-a-boost-from-analytics/#more-3009</a>
6	Cougar PAWS Progress Report	<a href="https://provost.wsu.edu/initiatives/paws/paws-progress-report/">https://provost.wsu.edu/initiatives/paws/paws-progress-report/</a>
7	Provost Blog on Cougar PAWS April 2015	<a href="https://provost.wsu.edu/2015/04/28/cougar-paws-gaining-traction/">https://provost.wsu.edu/2015/04/28/cougar-paws-gaining-traction/</a>
8	Provost Blog on Freshman Retention October 2016	<a href="https://provost.wsu.edu/2016/10/12/freshman-retention/">https://provost.wsu.edu/2016/10/12/freshman-retention/</a>
9	Transformational Change Project	<a href="https://provost.wsu.edu/student-success-projects/">https://provost.wsu.edu/student-success-projects/</a>
10	Student Success Seed Grant Program	<a href="https://provost.wsu.edu/?wsuwp_university_category=grants">https://provost.wsu.edu/?wsuwp_university_category=grants</a>
11	Technology Test Kitchen	<a href="https://elearning.wsu.edu/testkitchen/">https://elearning.wsu.edu/testkitchen/</a>
12	Frank Innovation Zone	<a href="https://vcea.wsu.edu/the-fiz-stirs-up-innovation/">https://vcea.wsu.edu/the-fiz-stirs-up-innovation/</a>
13	General University Classroom Committee	<a href="https://provost.wsu.edu/procedures/classrooms/gucc-membership/general-university-classrooms/">https://provost.wsu.edu/procedures/classrooms/gucc-membership/general-university-classrooms/</a>
14	The SPARK	<a href="https://spark.wsu.edu">https://spark.wsu.edu</a>
15	News Article to the WSU Community about Classroom Technology Upgrades	<a href="https://provost.wsu.edu/2015/10/19/classroom-technology-facility-upgrades-completed-ongoing/">https://provost.wsu.edu/2015/10/19/classroom-technology-facility-upgrades-completed-ongoing/</a>

16	Teaching Academies: University College of Veterinary Medicine	<a href="https://vpue.wsu.edu/teaching-academy/">https://vpue.wsu.edu/teaching-academy/</a> <a href="http://www.vetmed.wsu.edu/innovative-education/teaching-academy">http://www.vetmed.wsu.edu/innovative-education/teaching-academy</a>
17	TA Workshop	<a href="https://gradschool.wsu.edu/teaching-resources/">https://gradschool.wsu.edu/teaching-resources/</a>
18	WSU Vancouver Student Success Council	<a href="https://admin.vancouver.wsu.edu/academic-affairs/student-success-council">https://admin.vancouver.wsu.edu/academic-affairs/student-success-council</a>
19	AASCU “Re-Imagining the First Year of College” Initiative	<a href="http://www.aascu.org/RFY/">http://www.aascu.org/RFY/</a>
20	WSU Vancouver Enrollment Management Task Force	<a href="https://admin.vancouver.wsu.edu/academic-affairs/enrollment-management-task-force">https://admin.vancouver.wsu.edu/academic-affairs/enrollment-management-task-force</a>

## 4.B.2 Assessment and Improvement—Core Theme 2

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

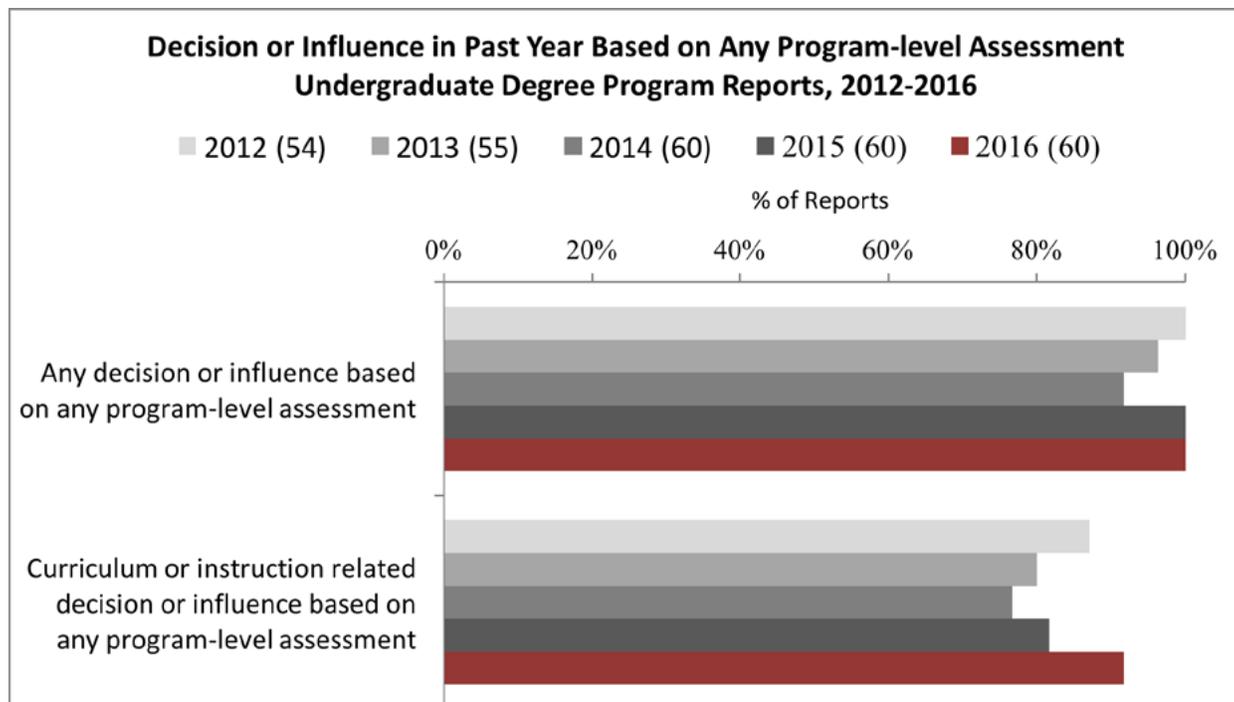
WSU’s assessment system and processes provide the necessary infrastructure for assessment, including the most critical aspect: sharing and using results to improve teaching and learning. Through a coordinated system of communication and reporting, WSU ensures that the results of the assessment of student learning inform academic and learning support planning and practices that lead to the enhancement of student learning achievement. Following are examples of how assessment is being used at all levels—program/department, college, and institutional. These examples highlight key and representative uses and do not include all uses at WSU. For additional information about how the results of student learning assessment are made available to appropriate constituents in a timely manner, please see section 4.A.3, particularly the section on WSU’s assessment reporting structure.

### Undergraduate Degree Program Use of Assessment

All WSU undergraduate programs use assessment of student learning to improve the program. Undergraduate programs report annually on their assessment system, including uses of assessment; these reports are archived by ATL<sup>1</sup> and summarized for the university<sup>2</sup> and colleges.

### Use of Assessment

In 2016, all programs reported making decisions in the past three years based on assessment results (100 percent), which included decisions about curriculum and instruction as well as advising, scheduling, facilities, policy, assessment and other changes, as shown in Figure 4.B.2-1 below.

**Figure 4.B.2-1**

In addition, all programs reported that in the past two years they completed an assessment cycle for at least one learning outcome and used results to inform program decisions (100 percent). Eighty-three percent categorized the decisions/change as being about curriculum, instruction or faculty development (see Response to Recommendation Two, section on undergraduate program assessment).

Selected Examples of Undergraduate Degree Programs Uses and Influences of Assessment. Faculty and programs use assessment results in a variety of ways that support effective curricula, teaching and student learning.

- Agricultural Food Systems. Assessment showed that some students were insufficiently questioning and interpreting evidence, so the program implemented a case study project with preparation of an annotated bibliography
- Apparel Merchandising, Design and Textiles. Assessments indicated a significant gap in student preparedness between lower and upper division courses, so they created a new course to prepare sophomores for upper division coursework
- Athletic Training. Student input identified the need for additional experience and skills relating to the management of mental health conditions, and the department added a class specific to mental health issues
- Chemistry. Results from evaluation of poster presentations showed that seniors needed more structured instruction of communication methods, so the department created a new capstone course
- Communication. The college moved several courses from the 400- to the 300-level in order to place more introductory courses earlier in the curriculum
- Construction Management. As a result of student, teaching assistant, and faculty analysis of two specific courses, the capstone course was revamped to include a greater number of deliverables for the student teams to ensure continued engagement
- Electrical Engineering. Based on feedback from student assessments, instruction for the ECE 341 course was updated to include a new lab portion with MATLAB based lab module
- Human Development. Faculty restructured the major significantly based on assessment, adding theory earlier in the curriculum, and resequencing required courses

- Interior Design. The evidence suggested improvement needed in creative problem solving, so a new course addressing interior design codes was developed to allow studio courses more room to foster creativity
- Landscape Architecture. Faculty concluded that juniors' work was underdeveloped in terms of digital communication skills, so the program added another required digital communication course to its curriculum
- Microbiology. Rubric-based assessment results of student work led faculty to develop a new 200-level course related to scientific communication to better prepare students for reading primary literature and writing/communicating in the discipline
- Integrated Plant Sciences. Assessment showed that some senior level outcomes were weaker than desired, so a new integrative capstone course was added
- Neuroscience. To increase student understanding of major neuroscience concepts and how they are connected from the molecular to the systems level, the department piloted a research mentorship program for its senior project course
- Political Science. The program added a graded internship course in response to student feedback
- Psychology: Faculty added courses at the 200-level to bolster critical thinking and scientific literacy

Additional examples are available:

- Additional examples of uses of assessment are provided in annual undergraduate program assessment reports in ATL's archive<sup>1</sup> and summarized in University summaries 2012 – 2017.<sup>2</sup>
- Assessment Spotlights<sup>3</sup>: Regular assessment news blogs spotlight the wide variety of assessments in use by undergraduate programs and many kinds of uses or influences for decisions to support teaching and student learning. These blogs make efforts visible across campuses and provide useful local examples.

#### General Education / UCORE Use of Assessment

Assessment results are used to continually improve general education offerings and instruction at WSU, and to inform academic and learning-support planning and practices toward student achievement of the university's Seven Learning Goals. The UCORE Committee's assessment website provides evidence<sup>4</sup> and examples of uses for all key assessments,<sup>5</sup> available to the university community and the public.

In particular, annual UCORE Assessment Summaries<sup>6</sup> provide a dashboard to monitor student achievement of the Seven Learning Goals and guide changes to the UCORE curriculum. Specific assessments have been used for improvements in many ways, including:

- Capstone (CAPS) Courses: Faculty use assessment results to close the loop; for example, in Spring 2016, 40% of capstone instructors made changes to their course based on assessments from a previous semester, most commonly to assignments or instruction, and in Fall 2016, 65% of capstone instructors reported they had made changes or planned to make changes based on assessment. CAPS assessment results are regularly shared with the UCORE Committee, which uses them as a dashboard to monitor student achievement of the Seven Learning Goals and to guide decisions about UCORE curriculum. See UCORE's assessment webpage on capstone reports and uses.<sup>7</sup>
- Capstone and Senior Culminating Experience Assignment Design: To advance and assess UCORE learning outcomes, in 2016 WSU organized a two-day workshop with Dr. Pat Hutchings (Carnegie Senior Scholar, NILOA) on the design of assignments for senior-level, integrative learning in capstone courses. Faculty from 22 departments participated; each instructor revised their assignment based on peer feedback and principles of integrative learning and transparent assignment design. WSU's initiative has been widely shared as an example on the Degree Qualifications Profile website<sup>8</sup> and as part of a related national NILOA presentation in 2016. See ATL's webpage on Capstone and Senior Culminating Experience Assignment Design workshop
- Roots of Contemporary Issues (RCI): Robust ongoing assessment in this foundational course--which introduces all WSU students to critical thinking, communication, information literacy, understanding diversity, and

integration of learning – has been used by program faculty to refine and improve assignments and instructional practices. Key uses include:

- Increased instruction of thesis and argumentation; and reorganized library research assignment series
- Coordination with other university programs and services, including: library faculty on modules and instruction to build information literacy skills on student research paper; writing support through English 102; ongoing coordination with First Year Focus and Common Reading for enhancing oral communication and diversity and critical thinking skills, respectively

See UCORE’s RCI Assessment webpage<sup>9</sup> for more information.

Library Instruction: On a continual cycle, the instructional team of public services librarians use the results of student learning assessments to continually improve information literacy and library instruction partnerships and services.

Two recent examples include:

- Adjustments to information literacy instructional content and the sequence of assignment components have been made in Hist 105 (Roots of Contemporary Issues, as noted above), impacting thousands of students per year. Several years of rubric-based assessment data have confirmed improvement in student performance.
- In English 101, through assessment, librarians discovered that students struggled to distinguish different kinds of scholarly books and articles. Librarians adjusted pre-activity instruction to address this gap in student learning.

See UCORE’s assessment webpage on the library instruction and uses of assessment.<sup>10</sup>

Science Literacy: Individual faculty have used results from the Science Literacy Concept Inventory (SLCI, used at WSU since 2013) to improve science literacy instruction, including adjusting assignments and more explicitly addressing science literacy in classes. In CHEM 105, a large foundational science course, the SLCI showed students had difficulty with conceptually-based questions; as a result, the department revamped tutorial sections using a Process Oriented Guided Inquiry Learning (POGIL) format. At the institutional level, SLCI results – together with related capstone assessment results – contribute to a dashboard showing student achievement on this learning goal. See UCORE’s assessment webpage on the SLCI and its uses.<sup>11</sup>

English 101: In this foundational course which emphasizes source-based writing, revision, and student reflection, the results of portfolio-based assessment have helped guide key changes:

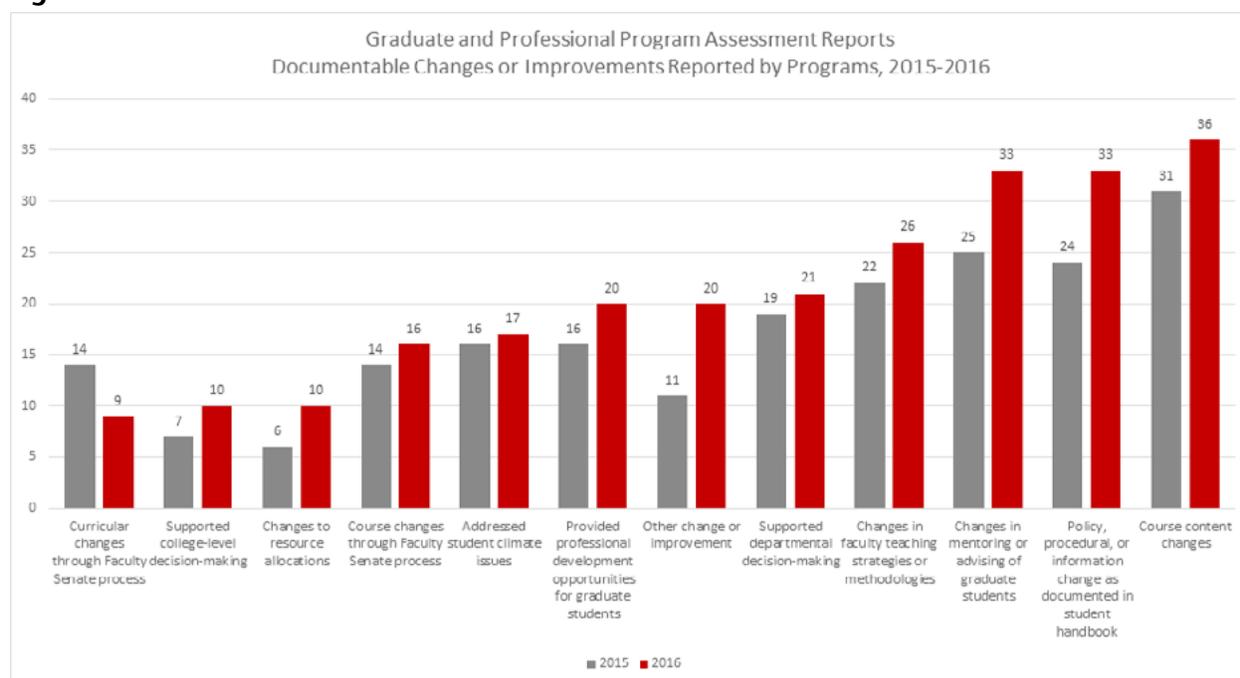
- Portfolio outcomes were revised to better emphasize rhetorical awareness, critical thinking, writing from sources, revision, and student reflection.
- Portfolio requirements were refined to ensure that at least two writing projects in the portfolio are source-based; to better accommodate digital and multimodal work; and to increase the reflective components.
- A weekly professional development series added sessions on teaching the English 101 outcomes, reflection, and writing from sources, and ways to scaffold writing sequences and research tasks.

Faculty Development in Writing Instruction: The Writing Program’s brown bag series works with faculty cohorts who participate in regular conversations about assigning and evaluating student writing. This series was launched in 2015 in response to national assessments that claim student writing has not much improved and local observations of student writing and assignments which suggested faculty lack expertise in writing feedback and evaluation. Faculty attending these brown bags are exposed to ways of increasing their course’s focus on writing while managing instructor workload. Deliverables range from course-specific changes to assignments, rubrics and response strategies to department-wide conversations about better aligning faculty expectations for student writing across the four-year curriculum.

### Graduate Program Use of Assessment

In 2016, 97 percent of all graduate and professional programs reported that they used student learning assessment results in decision making or planning. In their annual assessment reports, which are available to program faculty, chairs, directors, college and senior administrative leadership on the Graduate School's Program Review and Assessment SharePoint site, graduate programs describe many examples in which faculty have used assessment results to improve student learning outcomes and enhance students' experiences in the program. These examples are summarized for leadership in the Graduate School's annual Program Assessment Summary Reports, which are distributed widely and posted on the Graduate School's website.<sup>12</sup> The examples include changes to and/or development of graduate courses, program curricula, preliminary and final exam processes, teaching methods, professional development opportunities, graduate seminars, student advising and mentoring, graduate committee membership and administration, assistantship/internship placements, and program requirements (see figure below). Professionally accredited programs often track core competencies and make changes to their curricula based on embedded assessments and scores on standardized exams. This is shown in Figure 4.B.2-2.

**Figure 4.B.2-2**



A number of programs also use assessment results to inform program planning and decision making that contribute to overall program quality. For example, several programs indicated that they have used assessment results to update new student orientation, change course scheduling, improve the student annual review process, publish information in student handbooks and on departmental websites, hire new faculty and staff members, improve admissions and recruitment efforts, and develop new degree offerings or tracks. Use of assessment results and changes made to improve programs are often noted and/or used in the Graduate School's program review process.

Overall, faculty conduct significant assessment work toward the continuous improvement of the curriculum, instruction, and learning environment for graduate students. Selected highlights of graduate program use of assessment results can be found in Exhibit 13.<sup>13</sup>

### College-level Use of Assessment

Leadership in every college at WSU use assessment results to inform strategic planning and decision-making. Specifically, decisions have been made regarding strategic initiatives, changes to curriculum and instruction, and how to allocate resources. Assessment results are also used in decision making regarding professional accreditation, advising or mentoring students, policy development and updates, and organizational restructuring.

To further WSU's 2016 goals for assessment, each dean reported to the Office of the Provost representative ways that assessment of student learning, student experience, student success or program assessment contribute to strategic planning or decision making in their college or campus. Below are highlights of key decisions made, with examples from WSU colleges, in these categories. All colleges have made decisions in several categories.

- Monitoring Dashboard Data
- College-wide Initiatives for Teaching and Learning, and Assessment
- Curriculum and Instruction/Teaching and Learning
- Resource Allocation
- Professional Accreditation
- Advising or Mentoring
- Policies
- Organizational Restructuring

## Monitoring Dashboard Data

All colleges monitor “dashboard data” to take the pulse of its students, their experiences, and their success, and to alert them to areas of possible concern for investigation and further assessment. Examples below show the range of uses.

**College of Pharmacy.** The COP regularly monitors results from the following assessments to identify strengths, weaknesses and gaps in the Doctor of Pharmacy program:

- North American Pharmacist Licensure Exam (NAPLEX) student licensure data to provide an overall indicator of the effectiveness of the PharmD program.
- Mandatory American Association Colleges of Pharmacy (AACP) Surveys. Survey results from graduating student, alumni and faculty surveys are tracked longitudinally and compared to national benchmarks and to results of peer institutions.
- Annual data requests regarding students, finances and faculty. Examples include characteristics of applicant pools and student characteristics, attrition statistics on withdrawals, dismissals, and delayed graduation.
- Post-graduation employment and residency placement survey. Internal COP survey completed by graduating students to ensure successful placement of graduates into the workforce.

**College of Nursing.** Accreditation consists of four standards and numerous sub-standards. Standard IV, “Program Effectiveness,” aligns with WSU assessment activities. Specifically, the standard requests data to foster program improvement. Examples of documentation for this standard include various dashboard data:

- Aggregate student outcomes data including: Student, alumni, and employer satisfaction for each program, graduation rates for each program, NCLEX-RN® pass rates, certification examination pass rates by specialty, employment rates for each program.
- Summary of aggregate faculty outcomes for the past 3 years with an analysis of aggregate faculty outcomes’ relationship to expected outcomes such as student and peer teaching evaluations; participation in faculty development activities; advising.

**College of Veterinary Medicine.** CVM uses a dashboard to monitor overall effectiveness of its academic program. Student licensure data (North American Veterinary Licensing Examination, NAVLE) provides an overall indicator of the effectiveness of the DVM program, and is monitored by the college.

**Voiland College of Engineering and Architecture.** Inspection of demographic data showed the College lagged behind our peer institutions in terms of female and underrepresented minority enrollment and degree production. This has led to various steps being taken to help increase the number of women and underrepresented minorities in the College.

**College of Arts and Sciences.** The College tracks admissions data to determine academic interest and anticipate enrollment needs across various departments/schools. It likewise uses OBIEE Enrollment Summary reports to track historical enrollment in courses over various terms (fall 2013, fall 2014) to revise rotations, increase or decrease sections, and thus make course offerings more efficient and responsive to verified need. These uses of assessment data enable CAS to make informed decisions regarding curricula, scheduling, and resource allocation.

**Certification or licensure exams.** In some professionally-accredited programs, students take a standardized exam or licensure test that measures key skills or knowledge, which provides an on-going dashboard indicator to the program.

## Curriculum and Instruction/Teaching and Learning

Colleges use assessment data to sustain or change curriculum and/or instruction. Examples below show the range of uses.

**The Murrow College of Communication.** Based on assessment data from a baseline skills inventory given in the introductory 100 level course (COM 138, Communication Overview) and course evaluations in the upper division courses, Murrow College identified the need to increase students' basic writing skills. To address the issue, Murrow College created COM 100, Grammar and Editing for Communication to increase students' ability to pass the stringent standards of the 300 level Writing in the Major course (COM 300, Writing in Communication). In addition, college faculty created and supported the Student Peer Mentor staffed writing labs as a resource for students currently in COM 300.

**Voiland College of Engineering and Architecture.** Student usage of the college-wide tutoring center is being tracked and provides an indicator of the support students need. This permits effective resource allocation to ensure these needs are met. (The college also reaches out to courses with the highest usage to support their instruction through innovative means.)

**College of Pharmacy.** Adoption of satisfactory/fail student learning assessment model in 2013 with simultaneous adoption of computer-based testing platform, ExamSoft®. Evaluation of cohort data from course level assessments provides information about student learning across curricular outcomes, cognitive domains and content areas. In addition, on a programmatic level, assessment data are used to validate and confirm the Pharm.D. curricular map.

**Carson College of Business.** Every department discusses the CCB Assessment data each year, as well as the college-wide Undergraduate Program & Policy Committee. Several departments are also revisiting, if not revising, their majors, including accounting, international business, management, information systems, and entrepreneurship. After reviewing data on communication abilities, the Vancouver CCB faculty implemented standardized marking methods (including rubrics and marking techniques that make use of a specific technical writing handbook, which is now required of all Vancouver CCB majors).

**College of Education.** In response to market needs and Washington Professional Educator Standards Board requirements, in AY 2015-16 faculty began work to integrate two existing programs (english language learners and literacy) and one area (education technology) to assist students in being ready for available jobs and to provide them a well-rounded understanding of education.

**Resource Allocation**

Colleges across WSU use assessment data to inform resource decisions, especially important during times of budget limitations. All colleges have used assessment data to make resource allocation decisions. Examples below show the range of uses.

**Carson College of Business.** In 2014, the CCB appointed a director of assessment. The director is provided with funds necessary to conduct assessment testing of all graduating seniors. In addition, the Carson Center for Student Success, where all CCB advisors work, has been transformed into a “one-stop shop” that offers students advising, career development, professional development and opportunities to expand their global perspectives. In 2016, the CCB hired a new director, created new positions in career-focused advising, and restructured itself. It now has more advisors than the CCB has ever had in its history.

**College of Arts and Sciences.** To highlight the importance of assessment, a CAS Program Assessment Committee was created in 2013, led by an associate dean. In 2015, an assistant dean for assessment and curriculum was hired to oversee program assessment activities within the college. Under the direction of the dean, the assistant dean sets the annual assessment priorities within the college, decisions informed by the routine review of the college's strategic plan and discussion of annual assessment reports submitted by each undergraduate program within the college. The assessment goals specified by the dean are executed by the assistant dean in collaboration with members of the Office of Assessment of Teaching and Learning and members of the CAS Program Assessment Committee, comprised of assessment coordinators from each department/school within the college. To facilitate cross-campus communication, the committee also includes representation from CAS members at Tri-Cities, Vancouver, and Global Campus. The committee meets approximately three times per semester to discuss issues related to assessment and increase cross-unit communication regarding assessment goals and activities. The dean has made several visits to the urban campuses to further strengthen cross-campus collaboration.

**College of Veterinary Medicine.** Matching funds were provided in 2014-2015 to incorporate project-based laboratories (HHMI SEA-PHAGES) for all students enrolled in Biology 107 based upon pilot project data showing increased student performance.

**College of Education.** In fall 2015, the sport management graduate program faculty voted unanimously to phase out the online program. Faculty determined that the enrollment numbers to date did not justify ongoing support for the online program and that resources could be better utilized elsewhere within the program.

**Voiland College of Engineering and Architecture.** VCEA uses student data (C-DFW grade data) to determine which classes tend to lose the most students by credit hour (i.e., determined which courses are the most "costly" in terms of unsuccessfully attempted credits). This, in turn, guided how best to allocate resources to ensure student success. For example, in fall 2016, a pilot peer-led team learning (PLTL) program was created to support one of the classes with the highest C-DFW rates. Based on that pilot, changes were implemented to the PLTL program and offered again for spring 2017.

**College of Agricultural Human and Natural Resource Sciences.** CAHNRS is making strong use of its alumni and industry partners in assessment of academic programs and internship. In the Fall of 2015, CAHNRS created an academic programs advisory group of alumni and industry stakeholders that meet twice a year and help guide agricultural and environmental programs. The goal of SEAC is to create innovative academic, extension, and research programs that serve industry needs. Items coming out of these meetings in recent years include: curriculum development to ensure that cutting edge, industry relevant concepts are being taught in our courses; involving external partners into the student experience; establishing a student mentoring program with external partners and alumni; and creating industry-based faculty and student experiences. Internships and professional experiences have been major topics at our SEAC meetings. Because of this feedback, the college has hired two internship coordinators to help develop and expand opportunities.

### Advising or Mentoring

Colleges use assessment data to enhance their advising and/or mentoring activities to ensure that students are receiving the feedback and support that they need to be successful.

**College of Education.** In spring 2016, the educational psychology program conducted a comprehensive progress review of their graduate students based on their CVs, writing samples, and self-assessments about progress in AY 2015-2016. These submissions were first assessed by advisors who wrote a report on each student. Thereafter, faculty members met and assessed each student's review package and then made a decision about whether or not each student's progress was satisfactory. Then the program coordinator wrote a letter to each student summarizing faculty members' assessment of their yearly progress.

**College of Arts and Sciences.** Academic advisors within the College of Arts and Sciences use EAB's Student Success Markers to identify how the timing and level of success (i.e., grade earned) for specific curriculum components affect students' progress toward graduation. Advisors use this information to optimize the sequencing of specific courses and assist students with secondary plans that best support student success and progress toward degree.

### Policies and Procedures

Assessment data is often used by colleges to make policy decisions regarding admissions/recruitment and enrollments, program requirements, and resource allocation, and other procedures.

**College of Arts and Sciences.** Assessment data for English 101 are used to track student success and retention, which in turn informs college-level decisions regarding restrictions on class size and resourcing for the number of sections provided each semester. Based on these data, CAS has supported restricting class size (~25 students per section) and increasing the number of class sections, despite budgetary pressures to limit sections and increase section enrollments.

**Honors College.** Direct and indirect assessment of student learning led to the decision to increase the number of student slots in the Honors College Direct Admit program for College of Nursing majors.

**Voiland College of Engineering and Architecture.** Because various organizations rank graduate programs, VCEA placed an emphasis on Ph.D. enrollment and degrees. We monitored and intentionally modified the distribution of students in our M.S. and Ph.D. programs. A priority was placed on assistantships to recruit higher performing doctoral candidates. Subsequently, the number of Ph.D. students grew from 303 (2012) to 367 (2015) and the number of Ph.D. degrees conferred rose from 40 (2012) to 50 (2015). This yielded a two-point increase in VCEA's US News & World Report ranking.

## Organizational Decision-Making

Assessment data have been used by the colleges in decision-making to ensure that programs are structured effectively.

**College of Arts and Sciences.** CAS is considering some unit reorganization within the college, potentially creating two new schools. Ongoing discussions of the proposed changes have been informed by assessment data and in some cases, critical examination of challenges encountered in the assessment process of interdisciplinary degrees. Proposed changes have likewise been evaluated from the perspective of assessment (e.g., how these changes strengthen specific assessment goals, increase faculty participation and oversight, or provide improvements for future assessment activities).

**College of Education.** The curriculum and instruction master's program is undergoing a major redesign that has involved identifying a core team of faculty to work on the restructuring, which is driven by college, departmental, and market needs. Faculty have articulated a clear rationale for the program, including the varied contexts in which it is used; are working to revise student learning outcomes that are approved by and implemented on all campuses; identified a set of courses that serve as the "core" of the program along with a list of approved electives courses so that the degree can be a terminal degree or a gateway degree to doctoral programs; identified faculty who wish to be affiliated with the program but not comprise its central core; and, modified program bylaws. Faculty are in the process of developing program paperwork to the Graduate Studies Committee for university approval and developing a cross-campus assessment plan.

**Murrow College of Communication.** Based on information from an informal market analysis, internship feedback, and student exit interviews, the structure of the Murrow College was reorganized to include three new departments: the Department of Journalism and Media Production (JMP), the Department of Strategic Communication (StratCom), and the Department of Communication and Society (ComSoc). Each of these Departments will offer a degree of the same name and eight separate majors in the following: broadcast news (JMP), broadcast production (JMP), multimedia journalism (JMP), advertising (StratCom), public relations (StratCom), communication and technology (ComSoc), science communication (ComSoc), and risk and crisis communication (ComSoc). The separation of the formerly singular degree in Communication to three separate degrees and the elevation of eight "tracks" or specializations to Majors are envisioned to prepare students for, and to ensure their competitive advantage in, the job market.

## Professional Accreditation

Most degree-granting colleges have accreditation (or similar certification or licensure) in some form: either the entire college or specific degree programs are professionally-accredited. Consequently, in most colleges, assessment results contribute to maintaining professional accreditation, a process that involves recurring cyclic external review, generally every five to seven years.

### University-level uses of assessment

WSU's ongoing commitments to academic and learning support practices that promote student learning achievement apply a continuous assessment and improvement cycle, combining local student outcomes and evidence-based good practices. Results of student assessments are made available to appropriate constituencies in a timely manner for continuous use. Key examples include:

### National Survey of Student Engagement (NSSE)

Since 2008, WSU has participated biannually in the National Survey of Student Engagement (NSSE), which assesses student engagement in educational practices associated with high levels of learning and development, including aspects of the undergraduate experience inside and outside the classroom.

- WSU's NSSE results are shared with leadership on all campuses and provide a dashboard used by a variety of WSU units, including the Office of Undergraduate Education, Dean of Students, First Year Experience, Academic Success and Career Center, Writing Program, Undergraduate Research, and UCORE/general education, as well student affairs on each campus. This data provides critical information from students about their engagement, experiences and activities inside and outside the classroom.
- Among other things, NSSE provides data on student involvement in high-impact practices (HIPs) which WSU offers its undergraduates, such as learning communities, service learning, capstones, internships and practica, undergraduate research, and study abroad.
- In past years, WSU's NSSE results contributed to decisions to increase investment in undergraduate internships; include capstone culminating experiences as a required element in the new general education curriculum; promote undergraduate research opportunities; continue and refine specific first year experience components, such as the Common Reading program; and implement more customer-service oriented approaches in offices serving students, such as student financial services. See UCORE's assessment website for more information about NSSE results and uses.<sup>14</sup>

### Graduate Student Climate Survey

Every three years the Graduate School develops and administers a comprehensive graduate student climate survey to get feedback from students regarding their experiences in their program and at WSU. The survey includes questions about learning outcomes and the student's educational experience in the program, among other areas. Survey data is analyzed and shared with individual programs and college deans. The survey data also informs the Graduate School in its planning and programming efforts. In past surveys, graduate students have indicated a need for professional development to complement their educational pursuits, more financial support, and better communication.

### Professional Development Initiative (PDI)<sup>15</sup>

In response to internal survey data, in 2016 the Professional Development Initiative (PDI) was organized by the Graduate School and the Graduate and Professional Student Association (GPSA), to provide a range of programs, training opportunities, and resources to graduate and professional students that will help prepare them for academic and career success. The survey also stimulated the Graduate School to encourage programs to update their student handbooks annually, make them more comprehensive, and ensure that students have access to the information they need to be successful. The Graduate School enhanced its communication strategies to ensure that it provides information to students and programs in a timely and effective manner. Finally, new scholarship programs, ranging from recruitment scholarships to dissertation year fellowships, have been developed to support students in their studies. For example, the Graduate School Dissertation Year Fellowship was developed to doctoral students who are in the final stages of a Ph.D. program and writing their dissertation. The Fuller Fellowship was designed for students working on interdisciplinary research or scholarship.

### Other uses of assessment

See examples discussed in 4.B.1, as results of student learning assessments and student learning experience assessments contribute to decision-making, in combination with student outcomes data, environmental scans, and other considerations. Examples include student success initiatives, including the bi-college Transformational Change Project, Seed Grants, and specific campus efforts at Vancouver and Tri-Cities.

### Conclusion

WSU implements educational assessment at multiple levels institution-wide, and the institution uses assessment results to support student learning. In the past seven years, WSU has enhanced assessment processes by developing

effective assessment systems and practices in all undergraduate and graduate programs, led by faculty; improving the reporting of assessment results; and sharing and using these results at the institutional, college, and program levels. As noted, the examples provided in this section 4.B.2 highlight key and representative uses and do not include all uses at WSU. Through a coordinated system of communication and reporting, WSU ensures that results of the assessment of student learning are regularly shared with constituents and inform academic and learning support planning and practices intended to enhance student learning achievement.

### Exhibits 4.B.2—Core Theme 2

#	Use of Student Learning Assessment Results	Evidence
1	Archive of Undergraduate Program Assessment Reports	<a href="https://sharepoint.ir.wsu.edu/sites/ATLACCRED">https://sharepoint.ir.wsu.edu/sites/ATLACCRED</a>
2	Annual Program Assessment Summaries	<a href="https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/">https://atl.wsu.edu/program-assessment-reporting/institutional-assessment-summaries/</a>
3	Assessment Spotlights – Undergraduate Programs and Faculty	<a href="https://atl.wsu.edu/assessment-resources/wsu-assessment-spotlights/">https://atl.wsu.edu/assessment-resources/wsu-assessment-spotlights/</a>
4	UCORE Assessment - Evidence	<a href="https://ucore.wsu.edu/assessment/evidence/">https://ucore.wsu.edu/assessment/evidence/</a>
5	UCORE Assessment - Uses	<a href="https://ucore.wsu.edu/assessment/use-of-evidence/">https://ucore.wsu.edu/assessment/use-of-evidence/</a>
6	UCORE Assessment Summary Reports	<a href="https://ucore.wsu.edu/assessment/ucore-assessment-summaries/">https://ucore.wsu.edu/assessment/ucore-assessment-summaries/</a>
7	UCORE Capstone Assessment	<a href="https://ucore.wsu.edu/assessment/use-of-evidence/#caps-use">https://ucore.wsu.edu/assessment/use-of-evidence/#caps-use</a>
8	WSU Model on NILOA's DQP bank of samples	<a href="http://degreeprofile.org/assignment-design-work/">http://degreeprofile.org/assignment-design-work/</a>
9	Roots of Contemporary Issues Assessment	<a href="https://ucore.wsu.edu/assessment/use-of-evidence/#root-use">https://ucore.wsu.edu/assessment/use-of-evidence/#root-use</a>
10	Library Instruction Assessment	<a href="https://ucore.wsu.edu/assessment/2017/01/05/research-services-librarians-conduct-and-use-information-literacy-assessment/">https://ucore.wsu.edu/assessment/2017/01/05/research-services-librarians-conduct-and-use-information-literacy-assessment/</a>
11	UCORE Science Literacy Concept Inventory	<a href="https://ucore.wsu.edu/assessment/use-of-evidence/#slci-use">https://ucore.wsu.edu/assessment/use-of-evidence/#slci-use</a>
12	Graduate School Program Assessment Annual Summary Reports	<a href="https://gradschool.wsu.edu/review-and-assessment-reports/">https://gradschool.wsu.edu/review-and-assessment-reports/</a>
13	Select Highlights of Use of Graduate Assessment Results	<a href="https://gradschool.wsu.edu/assessment-highlights-for-graduate-and-professional-programs/">https://gradschool.wsu.edu/assessment-highlights-for-graduate-and-professional-programs/</a>
14	NSSE results and uses	<a href="https://ucore.wsu.edu/assessment/key-assessments/nsse/">https://ucore.wsu.edu/assessment/key-assessments/nsse/</a>
15	Graduate and Professional Development Initiative	<a href="https://gradschool.wsu.edu/pdi/">https://gradschool.wsu.edu/pdi/</a>

## 4.A.1 Assessment and Improvement—Core Theme 3: Outreach and Engagement

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

WSU employs 18 metrics to measure progress toward the five sub-goals for Theme 3.

Sub-goal 3.a is directed toward increasing the impact of WSU research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region. There are seven metrics associated with this sub-goal.

- Metric 30. The estimated annual economic impact of WSU activities speaks directly to the university's ability to help foster economic development in the state and region. The university consistently generates about \$3.4 billion in impact, and is working to increase this amount.
- Metric 31. The number of start up businesses from WSU research and outreach also reflects our ability to have positive impact on the regional economy, as these business will add jobs and income. In 2015 WSU helped develop nine (9) startups, which surpasses our goal of seven (7) new businesses per year.
- Metric 32. The total amount of research and development expenditures from industry is an indicant of WSU's connections to and partnerships with companies, and reflects our contributions to projects that are initiated by private industry. Over the five-year fiscal period 2008 – 13 WSU reported almost \$2 billion in expenditures, and in FY14 alone the amount was \$341 million.
- Metric 33. The total number of patents applied for/awarded and inventions disclosed reflects the new devices and ideas that WSU is contributing to the economy and daily living. In 2015 WSU filed 93 patents, was awarded 34 patents, and disclosed 113 inventions, all of which surpass our targets.
- Metric 34. The number of participants in non-credit educational programs offered by Global Campus<sup>1</sup> and WSU Extension<sup>2</sup> is a strong indicator of fulfillment of our outreach mission. Our Extension program yearly reaches over 1 million people, and Global Campus between 32,000 and 34,000.
- Metric 35. The total annual expenditures in land-grant mission engagement also reflects our commitment to outreach. WSU annually devotes over \$60 million to outreach activities.
- Metric 36. Royalties and other revenue from commercialization activities offer an indirect measure of WSU's economic impact, as these figures increase as we bring an increasing number of goods to the marketplace. In FY15 this figure was \$1.25 billion, exceeding our five-year goal.

It is important to note that, while Sub-goal 3.a on its surface does not seem directly connected to student learning, in fact our efforts to impact regional economic development and quality of life offers many opportunities for students to enhance their knowledge and skills. Metrics 34 and 35 document both our education of students who are not able to relocate to a physical campus, and our ability to help citizens learn about and gain mastery of specific topics and skills that can benefit them. Metrics 32 and 33 are directly tied to the research efforts of our faculty, and most faculty involve students (undergraduate as well as graduate) in their research programs. Accomplishment of these sub-goals thus indicates that we are also having educational impact on people who seek out WSU's expertise.

Sub-goal 3.b directs us to increase access to the WSU system for place-bound, non-traditional, and other underserved and underrepresented students. There are four (4) metrics associated with this sub-goal.

- Metric 37. The enrollment in and numbers of Global Campus programs and courses speaks primarily to our ability to reach place-bound students, but is also relevant for understanding our connection to students who, for whatever reason, prefer not to attend classes on a physical campus. In FY15 WSU offered 414

different classes, 18 degrees, and 31 certificates through Global Campus. Almost 4,300 students took part in these classes. Global Campus annually adds courses, certificates, and degrees to its set of offerings, so participation in Global Campus will only continue to rise. WSU aspires to serve over 5,000 students by FY19.

- Metric 38. Total undergraduate and graduate enrollment is a fundamental indicator for any institution of higher learning. Spotlighting the numbers of minority, first-generation, and low-income students (and recognizing that students will occupy multiple of these categories) helps us determine how well we are fulfilling the sub-goal. WSU maintains as the overarching target for this metric that each year the enrollments in these three categories surpass the previous year. In Fall 2016 WSU had a total, systemwide enrollment of 30,142. Of these, 8,711 were minority; 10,339 were first-generation college students; and 8,071 were from low-income backgrounds. All of these figures were increases over Fall 2015 except first generation, which fell by less than 1 percent.
- Metrics 39 and 40. “Non-Pullman campus enrollment” refers to enrollment at Spokane, Tri-Cities, and Vancouver; enrollment at “other sites” refers to the university’s instructional sites in Yakima, Bremerton and Everett. Tri-Cities and Vancouver provide four-year education in many of the disciplines present in Pullman. Everett offers the opportunity to complete degrees in engineering, hospitality business management, data analytics, and communication. Bremerton provides classes in engineering. Yakima offers the ability to complete a variety of nursing degrees as well as the Pharm.D. degree. Among other benefits, these locations allow us to bring a WSU education to state residents who for whatever reason prefer to remain in central or western Washington. Spokane is our health sciences campus and is home to the university’s Colleges of Nursing, Pharmacy, and Medicine, as well as a variety of professional and graduate degrees. In fall 2016 the enrollment numbers at these locations were Spokane, 1,493; Tri-Cities, 1,868; Vancouver, 3,426; Everett, 189; Yakima, 120; and Bremerton, 74. Each are increases over the previous year and are consistent with the rate of growth identified in our strategic plan.

Sub-goal 3.c. addresses WSU’s contributions to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement. This sub-goal is measured with three (3) metrics.

- Metric 41. The number of academic units or programs with advisory boards that include alumni and constituency representatives documents the extent to which WSU’s academic mission is being informed by citizen and policy needs and issues. In 2014, there were 88 units with external advisory boards.
- Metric 42. The number of service hours, service courses, and service learning projects linked to the Center for Civic Engagement<sup>3</sup> and similar programs reflects our success at engaging students with communities and the citizenry. (Note that tracking of service opportunities currently exist only in Pullman and through Global Campus.) In 2015 WSU offered 75 service courses and 914 service learning programs, and students tallied 84,686 hours while participating in these courses and programs. Each of these meets our current strategic plan targets, and we expect to increase each number every year.
- Metric 43. The total annual university operating and capital expenditures reflect the university’s strategic investments in quality educational services. These investments result in valuable social capital through informed and engaged graduates; research that results in new technologies; inventions that create and/or support economic development; and capital facilities that provide for the effective delivery of educational services, as well as collaborative spaces for research and public partnerships and private business growth. In 2015 WSU’s operating expenditures were \$1.05 billion, and capital expenditures \$155 million.

Sub-goal 3.d directs WSU to increase its global presence and impact worldwide. Progress is assessed through three (3) metrics.

- Metric 44 reports our international student enrollment. In 2015 WSU enrolled 1,946 international students. Our goal is to increase this number each year as our outreach and recruiting efforts expand.

- Metric 45 tracks the number of WSU faculty participating in international activities. In 2014 there were 260 different faculty engaged in some type of international work.
- Metric 46 reports the number of WSU students participating in study abroad and other significant international experiences. In 2015 there were 883 such students. As with Metric 44, we expect to increase this number each year as we expand our international educational opportunities.

Sub-goal 3.e addresses improvement of WSU’s reputation with external constituencies. Progress toward this sub-goal is tracked with Metric 47, which reports two pieces of information: WSU’s average percentile score across the educational rankings produced by *US News and World Report*, *Forbes*, and *Washington Monthly*, and WSU’s average across the worldwide research rankings produced by *US News and World Report*, Academic Ranking of World Universities, Times Higher Education, QS, CWTS Leiden, and National Taiwan University. Based on the most current set of rankings, WSU is in the top 50 percent on education ranking, and is 348<sup>th</sup> in the world on research ranking. In 2016 the University implemented a “Drive to 25” initiative that is directed toward making WSU one of the 25 best public universities in the United States by 2030.<sup>4</sup>

Washington State University has elevated the role of International Programs to facilitate achievement of the goals associated with Theme 3, in particular subgoals 3.d and 3.e, hiring a new Vice President for International Programs. International Programs has launched an Intensive Americal Language Center in 2017 at the Tri-Cities campus and has entered a long-term agreement with INTO, a private global education company with U.S. headquarters in San Diego. INTO works with more than 20 leading universities across the world to expand international student enrollment. WSU and INTO are developing academic pathway programs for international students to improve their English language comprehension while preparing them to be successful, degree-seeking students. The initiative responds to the fact that few WSU students study abroad and WSU’s peer institutions tend to have a larger representation of international students on campus: 7.1 percent international, while AAC and U peers are 18-20 percent. Undergraduate enrollment is less than 4 percent international. As an essential building block for the Drive to 25, the internationalization Washington State University will enable more Washington state students to develop skills to work across languages, cultures, and borders to solve critical, complex global problems.

### Exhibits 4.A.1—Core Theme 3

#	Assessment and Improvement	Evidence
1	Global Campus	<a href="http://globalcampus.wsu.edu/">http://globalcampus.wsu.edu/</a>
2	WSU Extension	<a href="http://extension.wsu.edu/">http://extension.wsu.edu/</a>
3	Center for Civic Engagement	<a href="http://cce.wsu.edu/">http://cce.wsu.edu/</a>
4	WSU “Drive to 25” Initiative	<a href="https://wsu.edu/drive-to-25/">https://wsu.edu/drive-to-25/</a>

## 4.A.2 Evaluation of Programs and Services – Theme 3

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

The IEC Subcommittee for Core Theme 3 reports regularly to the IEC Steering Committee<sup>1</sup> on strategic plan fulfillment of WSU’s programs and services. Units, colleges, and areas assess how their activities and accomplishments align with the strategic plan and themes, achieve their unit’s goals or outcomes, and use data for decisions and improvement. Each subcommittee corresponds to a strategic plan theme, with broad representation of members from academic affairs, student affairs, business services and operations, faculty, staff, students, and all campuses and areas,

based on programs and services connected to each theme. The Subcommittee for Theme 3<sup>2</sup> operates under the IEC Subcommittee charge is to accomplish the following:

- Facilitate unit- and program-level fulfillment of strategic plan goals, including collection and analysis of data to track progress toward the theme's objectives.
- Monitor and report to steering committee on infrastructure and training needs from units and programs.
- Contribute to a University-wide annual inventory of assessment activities for each theme.
- Promote awareness and communication about these topics among WSU units and employees.
- Provide summary reports on strategic plan fulfillment annually to the IEC Steering Committee.

### 4.A.3 Documentation of Student Learning Outcomes – Theme 3

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

All for-credit courses offered through Global Campus are conducted in the same manner as courses offered at physical campuses. This includes assessment of student achievement. Similarly, certificate programs offered by Academic Outreach and Innovation require successful completion (typically a score of 85 percent or higher) of an end-of-course assessment before the certificate is issued.

Extension has created an online impact reporting database<sup>3</sup> with over 70 examples of program-specific impacts that span disciplines and geographic areas. Impact reports increasingly report true economic, environmental and social changes resulting from WSU faculty and staff efforts. These reports help show that participants in WSU Extension non-credit educational opportunities are learning from these opportunities, and applying what they have learned to their particular situations.

#### Exhibits 4.A.2-4.A.3—Core Theme 3

#	Documentation of Student Learning Outcomes	Evidence
1	Institutional Effectiveness Council (IEC)	<a href="https://strategicplan.wsu.edu/implementation/institutional-effectiveness-council/">https://strategicplan.wsu.edu/implementation/institutional-effectiveness-council/</a>
2	IEC Theme 3 Subcommittee	<a href="https://strategicplan.wsu.edu/implementation/institutional-effectiveness-council/theme-3-outreach-and-engagement/">https://strategicplan.wsu.edu/implementation/institutional-effectiveness-council/theme-3-outreach-and-engagement/</a>
3	WSU Extension Impact Reporting Database	<a href="http://extension.wsu.edu/impact-reports/">http://extension.wsu.edu/impact-reports/</a>

### 4.A.4-5 Evaluation of Objectives and Planning Alignment –Theme 3

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

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

There are many units within WSU that contribute services and programs to Theme 3, as described below.

#### WSU Extension

Washington State University Extension<sup>1</sup> is the arm of the university that has traditionally served the people of Washington and the global society in which we live. Extension engages people, organizations, and communities to advance knowledge, economic well-being, and quality of life by fostering inquiry, learning, and the application of research. Extension serves the “citizen learner” who has particular knowledge needs that WSU can address. With locations throughout the state, Extension is the front door to WSU in many of Washington’s communities. Our close relationships within these communities allow us to deliver personalized education that challenges and inspires individuals to achieve their highest goals. WSU Extension offers a broad range of programs<sup>2</sup> that address topics such as organic gardening, parenting best practices, energy conservation, crop and livestock management, pesticide safety and use, stormwater management, and small business development.

Extension is embedded primarily in the College of Agricultural, Human and Natural Resource Sciences (CAHNRS) and is an integral part of that college’s strategic plan as well as theme 3 of the WSU strategic plan. The CAHNRS plan is in its final stages of review and approval and will be effective in late 2016. While embedded in CAHNRS, Extension contributes to institutional priorities in engagement, and was a major feature in the 2015 renewal of WSU’s 2008 Carnegie Community Engagement classification<sup>3</sup> and in the 2015 WSU Economic Impact and Reach report.<sup>4</sup>

*Goal 1: Increase access to and breadth of WSU’s research, scholarship, creative, academic, and extension programs throughout Washington and the world.*

Extension has embarked on a comprehensive effort to update, redesign and expand its delivery platforms to improve access to research-based information through a variety of digital and integrated format tools. The intent is to transition to more learner-centered, interactive media with opportunities for progressive learning, leading to value added credentials such as certifications and/or university credit.

Outcomes to date that increase access:

- Migration to a WordPress web platform with new themes and integrated features such as event calendaring, location mapping, syndicated content, and enhanced campus-county content integration. WordPress has become the web platform for WSU.
- Development of the Learning Library,<sup>5</sup> where content is displayed as digital web pages visible in its entirety to internet search engines and integrating text, image, video, and decision tool elements. Examples such as “Vine to Wine”<sup>6</sup> illustrate the integration effort. Extension also broadened its portfolio of peer-reviewed outreach media to include video, narrated presentations, and decision tools. The long-term goal is to open the Learning Library to receive and peer-validate content from faculty outside of CAHNRS. Coinciding with the launch of the Learning Library, Extension downsized its inventory of physical publications by over 90 percent.
- Creating of dynamic decision tools and mobile apps that link research models with real-time data from weather stations, commodity markets and user-inputs to assist users in making timely management

decisions. Examples of these dynamic decision tools include the tree fruit decision aid system (DAS),<sup>7</sup> commodity grain marketing,<sup>8</sup> cereal variety selection,<sup>9</sup> fertilizer management,<sup>10</sup> and irrigation scheduling.

- Implementing advanced Google analytics to baseline and monitor use of web-based media.
- Extension developed a memorandum of understanding with the AOI to develop and support four major program curricula on the Blackboard Learning Management System each year. Courses completed to date or in the pipeline include Integrated Pest Management, Master Naturalist, Raingardens, Food Safety and Low Impact Development. Extension and GC are exploring other platforms to expand access and improve delivery of continuing education content, and to generate revenue from these offerings.
- Extension is exploring the potential to repurpose and repackage existing programs into certification and for-credit offerings through the AOI. One example of this is the online Master Gardener curriculum,<sup>12</sup> a modularized, full-length course that prepares some 600 participants each year to become certified Master Gardeners in extension's volunteer-based horticulture program. Extension and AOI staff are working to unbundle this course and offer it as standalone modules with a digital badge or other credential upon completion. Extension is also exploring new certification opportunities in online food safety and low impact development programs, and ways in which online extension content can be used in for-credit offerings to supplement and augment curricula where gaps in faculty expertise exist.

Goal 2: Expand and enhance WSU's engagement with institutions, communities, governments, and the private sector.

- Extension launched the Metropolitan Center for Applied Research and Extension (MCARE)<sup>13</sup> in 2016 to provide a focal point for linking metropolitan government and private-sector personnel with the research and personnel base of WSU. The center scopes applied research and outreach opportunities and reaches back into the institution to assemble teams to address the project. MCARE projects to date include an analysis of the Seattle restaurant industry, assisting the Snohomish County cities of Darrington and Arlington in the America's Best Cities economic development award competition, and studying interrelationships among food, energy and water in urban settings.
- Extension set a goal to increase annual participation in programs by 5 percent from a baseline number of 1 million. That goal was met in CY 2015 (see below) due in part to improving capture and reporting of participants through the online faculty reporting system, and also in improving data captured for online program participants. With the arrival of a new faculty reporting system in 2017, we anticipate being able to capture better data on program participation and engagement going forward.

Metric 34. Number of participants in non-credit educational programs offered by AOI and WSU Extension

- Extension
  - 1.038 million in calendar year 2014 (from WORQS report)
  - 1.056 million in calendar year 2015 (from WORQS report)
  - Calendar year 2016 participants pending closure of annual reporting cycle

Goal 3: Increase WSU faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

Extension has been focused on improving the structure and documentation of impacts of its outreach programs. A few examples of outcomes in this area include:

- Hiring a program evaluation specialist<sup>14</sup> to work with faculty and teams and develop assessment tools and other resources to assist in designing educational programs with specific outcomes and impact assessment provisions.
- An online impact reporting database with over 70 examples of program-specific impacts that span disciplines and geographic areas. Impact reports increasingly report true economic, environmental and social changes resulting from WSU faculty and staff efforts.

- An online tool to capture and present key WSU data and extension impacts by county and region within Washington State. A beta version of this is available that shows key extension data by county, including employees, funding, volunteers and volunteer hours, and 4-H Youth participants.
- A comprehensive effort is underway to assess and aggregate the economic impact of extension's 39 county offices in Washington using a ripple effect mapping model.<sup>15</sup>

Extension is also making contributions to the student experience through internships and service learning by directly engaging students in applied research and outreach and making contributions to formal (for-credit) teaching:

- On average, 20 undergraduate students have interned in extension programs in each of the last four years. The majority of these interns are posted throughout the state in county extension offices working in 4-H/youth development, food and agriculture, and community and economic development areas.
- Faculty on formal extension appointments located in county offices have begun to teach for-credit courses at WSU and advise graduate students in department and online (MS in Agriculture) programs.

Metric 35. Total annual expenditures in extension

- \$58.5 million in FY 14
- \$60.1 million in FY 15
- \$58.3 million in FY 16

Extramural funding in extension

- \$38.3 million in FY 14
- \$24.6 million in FY 15
- \$33.8 million in FY 16

Center for Civic Engagement

The Center for Civic Engagement (CCE)<sup>16</sup> exists to forge community-campus partnerships that build community capacity, generate knowledge, and solve problems through service, leadership, and scholarship. Civic Engagement is central to the public purpose of higher education and essential to the student experience, empowering students to become active citizens in a democratic society. In support of the land-grant mission of the university, the specific mission of the CCE is to facilitate student and faculty engagement with communities to promote shared knowledge, research, and service to society. The CCE has four strategic goals:

1. Enhance the learning, success, and civic development of all WSU students through diverse civic engagement and leadership experiences.
2. Develop key campus and community partnerships that promote the mission and values of the CCE and address community-identified needs.
3. Align the CCE with institutional initiatives that support a culture of engagement, research, and the land-grant mission of WSU.
4. Maximize program resources to respond to the increased responsibility for campus community engagement.

The first three goals relate directly to the WSU Strategic Theme of Outreach and Engagement. The Center for Civic Engagement maintains an advisory council that consists of undergraduate and graduate students, faculty, professional staff, and community representatives.

Objectives within each CCE goal are measured by a variety of quantitative and qualitative metrics. Below are some highlights within each goal.

1. Enhance the learning, success, and civic development of all WSU students through diverse civic engagement and leadership experiences.

Success in this goal area is measured by the quality and quantity of community engagement and leadership experiences provided for students, including credit-bearing experiences, as well as opportunities for reflection. Metrics include the number and types of events, projects, courses, and reflections. Data are also collected via an annual survey of student engagement.

Highlights from 2015-16:

- 9,636 students engaged
- 87,204 recorded hours
- 82 classes; 16 departments
- 84 percent of student survey responders agreed that “during my recent community engagement experience I gained respect for the life situation of others”
- 81.6 percent of student survey responders indicated their intent to vote in the upcoming presidential election

Assessment has been integral to the practices of the CCE for 20 years. Data have always been a driver to program development. At different times in our history, we have focused on different parts of the program according to our strategic priorities and student learning outcomes. In this presidential election year, we are paying particular attention to the learning outcomes and actions related to civic responsibility and democratic engagement. At this point in time, we are also interested in the impacts of at Tri-Cities, Vancouver, and Global Campus. We will consider, for example, the array of academic disciplines using a service learning pedagogy and aim to engage faculty in disciplines that are not involved in order to provide experiences to students in that major.

2. Develop key campus and community partnerships that promote the mission and values of the CCE and address community-identified needs.

This goal encompasses collaborative relationships with community organizations (local, national, and international) as well as with campus departments and faculty. Measures include the number and types of partners, events, communication, site visits, affiliation agreements/MOU's, and opportunities for engagement. A community partner survey gathering input from a wide range of affiliated community organizations occurs every other year.

Highlights from 2015-16:

- 893 affiliated community partners
- 1,897 engagement opportunities/projects
- Geographical reach: 36 WA counties, 30 states, and 10 countries
- 85 percent of community partner survey respondents agreed that the “quality of student interactions meets their expectations”
- 72 percent of community partner survey respondents agreed that student engagement “enhanced their programs and services”

These data are informative for program development, especially with regard to CCE reach and impacts. The number, types, and geographic distribution of partners and projects is key to decision making and program planning to match student and faculty interest with community-identified need. Input from the community partner survey will often influence the content of future educational and training events by pointing out the gaps in knowledge and communication in addition to gauging impacts of university engagement.

3. Align the CCE with institutional initiatives and goals that support a culture of engagement, research, and the land-grant mission of WSU.

This goal relates to best practices in the field, to ensuring the CCE is promoting best practices and contributing to their development in building an excellent community engagement program at WSU. It also acknowledges inter- and intra-campus collaborations, including support for emerging community engagement programs on all

WSU campuses. Measures include assessment and evaluation results, recognition, national honors, outreaches, and annual reports.

Highlights from 2015-16:

- Community engagement programs were initiated at WSU Vancouver, Tri-Cities, and Spokane to join established programs in Pullman and with Global Campus.
- The CCE was recognized on the Higher Education President's Honor Roll for the 6<sup>th</sup> time
- CCE programs, services, and data were critical in the 2015 renewal of the Carnegie Classification for Community Engagement
- Council for the Advancement of Standards - CAS program review completed summer 2015

These data and accomplishments maintain the status of the CCE as a leader in the field of civic engagement in higher education. As such, the CCE stands in strong support of WSU engagement goals and initiatives. The CAS program review completed in 2015 pointed to the need for a CCE diversity commitment. There is now a Statement on Inclusion<sup>17</sup> on which CCE staff are trained and which is visible to all stakeholders.

#### International Programs

The Office of International Programs (OIP)<sup>18</sup> provides international student and scholar services, education abroad and exchange programs, undergraduate admissions for international students and international research for faculty and scholars. The OIP focuses on establishing strategic partnerships with governments and educational institutions across the globe. The OIP ensures that the research, teaching and service of WSU reflect global perspectives, international partnerships, student and faculty diversity, and cultural integration in beliefs and operations.

The OIP consists of eight functional units:

- Global Learning and Education Abroad
- Intensive American Language Center (IALC)
- International Center for Student and Faculty Cultural Integration
- International Outreach, Development and Partnerships
- International Research and Development
- International Student and Scholar Services
- International Undergraduate Admissions and Recruitment
- Office of the Vice President and Administrative Operations

The OIP has eight goals that relate to the WSU Strategic Theme of Outreach and Engagement. Meaningful and measurable achievement of these goals requires an understanding of the current status of comprehensive internationalization at WSU. A survey of global engagement will be completed by each college to provide baseline data to assess all colleges' degree of international outreach and engagement, and identify specific areas for development and advancement.

1. Foster a welcoming and inclusive environment for international students and faculty scholars visiting from over 100 countries.

This goal is met through a variety of initiatives. The OIP offers ongoing international student and scholar orientation; provides English language training to enable matriculation into WSU at the undergraduate and graduate levels; provides year round visa and immigration services to both students and scholars; ensures DSO identification and training on each campus; offers ongoing cocurricular cultural programming for cultural integration; and offers ongoing OIP staff development opportunities for best practice services.

Progress toward accomplishment of this goal is assessed with three metrics:

- Enrollment in the IALC and; percent of IALC students who matriculate to WSU
- Number of programs offered and; number of participating students and faculty
- Number of OIP staff participating in staff development

2. Increase international faculty and student enrollment systemwide.

Achievement of this goal includes providing face to face recruitment to strategic international locations and institutions to ensure international student excellence and global diversity; contracting with highly vetted recruiting agents; and providing service oriented visa/immigration scholar services to facilitate efficient recruitment and hiring of international scholars.

Two metrics are associated with this goal:

- Number of matriculating students resulting from recruitment efforts
- Number of H1B international scholars retained

3. Increase awareness and number of students and faculty participating in international activities.

This goal includes a number of activities: Maintenance of a commitment partnership in the Institute for International Education's Generation Study Abroad program to increase the number of students participating in international education; continued expansion of the Global Leadership Certificate program across all campuses; ensuring that participation in the Global Case Competition reaches full annual capacity; securing permanent funding for Global Case Competition operations and travel; provision of ongoing outreach to strategic WSU sectors to increase study abroad and diversity in students abroad; collaboration with the Office of Research to offer annual International Travel Grants to support faculty research; promotion of student and faculty participation in the Fulbright Program; and maintenance of WSU's Fulbright Academy.

We measure progress toward this goal with five metrics:

- Number of students participating in education abroad for credit and non-credit experiences
- Number of Global Leadership Certificates awarded each year
- Number of students reached through outreach activities
- Number of International Travel Grants awarded
- Number of Fulbright Scholars

4. Identify potential international partner organizations that align with WSU research priorities.

This goal involves fostering campus, local, state, national and international relationships in concert with research grand challenges; fostering international student and faculty exchange; and coordinating Dual Degree programs with international institutions of higher education.

This goal is assessed with five metrics:

- Number of international relations established
- Number of contracts resulting from strategic partnerships
- Number of faculty initiated RSEPs
- Number of contracts specifying parameters for faculty exchange
- Number of dual degree programs

5. Increase the number and quality of visiting international delegations, and increase the number of long term outcomes mutually beneficial to WSU and international partners.

This goal has two metrics associated with it:

- Number of international contracts for partnerships that address Grand Challenge goals
- Number of Cochran and Borlaug Fellows hosted at WSU systemwide

6. Increase collaboration activities with state and area agencies.

This goal is operationalized by working with local and statewide organizations (e.g. Global Washington,

Washington Council on International Trade, and World Affairs Council) to advance mutually agreed upon local, state, national, and international goals. As a first step toward this goal, OIP will initiate discussions on creation of an Asia Pacific Center of Excellence.

7. Increase International Research and Development funding and programming.

This goal refers specifically to identification of grant opportunities to advance international collaborations, and facilitation of international research symposia.

Progress is determined through three metrics:

- Number of grants submitted with international partners
- Number of grants awarded with international partners
- Number of symposia facilitated each year

8. Promote collaborative programs that promote solutions to global problems utilizing WSU research, scholarship and creative activities.

This goal refers particularly to the Global Case Competition. We monitor the number of student participants per year, and ongoing external support of student travel, with expectation that each will increase yearly.

#### Academic Outreach and Innovation

Academic Outreach and Innovation<sup>19</sup> provides access to WSU for anyone seeking to benefit from WSU's expertise and is designed to advance WSU's mission to bring education beyond geographic boundaries. Academic Outreach and Innovation (AOI). AOI provides the tools and support services necessary to access an outstanding education anywhere, any time. Through programs that promote success, retention, graduation and lifelong learning, AOI is focused on providing an engaging and rigorous course of study to students who may not be able to access a traditional educational pathway.

AOI has four goals that relate to the WSU Strategic Theme of Outreach and Engagement.

#### AOI Goal 1

- Identify, implement, and sustain new and innovative access options to WSU's academic programs, research, and professional education
- Develop and identify best practice applications of academic technology and learning design and delivery principles in WSU physical and technology-mediated learning spaces
- Provide consistent, high-quality access to preeminent WSU academic programs, research, and professional education

Progress toward achieving the goals in this set is met through a variety of strategies: Engagement of students to identify and make progress toward their educational goals throughout the student lifecycle; proactive assessment of effectiveness of courses and programs; proactive advising; implementation of the latest lecture capture software; regular updating of General University Classrooms; regular updating of WSU's video conference system; creation of quality standards for video conference rooms; provision of access to the Global Connections video vault and open access to Global Connections events; and faculty training in best practices for student engagement online and through technology on campus.

Progress is assessed through seven metrics:

- Number of courses designed/redesigned
- Number of staff working toward innovative access options and outreach initiatives
- Number of Faculty-Lead workshops and attendees

- Number of cocurricular or extracurricular events streamed
- Number of unique visits to Technology Test Kitchen
- Number of faculty who attended trainings
- Retention and graduation rates

Examples of AOI efforts associated with this goal include the following:

- AOI is facilitating conversations with faculty around teaching and learning possibilities, including conducting pedagogical research, in the Digital Classroom Building scheduled to open in fall 2017. Current work includes the development of plans, processes, and policies related to use and support of the space. The purpose of the SPARK is to cultivate a spirit of innovative, collaborative and interdisciplinary teaching and learning at WSU. By infusing technology, peer mentorship and support into the learning process, the SPARK will become the environment on the Pullman campus where faculty and students have access to resources that enable a spark, opportunity or willingness to take a chance to try something new, or see where connections occur between different ideas and disciplines.
- AOI's student engagement initiative begins as soon as the student makes contact with WSU Global Campus via outreach from the recruiting and admissions staff. The educational goal becomes part of the student's record for follow up and implementation with their advisor. In the case of students who enroll without having met a recruiter or advisor prior to enrollment, advisors work with students at their first advising session to ascertain their goals and use this information as their guide.
- AOI provides ongoing training opportunities and 1:1 instructional design support, providing faculty with ideas and support for increasing student engagement through the use of academic technology. AOI addresses the unique needs of a diverse student population through employing innovative and collaborative course design strategies.
- AOI hosts an ongoing training program providing face to face and streamed opportunities on all WSU academic technologies, and best practices.

#### AOI Goal 2

- Increase the number of participants who access WSU degrees, programs, courses, research and professional education.

This goal has three strategies associated with it: Increase the number of degree programs offered online, increase the number and type of professional development programs offered online and in person;], and increase marketing for online programs.

Progress is determined via the metric of enrollment in credit, non-credit, conferences, and extended sessions.

#### AOI Goal 3

- Expand and enhance relationships with institutions, communities, governments, and the private sector.

This goal is pursued through two strategies: Connection with industry and community partners to create relevant employee development and certificate programs and coordination with the WSU Foundation and the Corporate Relations office to ensure comprehensive approach to working with corporate partners.

Progress is determined through two metrics: The number of non-credit conferences, certificates, and professional development programs, and the number of contacts with external partners.

#### AOI Goal 4

- Understand, communicate and implement learning principles to engage a larger, extended, and more diverse student population.

Pursuit of this goal requires a large number of strategies. Specifically, AOI employs all of the following: Recruitment and retention of a diverse student body; expansion of our degree and non-credit offerings to appeal to a broad student audience; maintenance of accessibility standards in all courses; employment of a universal course design approach; research and implementation of best practices in course design and pedagogy, particularly as they relate to specific audiences such as first generation and international students; employment of an admissions staff specifically dedicated to working towards diversity; use of aggressive retention campaigns; expansion of course offerings in extended sessions; and provision of resources regarding ADA accessibility requirements for delivery of educational materials via academic technology.

A number of metrics are employed to assess progress toward this goal:

- Number of publicly accessible videos that have been close-captioned
- Number of student enrollments and increasing diversity of the student population
- Number of students advised by Global Campus
- Number of students taking advantage of extended session courses

#### Office of External Affairs and Government Relations

The WSU Office of External Affairs and Government Relations<sup>20</sup> represents the university to elected officials, policy-makers, state and federal agencies, and stakeholders on issues related to public policy engagement and advocacy for University initiatives. The Office is a service organization to the university and strives to strategically connect university staff, faculty and students with these external constituents to advance its tripartite mission of education, research and public service. With an intimate understanding of local, state, and national political and policy environments, the office endeavors to identify new opportunities for the university as well as strategically message current university programs and practices.

To be successful, the office depends on substantive and collaborative relationships through the university system and partners closely with the president and the Office of the President, the Office of the Provost, the Offices of the Chancellors, College deans, the Budget Office, the Office of Research, the Office of Student Affairs, the WSU Foundation, the Office of Alumni Relations, the Office of Corporate Relations, and students, among others.

The office's principals for successful public policy engagement are discipline, coordination, and consistency. The office consists of state relations, federal relations, and regional relations teams:

- State Relations  
The Office of State Relations<sup>21</sup> works to strategically position the university to successfully navigate constantly changing political and economic environments so that the university experiences long-term success regarding its financial and policy objectives in fulfillment of the University's goals of impactful research and education. The office works directly with state policy makers, government agencies, higher education partners and stakeholder groups to ensure a strong network of third-party validators supporting WSU's priorities.

The office's primary deliverable every year is the development and pursuit of the WSU state legislative agenda. This document reflects institutional priorities from across the university system, including all campuses and research and extension centers. The office works with university leadership to develop an agenda that is realistic and credible for the political environment at that time.

The office builds goodwill and credibility through excellent public service by providing timely responses to requests for information, conducting casework as needed and maintaining relationships with staff who can foreshadow opportunities and pitfalls. The office also develops and maintains relationships with policy makers and connects them directly with WSU leaders and experts to strategically demonstrate WSU as a resource, asset and partner to the state. The office strives to establish relationships long before there is a

WSU ask of a policy maker or staff member. Since WSU is a statewide institution, the office seeks to build relationships with every member of the legislature regardless of committee assignment. For example, of the 147 total members of the state legislature, Director of State Relations Chris Mulick met with 91 legislators between June 1 and December 31 in 2014 and 100 legislators between May 31 and December 31 in 2016, most in their home districts across the state. This engagement was separate from member outreach by the offices' consultants or other University leaders.

- **Federal Relations**

WSU Federal Relations<sup>22</sup> is foremost a service organization, representing University leadership, faculty, staff, and most importantly students before Congress and the federal government, all while engaging in a way reflecting the institution's commitment to land-grant ideals.

The Office of Federal Relations, working with a number of leaders and departments within the University, develops an annual WSU federal agenda that includes issues ranging from access and affordability to support for federal research dollars and initiatives, to support for both administrative and congressional priorities relevant for that Congress.

As WSU's representative in Washington DC, the Office of Federal Relations interacts with our congressional delegation and its staff to ensure that our institutional priorities are taken into consideration as the Members of Congress prioritize their federal agendas in Congress. It works to develop partnership relationships with member offices so that our priorities are their priorities.

In collaboration with the Office of Research, it works with our faculty, deans and administration to create support for federal programs where we can compete for opportunities.

It works with WSU student leadership and their administration partners to advocate for student success through building out access and affordability opportunities.

The Office of Federal Relations actively represents WSU in leadership roles through key national organizations like the Association of Public and Land-grant Universities and The Science Coalition that seek to increase awareness for the importance of both research and four-year education both in front of the federal government and in the national public conversation. In addition, the Office of Federal Relations is an active member of the Energy Sciences Coalition, Coalition for National Security Research, Coalition for National Science Funding, and the Coalition for Aerospace and Science, organizations that increase awareness of specific areas where WSU has research capabilities.

- **Regional Relations**

The Office of Regional Relations<sup>23</sup> engages with Puget Sound area local government policy makers and with a wide range of stakeholders including statewide civic, business, nonprofit and advocacy organizations that are headquartered in Seattle. The University's interests are best served when it is able to leverage its strengths for the advancement of the broader community.

To that end, the Office of Regional Relations seeks to:

- Raise the visibility of the university with key audiences in the greater Puget Sound area for purposes of collaboration;
- Partner with greater Puget Sound area congressional offices on areas of mutual interest;
- Showcase program activity at research stations in Puyallup and Mt. Vernon to a wide range of stakeholders;

- Engage with organizations in both the public and private sectors for purposes of connecting with our branch campuses and colleges; and
- Identify opportunities where WSU expertise can be brought to bear on local and regional issues and leverage those opportunities for WSU's research and education mission.

The office's primary partner in this endeavor is the Office of Corporate Relations. They work closely together with those offices on issues such as stormwater mitigation and cross-laminated timber, as well as speaking and public event activities in the Puget Sound area.

The office represents the university in a variety of working groups – including those in the aerospace and maritime sectors, with public and private organizations, and trade associations – to identify opportunities for collaboration and to provide information back to WSU.

The Office of Regional Relations coordinates the annual legislative and congressional staff tour, in which 30-50 individuals are brought to our various campuses to learn about WSU research and education firsthand. The office has also coordinated groups of roughly 30-40 public officials and business and civic leaders from the Puget Sound to visit campuses at WSU Vancouver, WSU Spokane, WSU Pullman and the Mt. Vernon Research Center, by working closely with the Greater Seattle Chamber of Commerce.

- **Communication for Advocacy**

Strategic communication is the bedrock of successful public policy engagement. This office works in collaboration with University Communications to further develop western Washington media partnerships so that messaging that benefits the university's policy goals are shared and highlighted in creative ways through WSU sponsored content and relationships with strategic media stakeholders like:

- KUOW: local National Public Radio serving most of western Washington, non-profit business model: number one listened to public radio in the Puget Sound media market, high voting profile of engaged citizens, strong homeownership;
- Crosscut: non-profit business model, 100 percent digital news: readership includes 99 percent voters, college-educated, primarily home-owners who have lived in Puget Sound for over 20 years;
- *Puget Sound Business Journal*: part of American City Business Journal, for-profit business model – successful business interests, college-educated and strong voter profile, homeowners who have lived in the area for more than 35 years, 84 percent subscribers read 3-4 issues every month;
- TVW: Nonprofit business model, our state's CSPAN – watched during legislative session by legislators, opinion leaders, media covering Olympia, lobbyists;
- KOMO: For-profit business model, owned by Sinclair, broadcast news, strong family viewership, Spanish-speaking stations, located across the state in WSU locations and now has WSU interns;
- *Seattle Times*: Family-owned, independent print/digital business model: 20th largest newspaper in the country, strong public service mandate and supports higher education; and
- KIRO News: For-profit business model, owned by Bonneville, number one rated commercial radio on the FM dial, news/talk, strong digital presence. Established community relationships and state-wide coverage through ESPN sister station.

This office is also engaged strategically to support key university priorities that have a policy interface and benefit from strategic communication and marketing efforts. The office does this work by:

- Engaging with, and supporting media in its efforts to inform and engage audience by developing active, two-way partnerships and the creative use of shared content.
- Strengthening the bonds of shared public service missions between WSU and media partners while supporting communication that inform public debate and decision making.

- Improving dialogue about the value of public education, a free media, and how we can work together in public service to inform and engage our shared key audiences.
- Improving the use of sponsored content and specialized events to improve messaging about WSU's value proposition in offering quality education and a research agenda that addresses complex societal problems and addresses needs of the Puget Sound region and the state of Washington.
- Applying strategic communication messaging across owned, earned, and paid media platforms to raise awareness, visibility, and reputational profile of WSU in key media markets and among targeted audiences.
- Engaging with WSU campuses and administrative units to advance strategic communication plans in support of policy initiatives and stakeholder relationships.

#### Exhibits 4.A.4 – 4.A.5—Core Theme 3

#	Evaluation of Objectives and Alignment	Evidence
1	WSU Extension	<a href="http://extension.wsu.edu/">http://extension.wsu.edu/</a>
2	WSU Extension Programs	<a href="http://extension.wsu.edu/programs/">http://extension.wsu.edu/programs/</a>
3	WSU Carnegie Community Engagement Classification	<a href="http://nerche.org/index.php?option=com_content&amp;view=article&amp;id=341&amp;Itemid=618#Classified">http://nerche.org/index.php?option=com_content&amp;view=article&amp;id=341&amp;Itemid=618#Classified</a>
4	2015 WSU Economic Impact and Reach Report	<a href="https://economicdevelopment.wsu.edu/documents/2015/06/wsueconomicimpact.pdf">https://economicdevelopment.wsu.edu/documents/2015/06/wsueconomicimpact.pdf</a>
5	WSU Extension Learning Library	<a href="http://extension.wsu.edu/learn/">http://extension.wsu.edu/learn/</a>
6	“Vine to Wine” Program	<a href="http://extension.wsu.edu/publications/pubs/om41/">http://extension.wsu.edu/publications/pubs/om41/</a>
7	Tree Fruit Decision Aid System	<a href="http://treefruit.wsu.edu/tools-resources/wsudecisionaid-system-das/">http://treefruit.wsu.edu/tools-resources/wsudecisionaid-system-das/</a>
8	Commodity Grain Marketing Tool	<a href="https://markets.cahnrs.wsu.edu/Home/Index">https://markets.cahnrs.wsu.edu/Home/Index</a>
9	Cereal Variety Selection Tool	<a href="http://wheattools.wsu.edu/Applications/Wheat%20Variety%20Selection/Home/Index">http://wheattools.wsu.edu/Applications/Wheat%20Variety%20Selection/Home/Index</a>
10	Fertilizer Management Decision Tool	<a href="http://wheattools.wsu.edu/Applications/Fertilizer%20Use%20Calculator/NitrogenRecommendation">http://wheattools.wsu.edu/Applications/Fertilizer%20Use%20Calculator/NitrogenRecommendation</a>
11	Irrigation Scheduling Decision Tool	<a href="http://treefruit.wsu.edu/news/irrigation-scheduling-tool-available-online-and-as-a-new-phone-ap/">http://treefruit.wsu.edu/news/irrigation-scheduling-tool-available-online-and-as-a-new-phone-ap/</a>
12	Master Gardener Program	<a href="http://mastergardener.wsu.edu/">http://mastergardener.wsu.edu/</a>
13	Metropolitan Center for Applied Research and Extension	<a href="http://metrocenter.wsu.edu/">http://metrocenter.wsu.edu/</a>
14	WSU Extension Project and Program Evaluation Website	<a href="http://ppe.cw.wsu.edu/">http://ppe.cw.wsu.edu/</a>
15	WSU Extension Ripple Effects Mapping Program	<a href="http://extension.wsu.edu/stevens/wp-content/uploads/sites/19/2013/12/REM.Complete.pdf">http://extension.wsu.edu/stevens/wp-content/uploads/sites/19/2013/12/REM.Complete.pdf</a>
16	Center for Civic Engagement	<a href="http://cce.wsu.edu/">http://cce.wsu.edu/</a>
17	Center for Civic Engagement Statement on Inclusion	<a href="http://cce.wsu.edu/about/inclusion/">http://cce.wsu.edu/about/inclusion/</a>
18	Office of International Programs	<a href="https://ip.wsu.edu/on-campus/about-us/">https://ip.wsu.edu/on-campus/about-us/</a>
19	Academic Outreach and Innovation	<a href="http://globalcampus.wsu.edu/">http://globalcampus.wsu.edu/</a>
20	Office of External Affairs and Governmental Relations	<a href="https://governmentrelations.wsu.edu/">https://governmentrelations.wsu.edu/</a>
21	Office of State Relations	<a href="https://governmentrelations.wsu.edu/state-relations/">https://governmentrelations.wsu.edu/state-relations/</a>
22	Office of Federal Relations	<a href="https://governmentrelations.wsu.edu/federal-relations/">https://governmentrelations.wsu.edu/federal-relations/</a>
23	Office of Regional Relations	<a href="https://governmentrelations.wsu.edu/regional-relations/">https://governmentrelations.wsu.edu/regional-relations/</a>

### 4.A.6 Assessment Review – Core Theme 3

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

The IEC has a subcommittee tasked with monitoring and advising on Theme 3. Among other tasks, this subcommittee monitors the metrics associated with Theme 3 and considers whether the set of indicators completely captures the goals associated with this theme. A recent example of this examination process occurred in 2016, with Metric 47, Educational and Research Performance. This metric originally had three components: educational performance; research performance; and statewide reputation. The Theme 3 subcommittee determined that thorough, objective analysis of the statewide perception of WSU was not possible given existing measures. Because of this, Metric 47 was revised to report on just educational performance (determined by percentile score on three international measures of academic performance) and research performance (determined by placement in six international measures of research performance).

### 4.B.1 Assessment of Results – Core Theme 3

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

As previously explained, Washington State University has incorporated tightly mapped indicator metrics for each Core Theme of its strategic plan, which it monitors for regular reporting to the regents, for discussion and planning in leadership groups and committees, such as for the work and recommendations of the Institutional Effectiveness Council, Student Success Council, and University Academic Advising Executive Council. This effort has been led by the Institutional Effectiveness Council, which incorporates a subcommittee tasked with oversight of Core Theme 3.

Given that a central feature of the 2014-19 plan is the University's emphasis on providing a transformative education experience to our undergraduate and graduate students, the goals of Core Theme 3 have direct relevance to facilitating and achieving student success and transformational learning opportunities. In particular, Core Theme 3, subgoal 3.b. states that the University will increase access to the WSU system for place-bound, non-traditional, first-generation, and other underserved and underrepresented students. This is monitored by several primary metrics that include enrollment in and numbers of Global Campus programs and courses; total undergraduate and graduate enrollment (minority, first-generation, low-income); non-Pullman campus enrollment (Spokane, Tri-Cities, Vancouver, and Everett); and enrollment at other sites (e.g., Bremerton, Yakima, and Walla Walla). Suggested initiatives and tactics include to respond to the unique educational needs of non-Pullman campus communities and regions through academic and research programs; prepare faculty to effectively utilize alternative, technology, and distributed delivery methods in instruction; cultivate faculty and staff ability and motivation to cognitively and affectively connect with a diverse student audience; significantly expand the number and diversity of online degree programs offered through the Global Campus; and support full access for students with disabilities through appropriate and timely reasonable accommodations for housing and dining, academic coursework, and cocurricular experiences.

## 4.B.2 Assessment and Improvement—Theme 3

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

Washington State University shares assessment progress reports relevant to Core Theme 3 broadly. Internally, results are shared through the strategic plan progress report, associated town halls, regular meetings and town halls with the new President, the State of the University Address, and through regular meetings with leadership groups, community groups, advisory boards, and industry groups.

## 4.A.1 Assessment and Improvement—Core Theme 4: Institutional Effectiveness: Diversity, Integrity, and Openness

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

WSU places a strong emphasis on institutional effectiveness in all of its operations. This means that each major unit, academic and non-academic, should have a well-developed strategic plan for task execution, unit growth, and unit development, and units should be able to document performance connected to the objectives of their plans. This also means that the university needs a central body that monitors unit progress, advises units on development and refinement of their strategic plans, and reports, both internally and externally, on the extent to which the university is effectively performing its duties. In 2014 WSU established the Institutional Effectiveness Council (IEC) for this purpose. The IEC assesses university and unit progress on each of the four themes in the 2014-19 strategic plan; provides feedback to the university community on this progress; advises units on their strategic plans vis-à-vis the University strategic plan; and promotes awareness and communication about University planning and initiatives both within and outside of the University.

Two critical aspects of institutional effectiveness are diversity and inclusion. WSU is committed to providing equal opportunity in education, employment, and in all aspects of university activities. A critical element of our commitment to diversity lies in our ability to collect and assess student and employee demographic data. WSU has had established processes to collect this data from job applicants, new students, and new employees. However, response to a recent trend in underreporting of employee demographics, WSU recently undertook a renewed effort to collect that data. All employees were invited to participate in a survey and each Senior Area Administrator encouraged their respective employees to participate by expressing how WSU's commitment to diversity impacts each area of the University.

WSU continually analyzes the collected employee data and prepares reports which are required by various federal agencies, including but not limited to the U.S. Department of Labor and the U.S. Department of Education. The WSU Office for Equal Opportunity<sup>1</sup> and the WSU Office of Human Resource Services<sup>2</sup> use this data and analysis to advise departments on improving their good faith efforts to increase diversity and ensure equal employment opportunity.

In a continued effort to attract, cultivate, and retain an engaged and inclusive workforce, WSU conducts a biennial Employee Engagement Survey.<sup>3</sup> The survey results help guide our efforts to develop and implement strategies to enhance and improve the workplace. Many of the questions in the survey help us measure the university environment with regard to inclusion, productivity and satisfaction, as well as administrative accountability, innovation, creativity,

and collaboration. The survey results provide the information needed to establish goals and measure performance over time, both at the institutional level and college/area level (see strategic plan metrics 52, 53, 54). Human Resource Services also invites employees to share their stories about working at WSU.<sup>4</sup>

#### Exhibits 4.A.1—Core Theme 4

#	Assessment and Improvement	Evidence
1	Office for Equal Opportunity	<a href="https://oeo.wsu.edu/">https://oeo.wsu.edu/</a>
2	Human Resource Services	<a href="http://hrs.wsu.edu/">http://hrs.wsu.edu/</a>
3	Employee Engagement Survey	<a href="http://hrs.wsu.edu/employees/employee-engagement-survey/">http://hrs.wsu.edu/employees/employee-engagement-survey/</a>
4	“WhyWSU” Website	<a href="http://hrs.wsu.edu/whywsu/">http://hrs.wsu.edu/whywsu/</a>

### 4.A.2 Evaluation of Programs and Services – Theme 4

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

As mentioned in the previous section, WSU’s efforts to document the effectiveness of its units at meeting strategic plan objectives involve regular assessment of its units as to their progress and growth. A critical component of this assessment is comparison of WSU’s performance against peer institutions. Peer institutions provide reasonable base-lines against which we can compare ourselves, allow us to state confidently and with justification that we are doing well in certain areas, and conversely to realistically and objectively identify areas in which we need improvement. WSU’s list of peer institutions was assembled so as to include land-grant schools that are Carnegie-classified as Very High Research, have a veterinary school, are within 50 percent of WSU’s total enrollment, and are within 100 percent of WSU’s total research expenditures.<sup>1</sup> Besides comparison against peer institutions, WSU also evaluates its institu-tional effectiveness against state-mandated goals, national trends, and our own organizational values.

One of the most challenging systems to evaluate is our structure for making the workplace an open, welcoming, and inclusive environment for employees and students. Indeed, in its 2015 report, the Theme 4 subcommittee noted that most unit strategic plans lack measurable metrics for quantifying progress toward inclusion and openness. The subcommittee saw many solid, but indirect, measures attempting to measure their progress. The subcommittee con-cluded that units need help with identifying direct measures of inclusion that work for them, and as a result the IEC is assisting with this. With this in mind, WSU has several processes in place to ensure that its programs and activities are administered in a manner that highlight the central theme of diversity, inclusion, and equity, including:

- A robust process for reporting and investigating concerns of discrimination, harassment, and sexual misconduct;
- Sex and gender based violence prevention efforts;
- Training opportunities for employees and students;
- Campus climate assessment;
- Designated committees for the Status of Women, Gender Identity/Expression and Sexual Orientation, and Title IX.

WSU has designated senior leaders throughout the university and its campuses who serve as Title IX Liaisons<sup>2</sup> and as-sist the Coordinator in monitoring and evaluating compliance concerns. This evaluation is done on a continual basis and utilizes information from a variety of sources including the campus climate assessment. The committee meets several times per year to discuss concerns and to coordinate efforts to respond to concerns as they arise.

WSU has many programs aimed at advancing diversity, integrity, and openness, and most programs have systems in place for evaluating their effectiveness. Several examples follow.

- The ADVANCE at WSU program,<sup>3</sup> initially an NSF funded effort, recently transitioned to a sustainable set of programs supported by WSU. The program has expanded beyond the core mission of recruitment and retention of women faculty in STEM disciplines to include support of under-represented minority faculty members in all disciplines. During the grant reporting period, indicators were gathered and COACHE surveys conducted. In spring 2015, an internal program evaluation was conducted by the Social and Economic Sciences Research Center. The primary purpose of the survey was to better understand perceptions about ADVANCE grant programs overall, and more specifically, how participation in the program impacted faculty members at WSU.
- The Office for Access, Equity and Achievement<sup>4</sup> provides leadership to advance the development and implementation of effective outreach and retention programs, with a specific focus on underrepresented student populations. Programs are regularly evaluated by gathering and analyzing data related to program participation, retention and graduation rates.
- WSU offers Cultural Competency training<sup>5</sup> to faculty and staff in an effort to enhance their ability and motivation to effectively connect with a diverse population. The impact of such training is measured through survey data and interviews. Participants complete a pre-test before the program delivery and two post-tests; one at the end of the program, and one about 6 months later. Additionally, phone interviews are conducted approximately one year after the program with a random sample of participants.
- The WSU Commission on the Status of Women,<sup>6</sup> with broad representation that includes faculty, staff, and students, gathers data and make policy recommendations regarding matters pertaining to women students and all women employed by the University. Its mission is to advise the president on all issues relevant to women, including career advancement and leadership, safety, childcare, housing, anti-discrimination/harassment, benefits, and other issues of interest to women at the university. The commission prepares an annual report highlighting its work.
- Academic departments are reviewed at least every seven years in accordance with Educational Policies and Procedures.<sup>7</sup> Systematic review assists the faculty, dean, and administration in: 1) evaluating how effectively the department is achieving its educational goals; 2) identifying the department's strengths and weaknesses; and 3) developing strategic plans and priorities for future directions of the department. Pertinent information collected about the department's various components and activities provide a firm foundation for evaluating the department. Departmental review consists of a self-study carried out by the faculty, as well as a review process conducted by an external committee. While the collegiate dean is responsible for program reviews, departmental faculty, in consultation with the chair or director, determine the process for preparing self-study reports.

In keeping with Goal 2 of Core Theme 4 to cultivate a culture of integrity, effectiveness, and openness, program review reports are made available to departmental faculty, students, and others.

**Exhibits 4.A.2—Core Theme 4**

#	Evaluation of Programs and Services	Evidence
1	List of WSU Peer Institutions	<a href="https://strategicplan.wsu.edu/institutional-peers/">https://strategicplan.wsu.edu/institutional-peers/</a>
2	Title IX Coordinators and Liaisons	<a href="https://oeo.wsu.edu/title-ix/">https://oeo.wsu.edu/title-ix/</a>
3	ADVANCE	<a href="https://advance.wsu.edu/">https://advance.wsu.edu/</a>
4	Office for Access, Equity, and Achievement	<a href="https://aea.wsu.edu/">https://aea.wsu.edu/</a>
5	Cultural Competency Training Program	<a href="https://diversityeducation.wsu.edu/cultural-competency-trainings/">https://diversityeducation.wsu.edu/cultural-competency-trainings/</a>
6	Commission on the Status of Women	<a href="https://president.wsu.edu/status-women/">https://president.wsu.edu/status-women/</a>
7	Academic Program Review Policy	<a href="https://facsen.wsu.edu/eppm/AcademicProgramReviews.pdf">https://facsen.wsu.edu/eppm/AcademicProgramReviews.pdf</a>

**4.A.3 Documentation of Student Learning Outcomes – Theme 4**

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

An important aspect of institutional effectiveness of our educational programs is the extent to which WSU recognizes the unique needs of students from underrepresented groups, as well as first-generation college students, who are a core constituency for WSU, and responds to them so as to minimize these students' progress toward graduation. ATL provides leadership to advance the development and implementation of effective outreach and retention programs, with a specific focus on underrepresented student populations. WSU has several programs to help improve the transition, persistence, and graduation outcomes for a diverse student population. Programs represent a coordinated, diversified, and comprehensive set of student services including peer and faculty mentoring, free tutoring, career and financial aid guidance, and evidence-based, culturally sensitive best practices that both assist and inspire students, no matter their background. The programs are regularly evaluated by gathering and analyzing data related to program participation, retention and graduation rates. Institutional Research tracks separately the academic performance of students from underrepresented groups and/or are first-generation, and these performance measures are reported on annually.

**Exhibits 4.A.3—Core Theme 4**

#	Documentation of Student Learning Outcomes	Evidence
1	WSU's Seven Learning Goals for the Baccalaureate Degree	<a href="https://ucore.wsu.edu/students/learning-goals/">https://ucore.wsu.edu/students/learning-goals/</a>
2	University and Program Learning Goals—Undergraduate	<a href="https://atl.wsu.edu/key-assessment-elements/student-learning-outcomes/">https://atl.wsu.edu/key-assessment-elements/student-learning-outcomes/</a>
3	University and Program Learning Goals—Graduate	<a href="https://gradschool.wsu.edu/student-learning-outcomes-ph-d/">https://gradschool.wsu.edu/student-learning-outcomes-ph-d/</a>

## 4.A.4-6 Evaluation of Objectives and Planning Alignment, and Assessment— Theme 4

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

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals.

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

Every college and administrative area of the university prepares a strategic plan in alignment with the overall University strategic plan. The colleges, units, and areas assess how their activities and accomplishments align with the strategic plan themes, achieve their unit's goals or outcomes, and use data for decisions and improvement. The four subcommittees of the Institutional Effectiveness Council review area plans as part of the process of reporting progress toward the University strategic plan. Subcommittees will feed back to colleges as needed regarding the aims, objectives, and metrics included in the college's strategic plan, with attention given to the extent to which the college's strategic plan is congruent with the university strategic plan. The Theme 4 subcommittee looks specifically at a college's plans for fostering an inclusive, productive, and supportive work environment, and methods of determining to what extent these plans are being realized.

The Institutional Effectiveness Council serves as a coordinated, sustainable system to pursue university effectiveness. The Council steering committee oversees strategic plan implementation and fulfillment, reviews and approves recommendations for institutional-level metrics, and ensures the alignment of data collection and reporting for institutional effectiveness. The Steering Committee regularly discusses all of the metrics included in the strategic plan, and considers whether sets of sub-goal metrics should be expanded, revised, or reduced.

The Institutional Effectiveness Council prepares an annual progress report, wherein accountability metrics are reported and progress toward goals is shared broadly with the university community. The annual report is presented to and discussed with the Board of Regents. Additionally, town hall style meetings are held to share the progress report, to answer questions from stakeholders, and to solicit feedback.

### 4.B.1 Assessment of Results – Core Theme 4

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

Washington State University monitors advancement of Core Theme 4 of its strategic plan through the Theme 4 subcommittee of the Institutional Effectiveness Council. Particularly for Theme 4, this commitment has required the development of new methods for data collection and assessment. In many areas, WSU is pioneering these efforts—few, if any, of WSU's peer institutions track data on some of the goals the University has set forth. As a result, the University is setting new standards in data collection and assessment that will lead to new levels of achievement and accountability.

As with the other Core Themes in WSU's strategic plan, Core Theme 4 reflects the University's central emphasis on

providing a truly transformative education experience to our undergraduate and graduate students, incorporating specific applications of this theme to student success.

Theme 4 features several subgoals addressing institutional operational effectiveness and culture through which the University monitors its stated commitments to (4.a.) recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups; (4.b.) maintain respectful, inclusive, and equitable behavior in all university environments; (4.d.) strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the University’s mission; and (4.e.) utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with institutional priorities. Primary metrics include monitoring hiring, retention and advancement of women and underrepresented groups among faculty, staff and students; faculty and staff survey results regarding climate satisfaction, engagement, innovation, openness, creativity, and collaboration, all of which have an impact on the Institution’s ability to develop and implement strategies to improve student learning and success. Other evidence monitored in conjunction with these subgoals include McNair scholar participation rates; percent of student body that is first-generation; percent of students in physical and life sciences, math, and engineering who are women or from underrepresented groups; annual progress on AA/EEO goals; and reports from the Institutional Effectiveness Council, which is charged with ensuring that policies and procedures are evidence based and responsive to the strategic plan. Representative initiatives and tactics associated with these subgoals that directly affect student learning and success include improving the functionality of information technology systems for administrative processes, student services, and research; communicating openly and with appropriate timeliness on issues of relevance to students; reducing administrative burdens on high-performing faculty and staff; regular evaluation of academic units, programs, centers, and institutes to ensure resource alignment is consistent with university goals and productivity; removing administrative barriers that prevent entrepreneurial innovation; improving administrative and academic analytics capabilities to improve decision making; engaging key constituencies in decision making, governance, and strategic planning; and mapping institutional priorities to state and federal plans such as the Student Achievement Council.

Specifically, there are eight metrics associated with Theme 4. Sub-goal 4.a, “Recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups,” is assessed with four measures that all speak directly to this sub-goal: The number of faculty from underrepresented groups; the number of staff from underrepresented groups; faculty and staff retention rates; and the number of women and faculty from underrepresented groups who have received tenure and/or were promoted to associate or full professor. The first two measures speak to recruitment, the third to retention, and the last to advancement. We are confident that sub-goal 4.a is fully captured by this set of metrics.

Sub-goal 4.b states, “Maintain respectful, inclusive, and equitable behavior in all university environments.” It is measured by a single metric, the key indicators of work environment contained in the 42-item Employee Engagement Survey.<sup>1</sup> The survey is institution-wide and distributed biennially. It is the best instrument available to WSU for assessing work climate. This metric draws from a number of items from across the survey that reflect climate.

Sub-goal 4.c states, “Increase employee productivity and satisfaction.” It is also captured by a single metric taken from the Employee Engagement Survey: average employee satisfaction rating. The average is taken across four satisfaction items contained in Section 5 of the Survey.

Sub-goal 4.d states, “Strengthen administrative accountability, innovation, creativity, openness, and collaboration to advance the University’s mission.” It is also measured by a single metric, an aggregation of items in Section 6 of the Employee Engagement Survey pertaining to accountability, innovation, openness, creativity, and collaboration.

Finally, Sub-goal 4.e says, “Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to

align investments of resources with institutional priorities.” This is assessed through the Institutional Effectiveness Council’s annual report, specifically its information on the number of colleges that are using strategic plans and data to make college decisions and establish college priorities.

Results associated with all of these metrics are compiled annually into a Strategic Plan Progress Report that is made available to the university community and to external stakeholders. As Theme 4 is heavily dependent on the Employee Engagement Survey for assessment, public presentation of the results of the Survey constitutes a second avenue by which WSU communicates internally and externally about the quality of diversity, openness, and integrity on campus. The results are provided in both a narrative summary and compiled in data tables to allow consumers to learn as much as they choose about WSU as a place of employment.

#### Exhibit 4.B.1—Core Theme 4

#	Assessment of Results	Evidence
1	WSU Biennial Employee Engagement Survey Results	<a href="http://hrs.wsu.edu/employees/employee-engagement-survey/2016-survey-results/">http://hrs.wsu.edu/employees/employee-engagement-survey/2016-survey-results/</a>

### 4.B.2 Assessment and Improvement— Core Theme 4

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

Washington State University recognizes that effective operations and its commitment to diversity, inclusion, and openness are critical to student learning. As a result, the University employs the strategic plan progress report, associated town halls, regular meetings and town halls with the new president, the state of the University address, and regular meetings with leadership, faculty, staff and student groups to share assessments and invite feedback related to Core Theme 4. Unit-level progress reports submitted to the IEC have shown that almost all units now have unit-specific Theme 4 goals. This is an improvement over 2015 and prior, when most units had no goals or metrics related to this theme, thereby demonstrating more visible and sustained commitment. Progress reports have shown that units are in various stages of implementation of strategies to meet Theme 4 goals.

# Chapter 5:

## Mission Fulfillment, Adaptation, and Sustainability



## Executive Summary of Eligibility Requirement 24

### Eligibility Requirement 24: Scale and Sustainability

Washington State University demonstrates that its operational scale is sufficient to fulfill its mission and achieve its core themes in the present and will be able to continue to do so in the foreseeable future.

#### 5.A Mission Fulfillment

##### 5.A.1-2 Assessment of Accomplishments, and Mission Fulfillment

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

##### Assessment of Mission Fulfillment: Overall Progress on Strategic Priorities

Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold: (1) to advance knowledge through creative research, innovation, and creativity across a wide range of academic disciplines; (2) to extend knowledge through innovative educational programs in which students and emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society; and (3) to apply knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.<sup>1</sup>

To achieve this land-grant mission and the associated strategic plan, Washington State University pursues regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments, quality, and effectiveness. The University communicates its conclusions to appropriate constituencies and the public. In conjunction with these ongoing efforts for continuous improvement, WSU's responses to the 2013 recommendations of the NWCCU evaluating team – to deepen collective faculty responsibility for fostering and assessing student achievement of learning outcomes, ensure that student learning outcomes information from online programs and courses are included in assessment processes, and incorporate student learning outcomes summary information into the evaluation of overall mission fulfillment – have contributed to the University's effectiveness in advancing its mission. WSU's assessments of mission fulfillment verify that its operational scale is sufficient to fulfill its mission and achieve its core themes in the present and into the foreseeable future.

##### Monitoring of progress on mission fulfillment

Washington State University's effort to advance strategic priorities consistent with its land-grant research university mission has been led since 2014 by the Institutional Effectiveness Council (IEC), which is responsible for facilitating and tracking implementation of the strategic plan. The IEC includes faculty, staff, administrators, and students who have helped guide strategic plan development at the campus, college and department levels. Those plans have included assessment measures and have been mapped to the University's plan, assuring cohesiveness and a shared mission throughout WSU.

Prior to the development of the IEC, the Office of the Provost led tracking of strategic plan fulfillment with the support of Institutional Research. At the conclusion of the 2008-13 strategic plan, the provost issued a report summarizing the University's progress toward mission advancement fulfillment and described how the plan provided

the foundation to inform development of the refreshed 2014-19 plan.<sup>2</sup> The report noted that despite the economic downturn and the challenges it presented for the University, progress on strategic goals continued. For example, student enrollment grew by more than 20 percent during the life of the last strategic plan, reaching a record high freshman class of over 4,200 in 2013. The student body grew in diversity as well as size during the same timeframe: In fall of 2013, a full third of the freshman class came from ethnically diverse backgrounds, up from just 12 percent in 2008. Thanks to the innovation and enterprising spirit of Washington State University faculty, the number and size of competitive research grants soared between 2008 and 2013. Scientists in the College of Agricultural, Human, and Natural Resource Sciences and the College of Engineering and Architecture successfully competed for the largest single grant in the history of the institution—\$40 million from the U.S. Department of Agriculture to explore the use of woody biomass as the basis of a new biofuel economy in the state. The University also launched a \$1 billion capital campaign and was on its way to successful completion of the campaign in July of 2015.

The refreshed strategic plan responded to the opportunities and challenges over the previous planning cycle by including the following:

- An emphasis on incorporating the institution’s commitment to diversity and inclusiveness in all themes.
- Increased attention to measuring progress on infrastructure needs and alignment of resources, including the stewardship of resources, infrastructure and workload.
- An increased emphasis in Theme 1 on Washington State University’s unique strengths, the need for multi-disciplinarity, the importance of collaboration within the institution and externally, and a high priority on engaging students in mentored research.
- An increased emphasis in Theme 2 on stewarding and continuing growth in access and enrollment, improving student success toward graduation and ensuring graduates are ready to provide effective leadership in society.
  - The goals developed for this theme reflect a broadened conception of academic achievement (beyond core competencies, a focus of the previous plan) and learning (beyond classroom).
  - An expansion in Theme 3 to give more emphasis to the role of outreach and impact of what Washington State University does as a land-grant institution serving the state of Washington.
    - Goals developed for this theme include a focus on access and availability of a Washington State University education, along with the role the University plays in communities and in an increasingly international economic and social landscape.
    - Goals developed for this theme also recognize importance of outreach and recognition internally and externally in order for the institution to achieve its maximum impact.
- An increased emphasis in Theme 4 on openness and accountability, including the integration of accountability reporting so it more effectively benefits the University and its community members.

The 2014-19 Washington State University Strategic Plan includes a detailed implementation plan to ensure that initiatives are developed and executed to realize the plan’s goals. The strategic plan includes 57 performance metrics to measure, monitor, and report annually to assess progress toward the goals enumerated in the plan. The establishment of the IEC has consolidated all University-level performance measurement and assessment activities into a single platform to reduce redundancy, maximize efficiency, and maximize effectiveness. This has catalyzed WSU’s efforts to becoming more data-driven and has provided the foundation on which to pursue the Drive to 25 initiative, aimed at transforming the University into a top-25 ranked American Public Research University by 2030.

The IEC reports regularly on strategic plan progress through blogs, outreach from its subcommittees, and its annual report which is presented to the faculty senate, regents, the community at large, and at town halls with each college and campus.

### Mission fulfillment measured against the current strategic plan

Washington State University's 2016 progress report on the Jan-Dec 2016 of the 2014-2019 strategic plan<sup>2</sup> introduced the set of metrics and benchmark targets developed for assessment of the refreshed strategic plan through an iterative process of consultation among Institutional Research, University leadership, and IEC subcommittee members. The metrics are tightly mapped to subgoals and in some cases required the development of new methods for data collection and assessment. The next section describes mission fulfillment for each of the themes in the strategic plan. Analysis of the 2017 progress report for the period Jan-Dec 2016 was completed in spring of 2017.

#### Theme One: Exceptional Research Innovation and Creativity

The 2016 progress report on Theme 1, Exceptional Research, Innovation, and Creativity, highlighted securing the legislative authorization to launch the Elson S. Floyd College of Medicine, completion of several major research facilities, and the development and implementation of the 120-Day Study of the WSU Research Enterprise. The 120-Day Study identified five Grand Challenges—research priorities that align with WSU's current and emerging strengths and focus on urgent problems of the state, nation, and world. The report demonstrated that WSU is ranked 69 in the NSF Higher Education Research and Development Survey (HERD) R&D expenditures (FY2014, latest data available); WSU's goal is to increase those R&D expenditures by 10 percent over the next five years (FY2015 to FY2019), which should improve the University's rank. While research expenditures are still below WSU's peers, they are increasing ahead of the agreed-upon benchmark target, with total R&D Expenditures up \$6.7 million and federal R&D expenditures up \$7.9 million. Faculty productivity as measured by refereed publications also is up .75 per tenure-track faculty member, based on self-reports made through the University's current online annual review reporting system. In addition, capital expenditures were up 68.5 percent (\$36.3 million) in 2015, enabling the completion of the PAC-CAR Environmental Technology Building, the Washington Grains Plant Growth Facility, and the Wine Science Center.

#### Theme Two: The Transformative Student Experience

The 2016 progress report on Theme 2, the Transformative Student Experience, indicated that more degrees were granted in 2015 than ever before, but the progress report also showed the need to focus even more on helping students finish the degrees they seek. The progress report showed several achievements:

- bachelor's degrees earned increased to 5,513 from 5,054 in 2014;
- graduate/professional degrees awarded grew to 1,214 from 1,169 in 2014;
- undergraduate degree programs with all six of the required assessment elements in place improved to 88 percent from 85 percent;
- the percentage of the student body from under-represented groups increased in all areas except in professional degree enrollments; and
- internship/practicum experiences increased by 570 based on official tracking mechanisms only.

WSU's mission includes "extending knowledge through innovative educational programs in which students and emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility and service to society." The University's strategic plan, anchored in its mission, identifies a range of qualitative and quantitative metrics the University monitors to indicate progress toward mission fulfillment.

For Theme 2, Transformative Student Experience, the metrics and other evidence include: general education (UCORE) assessments of quality, results of the National Survey of Student Engagement, and assessment reporting by the undergraduate and graduate degree programs. Additional information specific to mission fulfillment regarding the transformational student experience and student learning follow in subsections of this chapter specific to Core Theme 2 with additional detail regarding general education, high-impact practices, and degree programs.

The progress report also indicated that retention to the second year among low-income and first-generation

students continued to increase over time. Low-income freshman retention rate increased from 73 percent in 2014 to 73.8 percent in 2015, while first-generation freshman retention rate increased from 74.1 percent to 75 percent. The increase in degrees awarded was a combined function of larger incoming classes, and expanded supports for struggling students. An area of concern among the Theme 2 metrics was a decline in the 4-year graduation rate from 40.9 percent to 32.4 percent, as well as a decline in the 6-year rate, from 66.6 percent to 63.7 percent. First-generation student graduation rates declined from 36.3 percent to 32 percent and 62.8 percent to 58.9 percent for 4-year and 6-year graduation rates, respectively. Similarly, low income student graduation rates declined from 32.3 percent to 29.6 percent and 61.7 percent to 56.2 percent for 4-year and 6-year graduation rates, respectively. WSU is still above the national level and for public institutions, both overall and by gender. As explained by the National Center for Education Statistics,

Six-year graduation rates for first-time, full-time students who began seeking a bachelor's degree in fall 2008 varied according to institutional selectivity. In particular, 6-year graduation rates were highest at postsecondary degree-granting institutions that were the most selective (i.e., had the lowest admissions acceptance rates), and were lowest at institutions that were the least selective (i.e., had open admissions policies). For example, at 4-year institutions with open admissions policies, 36 percent of students completed a bachelor's degree within 6 years. At 4-year institutions where the acceptance rate was less than 25 percent of applicants, the 6-year graduation rate was 89 percent.

The trend in WSU's graduation rates corresponds with the large increase in enrollment at WSU starting in 2011, when the incoming class grew from 3,372 to 4,176, serving a significantly larger group of first-generation and low income students. At the same time, cost of tuition increased significantly. Studies continue to indicate that despite similar or higher aspirations to pursue a college degree, students with these characteristics face three primary barriers to college enrollment: 1) poor academic preparation; 2) lack of social capital; and 3) higher sensitivity to the rising costs of college tuition. Once enrolled in college these three barriers continue to be challenges for this student population and are exacerbated by two additional barriers: 1) a campus climate that is not always welcoming; and 2) weak integration into campus social and academic communities.<sup>1</sup>

Recent tuition reductions authorized by the legislature and generous donations toward student scholarships and graduate student fellowships in STEM and health sciences are helping to address the needs, and the University has engaged in a comprehensive campaign to improve success, explained further in Chapter 4, in the following section entitled Assessment of Mission Fulfillment: Student Success.

### Theme Three: Outreach and Engagement

The 2016 progress report for Theme 3, Outreach and Engagement, shows that WSU's impact continues to increase through initiatives that have been building infrastructure and relationships required to support future growth and effective service to the state of Washington. Nearly all metrics tracking the University's progress on Theme 3 have demonstrated positive trends, with continued growth projected. Overall, WSU generated \$3.4 billion in economic impact in 2014. WSU reported nearly \$2 billion in research grant expenditures between the fiscal years of 2008 and 2013, with more than \$341 million in research grant expenditures in fiscal 2014 alone. New startups from WSU research and outreach increased from five in 2014 to nine in 2015, with patents filed increasing from 69 to 93, and royalties and commercialization revenues increasing by \$260,000, ahead of the target set by the IEC.

Also crucial to advancement of Theme 3 and WSU's mission as a land-grant university, access to a Washington State University education continues to increase, with more growth in total enrollment. Fall 2015 enrollments across the system represented a 3.5 percent increase over the previous year's fall enrollment records. Consistent with the past several years, WSU has grown increasingly diverse with current minority students comprising 27.8 percent of the total student population and 30.4 percent of the undergraduate student population systemwide. WSU also

continues to attract a large number of first-generation students, who currently represent 35.1 percent of the total student population and nearly 40 percent of all undergraduate students. The number of individuals enrolled in Global Campus rose by more than 700. Access to other populations also increased, represented by 18,609 more enrollments in non-credit educational opportunities offered through WSU Extension.

#### Theme Four: Institutional Effectiveness

The 2016 progress report for Theme 4, Institutional Effectiveness – Diversity, Integrity and Openness, featured an array of newly developed metrics because few commonly used methods exist nationwide for tracking diversity, integrity, and openness across institutions. The IEC's Theme 4 subcommittee therefore devoted a great deal of effort to adopting, adapting, or developing measures that now form the baseline for measurement of progress in subsequent years. Findings for 2015 based on pre-existing measures indicated that employee satisfaction has been high and consistent across employee groups, averaging 3.72 on a 5-point scale. In addition, retention of personnel has remained steady, at 93.7 percent for faculty, 85.8 percent for administrative professional staff, and 85.2 percent for classified staff. Because more engagement from faculty and staff is needed to assess and achieve goals for diversity, climate, and openness, the IEC is facilitating outreach efforts to increase response rates on assessments. The strategic reallocation project throughout 2015-16 that directed 5 percent of permanent funding to strategic research and student success goals through a competitive proposal review process helped to jump start initiatives consistent with the University's commitment to align resources to initiatives that effectively benefit the University and its community members. The strategic plan progress report, associated town halls, regular meetings and town halls with the new President, and state of the University address all have demonstrated the University's commitment to openness and accountability reporting. In addition, unit-level progress reports submitted to the IEC have shown that almost all units now have unit-specific Theme 4 goals. This is an improvement over the previous spring, when most units had no goals or metrics related to this theme, demonstrating more visible commitment. In addition, the progress reports have shown that units are in various stages of implementation of strategies to meet Theme 4 goals.

#### Advances in Mission Fulfillment

The following sections review advances in mission fulfillment for each Core Theme of the strategic plan, including brief summaries of the ways in which WSU's responses to NWCCU's 2013 recommendations have contributed to mission fulfillment.

##### Assessment of Mission Fulfillment for Core Theme 1: Exceptional Research, Innovation, and Creativity

WSU documents the quality of its scholarly output via many indicators. We track both average citations per faculty member and h-index values across all faculty. The h-index value indicates that the scholar has published at least  $h$  number of studies that have been cited at least  $h$  times. Thus, a scholar with an index of 20 has published 20 papers that have been cited at least 20 times. A large h-index is taken as an indicant of quality scholarship that is valued by other researchers. While normative interpretation of this index is debated, Hirsch (2005), the creator of the index, suggested that a typical full professor would have an h-index of 18, and a member of the National Academy of Sciences<sup>3</sup> would have a value of 45 or greater.

WSU also tracks the number of prestigious awards, as defined by the national academies, received by faculty<sup>3</sup> as well as membership in the academies. WSU has undertaken an aggressive initiative to increase the number of faculty who are considered for such awards, as well as for placement on state and federal science-oriented committees. WSU is also developing a mentoring system to help promising young faculty begin developing a record and reputation that will make them competitive for awards and appointments.

WSU libraries provide a host of services to faculty to assist with communication of their scholarly accomplishments. The libraries maintain a research exchange at which faculty can deposit their work and make it available to scholars at other institutions as well as external constituencies.<sup>4</sup> The libraries also offer a service to place schol-

arly work in open access journals that can be read by the public.<sup>5</sup> WSU considers open access publishing to be consistent with its land-grant mission to make its expertise available to state residents and the world at large.

#### Assessment of Mission Fulfillment for Core Theme 2: Transformative Student Experience

The transformative student experience plays a central role in WSU's mission and current strategic plan. The following section provides an overview and examples for assessment of mission fulfillment for a number of aspects representative of the transformative student experience including student success, alumni feedback, assessment of learning in general education, high-impact practices, and assessment of learning in degree programs.

##### Assessment of Mission Fulfillment: Student Success

While all of WSU is involved in student success, two administrative units have primary responsibilities within this area: (1) the Office of the Provost, and (2) the Vice President for Student Affairs. The Office of the Provost and the units reporting up through it (e.g., academic colleges, Enrollment Management, Office of Undergraduate Education, Graduate School) has responsibilities for academic programs. Student Affairs has responsibility for areas such as Housing and Dining, student conduct, student organizations, and minority student programs. The separation of these activities is strictly administrative, as higher education institutions are learning more and more that these enterprises need to be closely integrated to achieve student success goals. Some realignment of administrative organizations took place between 2013-2016 to increase the efficiency and effectiveness of WSU's student success efforts, such as:

- Moving all auxiliary services under Student Affairs to strengthen their ability to respond to student needs;
- Moving Enrollment Management under the provost to facilitate connections between recruitment, admission, and academic affairs to maximize opportunities for ensuring student success.
- The elevation of Information Technology Services, International Programs, Government Relations, and University Communication to vice presidential levels to facilitate maximum responsiveness and coordination of policy, technology, and communication for student success;
- The separation of the Graduate School, which reports to the provost, and the Office of Research, which reports to the president, to increase the effectiveness of the University's services for graduate students and to elevate and increase the effectiveness of the University's pursuit of its research mission.

Considerable analysis has been conducted to identify reasons for students leaving WSU prior to earning a degree and all studies reveal that a multitude of factors contribute to student attrition.<sup>6</sup> Among the most important are financial stress, a failure to connect to community at the university, poor academic performance, physical or mental health, and personal/family situations. Many students experience more than one of these stressors, leading to a compounding effect.

WSU typically utilizes four types of performance metrics to assess its progress within student success, which is articulated in subgoal 2.d with specific metrics for assessment, consistent with Standard 1.B.2.

- Degrees awarded
- Retention rates
- Graduation rates
- Average time to degree

##### Degrees Awarded

The state has made it a priority for higher education institutions to increase the number of

graduates in STEM and high demand fields.<sup>7</sup> Goals were set and defined lists for STEM and high demand fields were identified and agreed upon to evaluate progress. Washington State University reports degrees completed to the state annually. These data for bachelor degrees are available in the Statewide Dashboard.<sup>8</sup> As shown in the strategic plan progress scorecard, bachelor's degrees in high demand fields have increased from 1,726 to 1,868 (8 percent) between FY2014 and FY2015 and masters, doctoral, and professional degrees in both STEM and high demand fields are down from 339 to 288 (-15 percent) and 725 to 672 (-7 percent), respectively.

The Graduate School has been working with graduate programs to develop and implement strategies to recruit and retain graduate students in STEM and high demand areas. These strategies include STEM top-off scholarships, ARCS fellowships, and collaborative funding agreements with external institutions.

Serving the underserved population in the state is part of the land-grant mission. The number of low income students (proxied by Pell Grant eligible students) bachelor's degrees has increased from 1,631 to 1,771 (8.6 percent) between FY2014 and FY2015.

#### Retention Rates<sup>9</sup>

The primary retention rate on which we report progress (Metric 25 of the strategic plan) is the first-to-second-year retention rate for freshman students, although we track retention beyond the freshmen year as well as for transfer students. WSU's average first to second year retention rate is currently about 79 percent, an increase following several years of a downward trend as discussed previously. WSU believes there is room for improvement in this statistic, and much of the University's Student Success efforts are focused on increasing this metric. WSU's average graduation rate is about 67 percent, demonstrating that most students retained into the second year will graduate.

First to second year retention rates over the past decade are shown for each campus in Figures 1.a.–1.c. Pullman, for example, had demonstrated a decline in retention (particularly males) over a five-year period. An exception to this decline was an increase for low-income students, perhaps reflective of grant-funded programs that enabled a particular focus on this group. First to second year retention rates are influenced by the preparedness of incoming students, and the recent move of Enrollment Management, including student recruitment, under the provost has had a positive effect on preparation (as measured by high school GPA and SAT score). Retention efforts at the Vancouver campus also appear to be netting results.

#### Retention Rate Goal

WSU's goal is to increase first to second year retention rate by a minimum of 1 percent per year over the next five years. Third and fourth-year retention rates are targeted to increase at an equal rate.

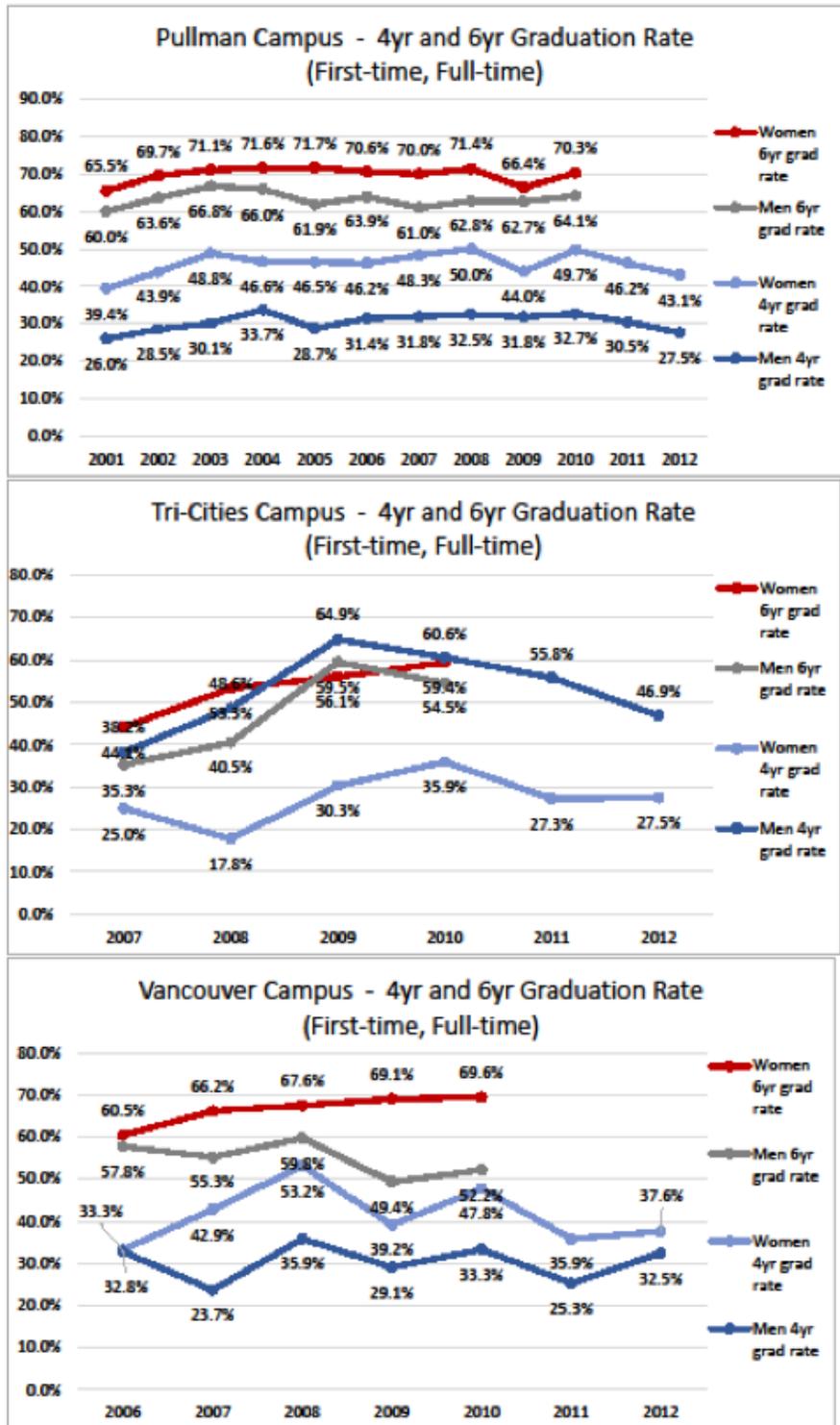
#### Graduation Rates<sup>10</sup>

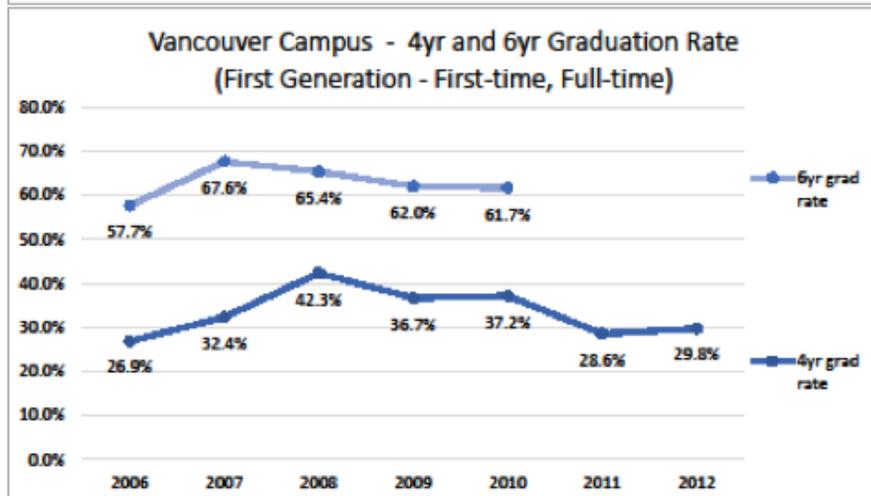
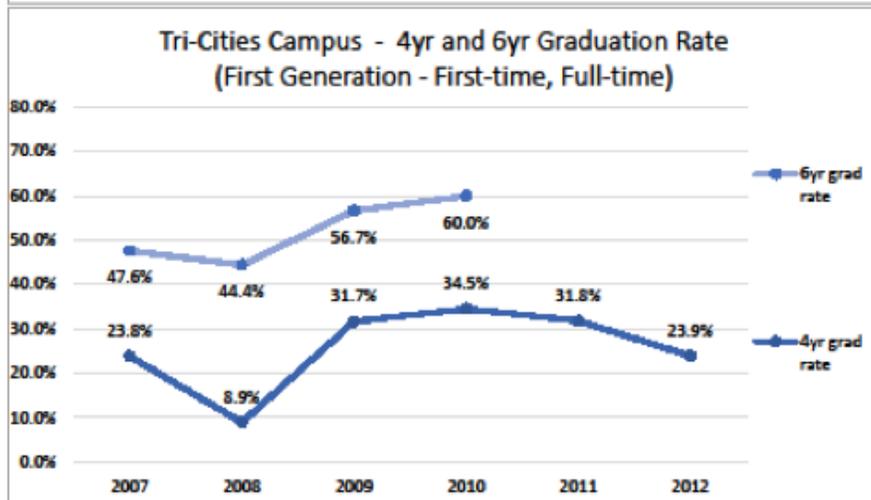
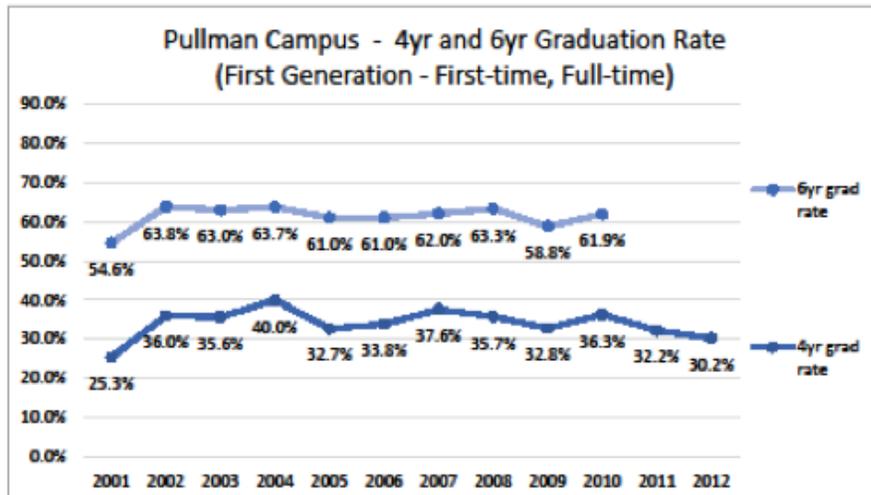
Four and six-year graduation rates are the industry standard within higher education. The convention is to focus more on the six-year graduation rate than the four-year rate. This is particularly true with WSU's student body, since most students tend to work while attending college. While most students graduate much earlier than six years, the six-year rate allows just about all continuous students to "clear the system," and hence represents the best estimate of the true percentage of students who graduate.

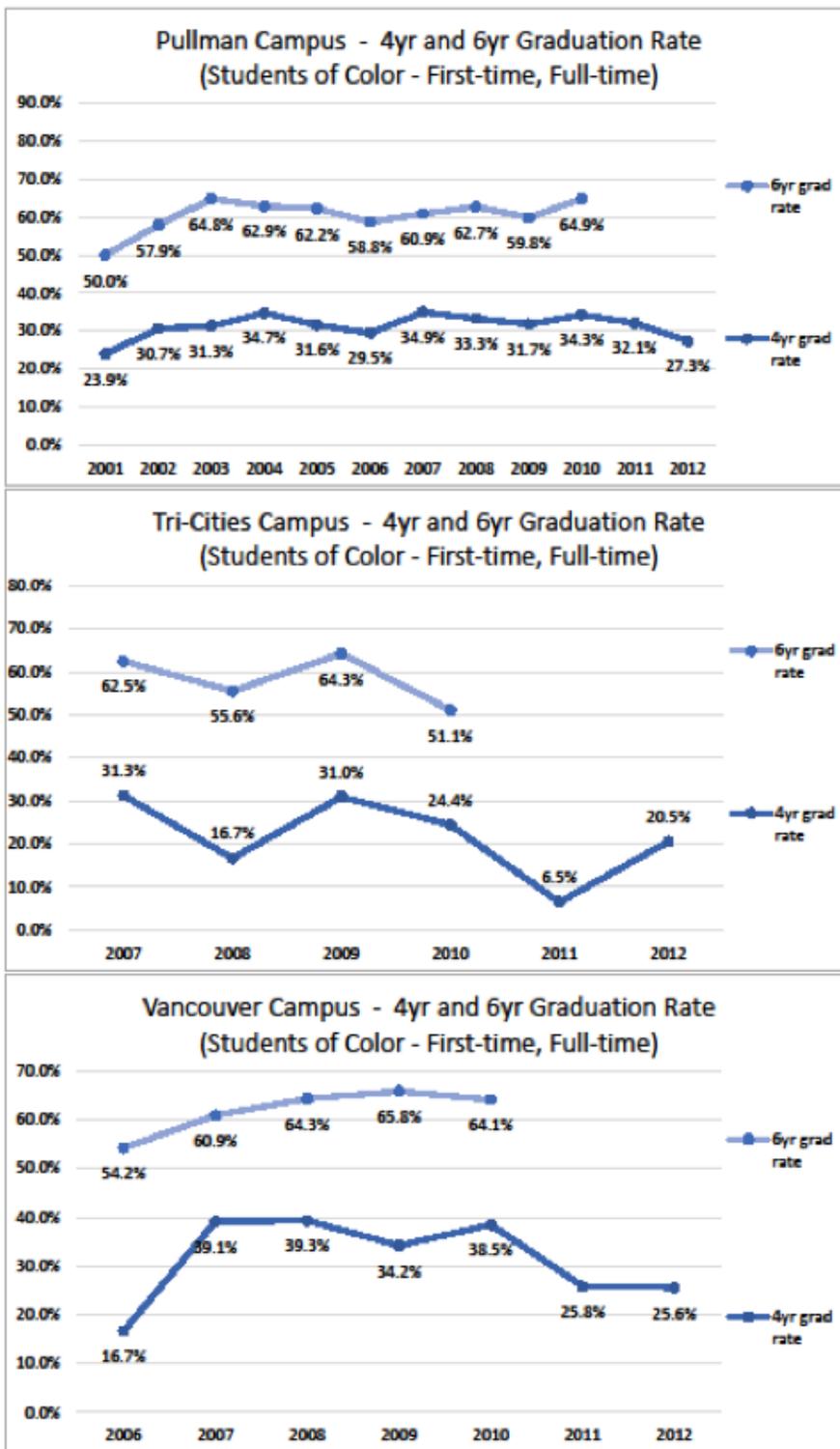
Graduation rates do not incorporate students who leave WSU and graduate from another institution, but the Student Achievement Measure does include this information,<sup>11</sup> indicating a 76 percent graduation rate at the 6-year mark and a 71 percent graduation rate at the 4-year mark for first-time, full-time students who began their studies in fall 2010.

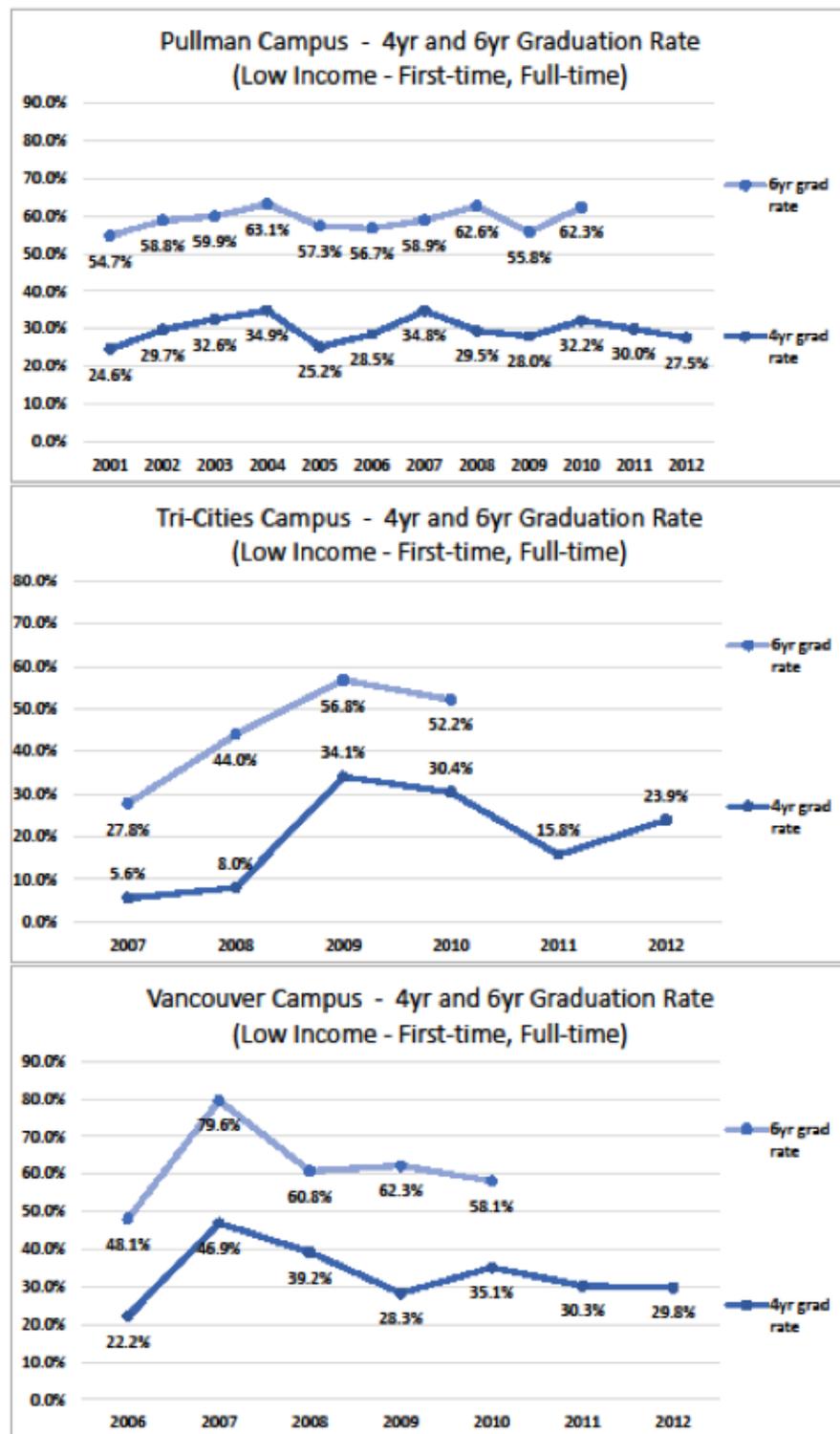
Four- and six-year graduation rates over the past decade are shown for the WSU system below and for each campus in Exhibit 10. These data reflect the year the students matriculated at WSU; hence, the latest data point is fall 2012 for the four-year rate and fall 2010 for the six-year rate. Graduation rates are slightly lower for students of color, first-generation, and low-income students; however, WSU is among the leading universities in the nation in terms of closing the gap between the graduation rate of the general population and these populations of students. Washington State University's progress in enrolling and promoting the academic success of underrepresented minority students was cited as among the top 10 nationally for closing the graduation rate gap between underrepresented minority groups and the overall student population in a national report<sup>12</sup> issued by the Education Trust, a Washington, D.C.-based nonprofit organization focused on reducing achievement gaps. The number of students of color at WSU has increased threefold over the past 10 years and, in contrast to a number of other public and private universities nationally, WSU has also achieved consistent improvement in minority graduation rates during the same period. *Diverse Magazine*<sup>13</sup> recently ranked WSU No. 26 for graduating minority students. These gains have been facilitated by programs such as WSU's TRIO/Student Support Services, which serve primarily first-generation and low-income students. Students in TRIO/SSS had a 94% first-year retention rate, along with an 85% graduation rate for the 2010 cohort. Among first-generation and multicultural students active in the Multicultural Student Mentor program, the retention rate was 79%, compared to 68% for the control group. The set of twelve graphs shown in Figure 5.A.1-2-1 below presents these graduation rates for students who entered WSU between 2007 and 2012.

Figure 5.A.1-2-1









As noted above, WSU tracks graduation rates at each of its instructional sites, as well as its campuses. WSU also tracks graduation rates for student-athletes,<sup>14</sup> whose four-class graduation rate exceeds the overall four-class student rate. Because WSU Everett has only recently graduated its first class, trend data is not yet available for that campus. Data for other campuses demonstrates improvements overall but also indicates particular areas for improvement as the University strives to improve graduation rates for all students however and wherever instruction is delivered.

At Pullman, the University's largest campus, the graduation rate has remained relatively flat over time, with a small increase for both men and women, and for students of color, who have increased in terms of their percentage of the overall student body. There also has been an increase for first-generation students, who have increased in terms of their representation in the student body, and for low-income students, who also make up an increasing portion of the overall student body.

At Tri-Cities, the graduation rate has generally reflected an increase over time, including for both men and women, but there has been a decrease for students of color, who have increased considerably in terms of their proportion of the overall student body (from 16 percent of class in 2007 to 55 percent of class in 2015). There has been an increase for first-generation students, who also increased greatly over this period (from 21 percent of class in 2007 to 58 percent of class in 2015); there also has been an increase for low-income students, whose representation also increased steeply during this period (from 18 percent of class in 2007 to 49 percent of class in 2015).

In 2014, WSU Tri-Cities established a formal division of enrollment management and student services to strategically plan for student persistence and success. Through external consultation, a strategic retention plan was developed to identify opportunities for improvement. For example, academic advising has been reformatted with a retention focus, first-year seminar courses and mentoring programs have been deployed. All first-time freshman are paired with a new student mentor to assist with the first-year transition through the Office of Student Life. Staff mentors are also assigned to first-time students as a resource. In 2017, the campus has also applied and received eligibility status as a Hispanic Serving Institute and is submitting grant applications to expand academic support services.

At WSU Vancouver, the graduation rate has remained steady over time. Transfer students make up over two-thirds of the campus student body and graduate at high rates. Of all students transferring with associates degrees, 70 percent graduate within three years (based on a five-year average). The campus has focused on closing success gaps associated with demographic differences. Transfer students of color now graduate at rates equal to their peers and the gap between white students and students of color entering as freshmen has shrunk considerably over the past few years. First-generation students, whose representation among the student body has increased considerably over this period (from 18 percent of class in 2006 to 55 percent of class in 2015) graduate at equal rates to their peers. The campus has identified a lower rate of success for male students compared to female students and is working to erase this gap as part of a larger effort to restructure the first-year experience.

WSU Everett celebrated its initial commencement after the Spring 2016 semester. There were 54 graduates representing each of the four degrees offered. Prior to 2016, Everett-based students participated in graduation ceremonies at other campuses.

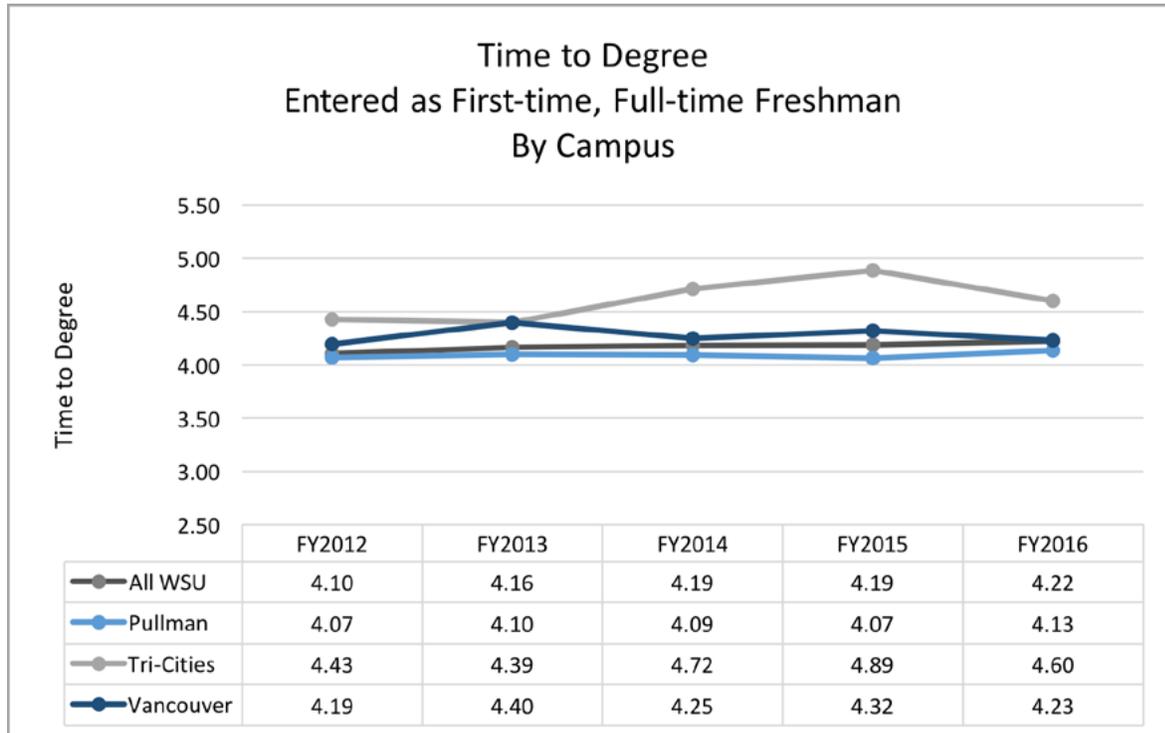
#### Graduation Rate Goal

WSU's goal is to increase the institution-wide six-year graduation rate to 70 percent over the next five years. In addition, WSU aims to continue to close the gap between the general student population graduation rate and that of minority, first-generation, and low-income students.

### Time to Degree

Average time to degree for first-time, full-time students across WSU is 4.22 years. This average is low, relative to WSU's peers, but WSU aspires to shorten the average time further. Time to degree for students graduating from 2012 to 2016 is shown for Pullman, Vancouver, and Tri-Cities in Figure 5.A.1-2-2.

**Figure 5.A.1-2-2**



Time to degree is a key point that WSU features in student recruitment.

#### Time to Degree Statistical Data

- Pullman – 4.22, generally flat over the past five years.
- Tri-Cities – 4.60, generally higher than Pullman and Vancouver.
- Vancouver – 4.23, slight downward trend.

#### Time to Degree Goal

WSU's goal is to continue to decrease the average time to degree across all campuses. Simply holding time to degree at current levels may be a challenge, however, given that this metric continues to increase across the vast majority of institutions of higher education. As a result of its downward trend, WSU Vancouver is engaged in a number of initiatives to impact time to degree including a scheduling task force that will be recommending a new template for course scheduling. In fall 2017, Vancouver launched a Reimagining the First Year program designed to help new students make a successful transition to campus. In addition, Enrollment Services and Marketing/Communication created a campaign to demystify the financial aid award letter so students and families better understand the process and their options.

### Assessment of Mission Fulfillment: Systemwide Student Success Initiatives

Washington State University has made a commitment in its strategic plan to emphasize innovation for student engagement, high-impact practices to facilitate learning goals, and the facilitation of student success. This effort recognizes that student learning and the transformative student experience including endeavors both within the formal instruction context and through cocurricular contexts.

WSU's efforts for student success take five primary forms:

1. Student Recruiting and Admissions
  - Recruiting students who are academically prepared to learn and compete at WSU is a critical step in advancing student success.
  - Analysis of data from freshman classes recruited 4-6 years ago revealed a high level of attrition for students with lower high school GPAs. Based on this analysis, Enrollment Management has changed its admission guidelines to be more sensitive to ensuring adequate preparedness among admitted students.
  - Employing data and decision-making tools to facilitate smooth transitions and targeted outreach to students based on their needs and interests.
2. Major student success initiatives, elaborated in the following section, which respond to assessments of mission fulfillment and include the deployment of tools and technologies for strategic and data-driven decision-making;
3. Student success initiatives funded through federal and private grants, which include securing external funding for innovation for student engagement, high-impact practices to facilitate learning goals, and student success along with the dedication of institutional resources (matching funds, financial literacy license, financial advisors). These include, for example:
  - ATLAS  
This program, delivered through the College of Education, provides programming, support and advising for aspiring teachers. The project provides an opportunity for research into potential scalable strategies to support student success based on research investigating ways to assess and improve students' mastery of non-cognitive skills and behaviors, and enhance student motivation and engagement in learning. This includes examination of how the traits and experiences of low-income and first-generation students differ in a significant and meaningful way from those of the general population.
  - First Scholars  
This comprehensive four-year program supports first-generation students and assists them in completing their college degrees. Participating students receive personalized support and a scholarship.
  - Invest in Success  
This savings program for low-income students matches savings from their wages at a 400 percent interest rate (up to \$4,000 in matching funds), and provides financial literacy and education for those students. Capacity recently expanded to 170 students to include undergraduate students in Vancouver and Tri-Cities.
  - OpenStax Partnership  
This initiative gives WSU faculty access to more than 20 textbooks, primarily geared toward general education courses. OpenStax books are available digitally at no cost to students, and in print for approximately \$30 to \$60 each.
  - Nez Perce Tribe Local Education Program Fund  
This program enables WSU to increase outreach to prospective Native American students through the Native American Student Ambassador Program. For the past two years, current

WSU Native American student ambassadors have shared their experiences with prospective students, strengthening the college-bound culture in Indian Country and making a college degree feel like a realistic goal for aspiring high school students.

4. Advising
  - The University Academic Advising Executive Council was created to provide oversight to advising across all campuses.
  - A training protocol was established for advisors, and training is underway.
  - An “equitable advising” model was designed to direct precious advisor time to the students who need it most, rather than spreading it far too thinly among all advisees.
    - A pilot program for about 60 students in 2016-17 decouples advising from registration for students who have 30 to 90 credits earned at WSU
5. Strategic Reallocation project
  - Student Success through Transformational Change:
    - A merger of two proposals, funded (\$7,395,267 over five years) through a strategic reallocation of permanent funding, aimed at both freshmen and upperclassmen.
    - The freshmen program is aimed at building resilience, purpose and growth through both faculty support and parental interventions.
    - The program for third and fourth-year students will integrate peer mentoring, programming and advising to move students into increasingly experiential learning opportunities.

In addition, Exhibits 5.A1-2 summarize student success strategies, including a list of student success programs specifically targeting first-generation students.

#### Major Student Success Initiatives

An initiative was launched in 2013 to support the refreshed strategic plan and respond to retention and cohort 4-year and 6-year graduation rates that had been tracking in a negative direction following increases in tuition costs and in the size of the entering student population.

The initiative was used to support a culture of innovation and success in academics at Washington State University as a prominent institution-wide priority. An initial set of projects was seed-funded by the Office of the Provost with some matching funds from colleges. They were designed to pilot, assess, and scale up effective tools, policies, strategies and collaborative processes for students, faculty and staff to improve the classroom environment, provide out-of-classroom support services in key areas of need, and provide resources for faculty to apply technology in creative ways.<sup>15</sup> Assessment results were communicated internally through a provost blog and through regular meetings with deans, associate deans, vice chancellors and twice yearly meetings with department chairs and directors.

The three areas of emphasis within the initiative included:

- Supporting faculty innovation and excellence in instruction
- Strengthening academic preparation and student success
- Providing tools and policies that facilitate academic support and student success

Many of these tools and strategies have been made available institution wide; campuses also have developed locally oriented initiatives. For example, WSU Tri-Cities has restructured its academic advising from a decentralized discipline-specific to a retention/student success framework to assist with major exploration and to facilitate faster certification to a degree as a persistence strategy. All new student advising is coordinated within an advising center where first-time freshman are assigned a student success coach who assists the student with certifying into a major prior to transitioning to a faculty mentor or full-time advisor within a major.

## Supporting faculty innovation and excellence in instruction

- Course redesign grants: Several high-enrollment STEM course leaders from the College of Arts and Sciences and from the College of Veterinary Medicine piloted more student-centered instructional delivery, such as flipped classes and inquiry-based labs. Results included reductions of 5 percent or more in students earning below a C course grade in targeted math classes in 2014-15, such as Math 202 (calculus for business and economics) and Math 172 (second-semester calculus). Lessons from the redesign pilot assessments are being used to continue course redesign efforts throughout the university.
- University Teaching Innovations Series: In August 2014, a website, [teach.wsu.edu](http://teach.wsu.edu),<sup>16</sup> was established as a clearinghouse for information about instruction-related workshops being offered across the system. The site provides links to online teaching resources, including links to WSU's e-learning site. Faculty-led workshops are a key feature of this initiative, which also has brought guest speakers and facilitated full-day workshops.
- Facilitating opportunities for academic/student affairs collaboration: Through the University Student Success Council, which meets regularly, the Office of the Provost is assisting faculty, staff and administrators who aim to collaborate on success initiatives. Council members include administrators, faculty, staff, and students from all campuses.
- Technology specialists: The Global Campus and the Office of Academic Outreach and Innovation, in which it is housed, hired two technology specialists to help faculty implement technology-based instructional innovations into their on-campus or online courses. An emerging technologies and multi-media specialist started in July, 2014 and the instructional technology training specialist was hired in February, 2015. The new employees have helped prepare and deliver Blackboard Learn training, work one-on-one with faculty to implement new technologies, and run the Test Kitchen.<sup>17</sup> For example, the technology training specialists provide support for "flipping" classes, in which faculty have students view lecture and preparatory material ahead of class time and use class for highly engaging and adaptive learning activities. The technology specialists also have helped faculty migrate to and make optimum use of the new Blackboard Learn system launched in 2015. Video tutorials and supplemental material on each of the Test Kitchen's featured topics are posted online. They also have helped advisors take advantage of the system with course spaces for their students.
- WSU teaching academies:<sup>18</sup> The existing WSU Teaching Academy ramped up its activity to add 25 educators, providing the WSU teaching community with more opportunities for training, professional development and mentorship. A teaching academy associated with the College of Veterinary Medicine also serves the broader University community.<sup>19</sup>
- Innovation seed grants and awards: Grants for teaching and learning are supported through the Samuel H. and Patricia W. Smith Teaching and Learning Endowment<sup>20</sup> to help faculty pursue innovative instructional projects. Through the Teaching Academy, the Office of the Provost has increased support for faculty developing and learning innovations through programs such as the new Innovation in Teaching Award. Additional seed grants have been funded through the Provost's Student Success Seed Grants launched in 2016 in conjunction with the University's strategic reallocation initiative, with a second round launched in 2017.<sup>21</sup>

## Strengthening academic preparation and student success

- Launch into Learning: This initiative focused on getting students off to a good, fast start in their academic journeys, lowering barriers to success, providing specific tools for academic assistance and providing resources for ongoing help. The Office of the Provost and Student Affairs, in collaboration with advisors, ASWSU, colleges, Enterprise Systems Group, Institutional Research, the Registrar's Office, the University Student Success Council, and others developed informa-

tion and tools to promote and facilitate deeper academic engagement in the first week of class. These included improved real-time information for enrollment management, communication efforts to new and continuing students to help them navigate registration, financial aid, waitlists and more, assistance for faculty and encouragement to make syllabi available sooner, more academic programming during Week of Welcome (WOW), and more, ongoing preparedness support throughout each academic semester. Assessment data connected student participation in the programming with improved levels of class attendance, retention rates, and semester GPA. This information has continued to guide further development of orientation events and new student outreach, Week of Welcome, and coordination of student support into the first weeks of the semester.<sup>22</sup>

- **Week of Welcome:** Collaborative efforts spearheaded by the Student Success Council enabled the annual fall Week of Welcome to include an increased academic focus, and follow up surveys<sup>23</sup> indicated a positive effect on academic preparedness and success. In fact, survey results suggest that participation in Week of Welcome activities of all types was associated with positive outcomes for students that reflect overall well being, academic integration/commitment/efficacy, and social connections. In conjunction with this effort, beginning in 2014 all new students received a copy of “The A Game: 9 Steps to Better Grades,” with sustained promotion of key lessons through signage and in-class use of the book, particularly in Freshman Focus courses. In addition, professional development support has been available to promote use by faculty and staff, along with a communication campaign to support use by students. Assessments have shown that awareness of the book has been high among students, and more than half of a small participant survey<sup>24</sup> said their instructors (presumably for 100-level courses) had referred to the book. Most students surveyed picked up at least one useful tip that they were able to implement.
- **Calculated Success summer math program:**<sup>25</sup> A two-week summer class was launched in 2014 to combine a one-credit math course designed to prepare students for their first math class at WSU, with a one-credit University College course. The program is specifically designed to smooth out first-year students’ transition to college while increasing their chances for success in their first college math course. The program received positive feedback from students and showed promise for transitioning students into the university environment and in improving their math placement scores, by 42 percent. Tri-Cities has also implemented a Jump Start program.<sup>26</sup> Assessment efforts continue to explore the extent to which the program helps students succeed in math classes and in their academic careers more generally.
- **Academic skills development:** Academic skill development was successfully integrated into many lower-division courses. In 2014, approximately 500 first-year students taking Pullman or Global Campus-based courses took the LASSI (the Learning and Study Strategies Inventory)<sup>27</sup> and received follow up coaching in their classes. Students who completed the LASSI did slightly better in their fall semester than students who did not complete the assessment as measured by GPA, deficiencies, “W” grades, and “F” grades. Data from the LASSI pilot has been used to develop more extensive strategies for transformational change and support lower-division classes. Findings formed the basis for a proposal funded by an institutional-level call for proposals that invested \$2 million of permanent funding for a program scaling up student success initiatives effective July 2016, explained below.
- **Transformational Change initiative:** Data from the academic skills pilot was used to inform the development of a major “transformational change” project funded through the University’s competitive strategic reallocation process. The strategic reallocation deployed 5 percent of permanent funding to jump start and provide permanent support for multidisciplinary projects that support key research and student success goals of the University’s strategic plan.

The student success project, launched in fall of 2016, aims to build resilience, purpose and growth for first-year students through both faculty support and parental interventions. The program also integrates peer mentoring, programming and advising to move students into increasingly experiential learning opportunities as they progress through their university careers. The project is a collaboration among several colleges and academic support units across multiple WSU locations.

- Automatic enrollment in selected freshman English and first math courses: Starting in 2014, entering students were pre-enrolled in select freshman English and first math courses directly from placement testing, in order to ensure students get assistance early and stay on degree tracks. In Pullman, for example, approximately 1500 to 2500 students each semester are pre-enrolled in general education courses.
- Math Learning Center: Opened in 2012, the center provides tutoring and opportunities for small-group work and study teams six days a week. Targeted especially to developmental math courses and calculus, use of the center has correlated with increased student retention.<sup>28</sup>

#### Providing tools and policies that facilitate academic support and student success

- CougarSuccess website and mobile tools:<sup>29</sup> CougarSuccess.wsu.edu was created as a one-stop portal for students to access academic, logistical and wellness resources and support. The website averaged more than 80 visitors per day in 2016, and has more than 500 followers on Twitter. The University then launched a mobile app in 2016 to make registration and campus navigation more convenient and is developing a tool based on predictive analytics to provide customized assistance and reminders for students throughout their student career to help them connect with academic, enrichment and community resources.
- Predictive analytics advising tools (Student Success Collaborative): The Student Success Collaborative tool produced by EAB uses predictive analytics based on 10 years of student enrollment data to provide academic advisors with a powerful, easy to use tool that shows them where a student stands academically and how to keep the student on track toward graduation. Many WSU academic advisors have been trained in the Student Success Collaborative and many are finding the tool helpful as they meet with students. By the fall 2016 priority registration period for the following spring semester, over 80 percent of students had an advisor linked to the tool with online appointment scheduling available.
- Course Evaluations in eXplorance Blue: The eXplorance Blue online course evaluation tool was launched in 2014 to replace a combination of a customized but aging home-built online system and bubble sheet survey tools. As of 2017, all academic units now use the online course evaluation system, with each college designing an instrument that meets its needs, providing a systematic way to collect and consider the student voice in decisions about courses and instruction. The Office of Assessment of Teaching and Learning is working with each college to design a variety of reports that are useful to faculty and chairs; leveraging the flexibility of the questions and instruments, much richer and more useful reports are becoming available.
- Transfer Clearinghouse: A Transfer Clearinghouse was established in 2014 to update and amplify transfer tables and associated websites dealing with transfer credit. The Transfer Clearinghouse is a systemwide program that works with all students with transfer credit from transcript evaluation to policy and procedure questions. Additionally, the Transfer Clearinghouse provides training to all academic advisors so that they are prepared to work with transfer students. At each campus in the WSU system there are specific advisors who work only with transfer students. Finally, each campus has mandatory orientation programs and ongoing assistance specifically designed for transfer students.
- Online advising notes: Established in 2014, this feature provides advisors with an online mechanism to document interactions with students. Documenting advising interactions in the student

information system increases communication among departments and staff, and assists with problem solving and change of major coordination.

- Online self-advising tools: The student information system has been updated with course offering schedules and four-year degree plans in the catalog. The Registrar's Office helped programs update and calibrate their listings of "typically offered courses" schedule and four-year degree plans to help students plan for future semesters. This effort is part of a long-term project that will enable students to develop multi-year academic plans from which they can select courses and register efficiently.
- Improved enrollment management forecasting and advising support tools: Institutional Research, working with other units such as the Registrar's Office and Admissions, has developed a number of new forecasting and tracking tools that have helped academic programs, colleges and advisors manage registration. These tools will help to ensure that all incoming students can register for 15 credits relevant to their academic plans while enabling units to deploy their resources efficiently. An advising dashboard helps identify students who need to certify their status for completing UCORE requirements, and seniors needing English 402. Messages to students from the Student Information System alert them if they are about to drop credits below the threshold for maintaining required progress for financial aid eligibility.
- Open Education Resources (OER) Initiative: A course materials task force requested by students and convened by the Provost in 2016 recommended a sustained effort to encourage adoption of open education resources for WSU courses.<sup>30</sup> In response, Washington State University is encouraging use of OERs through a variety of initiatives, including grant funding for OER projects, a partnership with OpenStax,<sup>31</sup> an Open Textbook Library membership, and continuing efforts by the Course Materials Cost Reduction Taskforce.
- Distinguished Scholarships Program: This program, initiated in 2011 and developed further more recently based on initial assessments, identifies high-achieving first-year students, who are invited to access workshops and mentoring that prepare them for nationally competitive scholarships. The program has increased the number of Fulbright, Goldwater, Gilman, and Udall recipients from WSU.<sup>32</sup>
- Originality-checking software: The iThenticate originality checking software for researchers has been made available online for faculty members, researchers and graduate students, and a system within the Blackboard space (SafeAssign) has been made available for students and instructors. Blackboard training, delivered by AOI, includes training on how to use SafeAssign.
- Upgrades to wireless technology: WSU continues to keep pace with the explosive demand for wireless technology by deploying in the past two years, over 1,100 new 802.11ac ("gigabit wireless") wireless access points to address both capacity and density needs. This represents nearly a 25 percent increase in the number of access points during this period. Funding for approximately 250 of these access points includes, for the first time, the use of the new student technology fee to address student wireless needs outside of the traditional academic learning spaces. Specific instructional targets for these access points include the General University Classrooms to facilitate the use of Learning Catalytics technology for interactive instruction. The upgrades are designed to blanket all of WSU with ubiquitous, high speed wireless access to support teaching, learning and research. In addition, video capture and other recording options are available for use, to provide students opportunities for asynchronous access to course lectures. These efforts support Metric 21 of the strategic plan for classrooms meeting benchmark quality.
- University Payment Plan: Reflecting the University's commitment to consumer protection and its relationship to student success, the university has been piloting a payment plan for students with approximately 270 students in 2017. Although Washington state law prohibits the University from extending credit to students, a process has been identified that makes it

possible for students to pay tuition and other fees in four installments across the semester. If the pilot produces positive results, the University payment plan is expected to be fully implemented in fall 2017. Success of the pilot will be determined by the following metrics:

- Improvement in university cash flow
- Improved retention rate
- Increase in student satisfaction
- Increase in total receivables
- Reduction in enrollment holds and cancellations
- Decrease in customer service demands
- Decrease in delinquent receivables sent to collection agencies
- Reduced student dependency on debt
- Reduced assessment of late fees

Assessment of Mission Fulfillment: Alumni feedback consistent with the emphasis placed on outreach and engagement in Washington State University's refreshed strategic plan, outreach and the impact that WSU has on external groups and economic systems is being assessed with a particular focus on access and availability and WSU's role within communities. WSU centrally conducts an alumni survey of recent graduates on a biennial basis. As well, every seven years a survey is conducted of alumni in mid-career (5-10 years out).<sup>33</sup> The purpose of the surveys is to obtain graduates' opinions about their decision to attend WSU, educational experiences while at WSU, community volunteerism, and to assess their employment opportunities and salaries after graduation. Colleges and departments utilize the data for improvements.

Preliminary data from the University's most recent surveys of alumni were undergoing review in Spring of 2017. The survey of alumni 5-10 years out netted a 23% response rate, which will make it possible to provide individual colleges with data from relevant subsamples. An alumni survey of 2014-2015 graduates completed in October 2016 netted a sample of 316, representing a somewhat small response rate (6.4%) of recent graduates. We believe that the small response rate reflects the high mobility of recent graduates and a lack of current contact information for them. The responses to these surveys provide information relevant to Metric 24 of the strategic plan, regarding the percent of graduates employed or pursuing further education within one year of graduation. WSU is looking at ways to supplement the information from additional sources, as well as for ways to improve participation rates. We recognize that the current data set current data set from recent graduates may reflect some self-selection bias and are working to develop more effective ways to track recent alumni, particularly within six months of graduation.

The alumni surveys include assessments of whether they would recommend WSU to a friend or family member, whether they believe the financial investment in their education has been somewhat or very worthwhile, their employment status, their participation in an internship related to their degree, and suggestions for improving the WSU experience.

WSU takes seriously its commitment to "preparing graduates to lead and excel in a diverse United States and global society" (Core Theme 2, Goal 2) and will be using the results of these surveys in its efforts to improve recent graduates' readiness and confidence through student success initiatives such as those described earlier in this chapter.

An innovation in alumni assessment of mission fulfillment has been the Graduate School's collection of placement data from doctoral and master's degree programs as part of its program review process. To begin the project, the Graduate School focused on doctoral students who graduated from 2004-2014, and searched LinkedIn and the Internet to collect and store first and current job information on these individuals. In addition, information from WSU's Student Information System and data from the NSF Survey of Earned Doctorates were added to the database to make it more comprehensive. Richer information on the long-term

career paths of graduate students will help to change academic culture and improve programs for current and future graduate students at WSU.

In addition, to augment institution-level findings with additional discipline-specific feedback, many colleges and departments have begun crafting surveys specifically for their graduates. Some examples of alumni feedback to action or changes, discussed in more detail in Standard 4, are as follows:

- College of Pharmacy

Alumni, preceptor, graduating student and faculty surveys are routinely administered according to the COP Assessment Plan. The COP Assessment Committee meets regularly to interpret the resulting survey data. Included in the reporting procedure is a gap analysis that compares results to peer institution results by comparing survey items that meet the threshold as an item of concern criteria (Disagree +Strongly Disagree  $\geq$  20 percent). Synopsis reports are forwarded to the appropriate stakeholders within the COP for their consideration during program evaluation.

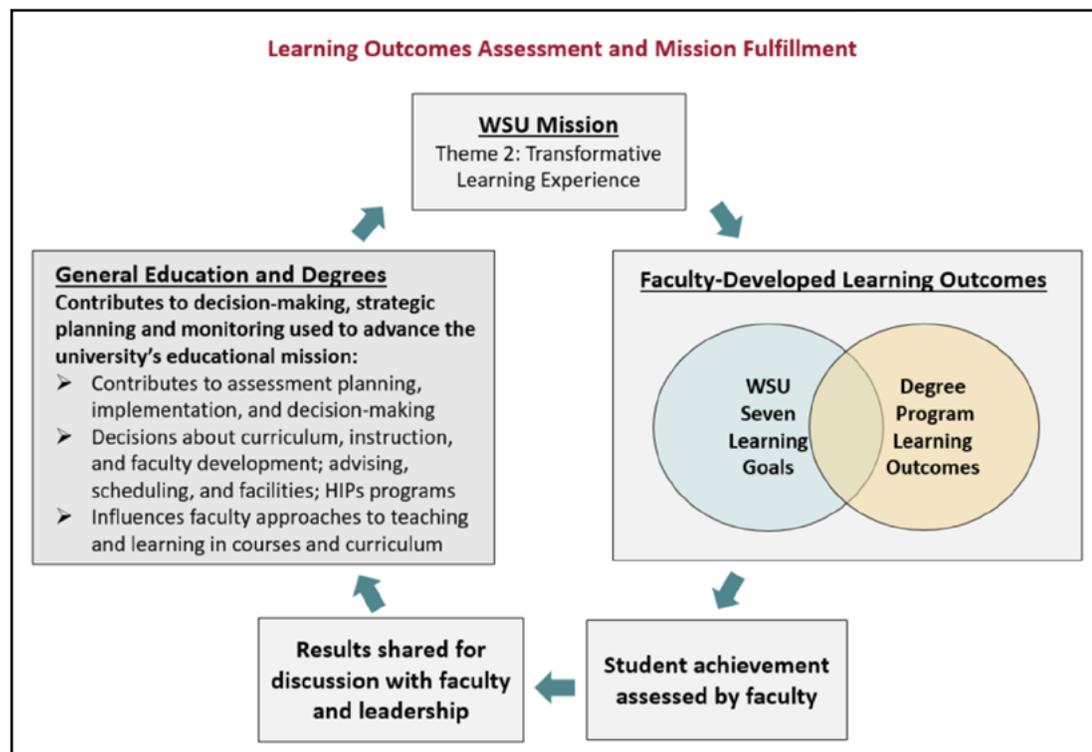
- College of Agriculture, Human, and Natural Resource Sciences (CAHNRS)

CAHNRS solicits alumni input into its programs via its Student Experience Advisory Council (SEAC). This is a group of alumni and industry stakeholders that meet twice a year and help guide the college's agricultural and environmental programs. The goal of SEAC is to partner with external advisors to create innovative academic, extension, and research programs that serve industry needs.

Assessment of Mission Fulfillment: General Education (UCORE)

General education's metrics and evidence, complemented by assessment in WSU's degree programs, provide a lens for viewing mission fulfillment and demonstrate that WSU is meeting and advancing its educational mission. See Figure 5.A.1-2-3 below.

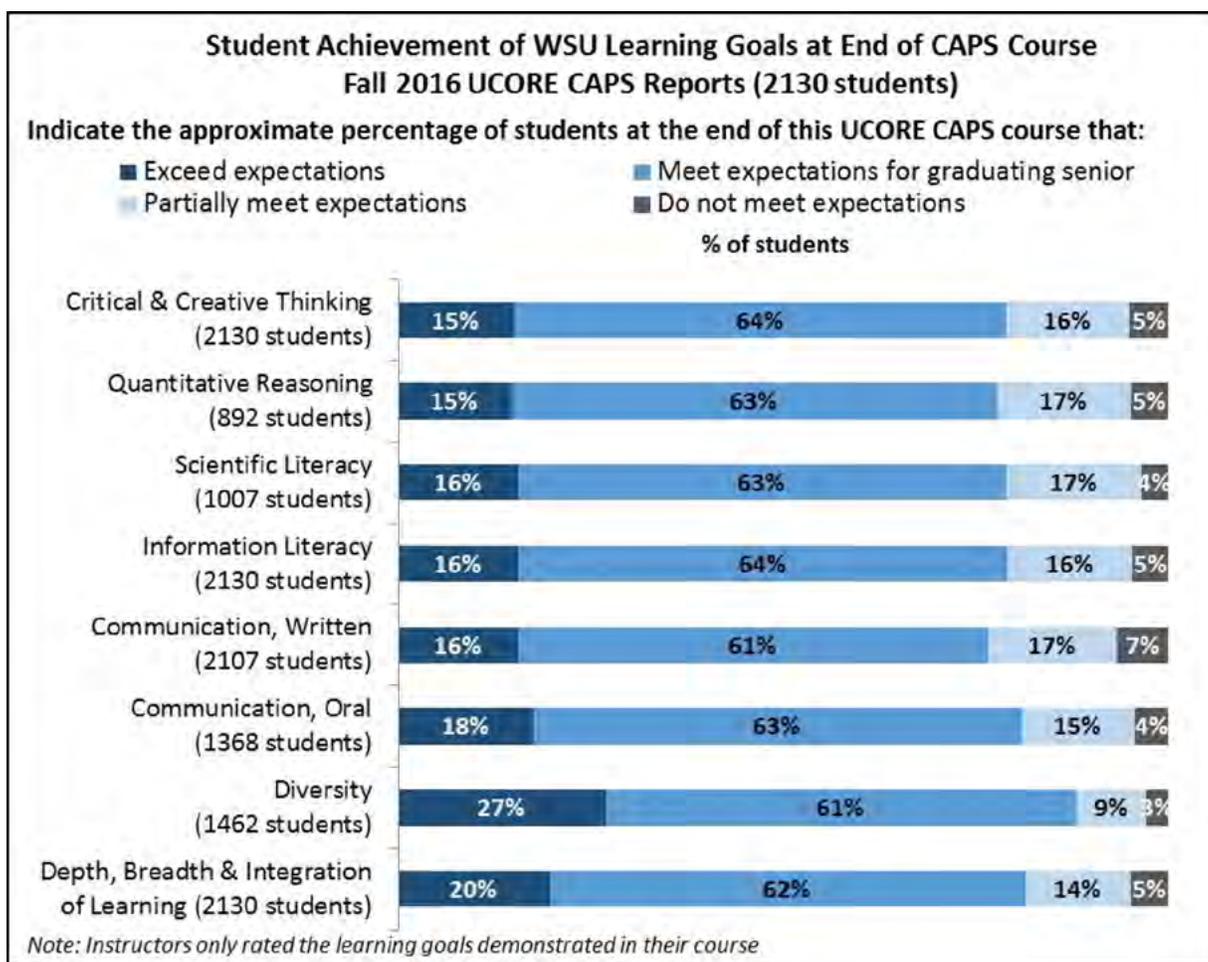
**Figure 5.A.1-2-3**



As more fully described in WSU’s Response to Recommendation 2 and Standard Four, Theme Two, WSU has implemented systematic assessment of all seven undergraduate learning goals, using assessment of student work by faculty. With direct senior measures piloted in 2015 and refined through two further iterations in 2016, the data generated at the capstone level and first-year level, along with other indirect assessments, offers a rich mix of quantitative and qualitative assessment, providing a holistic view of student achievement and mission fulfillment. More importantly, these assessments drive meaningful dialogue with faculty about ways to improve courses and curricula to meet the evolving needs of students.

These comprehensive assessments show that most students are meeting or exceeding expectations for the WSU Learning Goals demonstrated in their capstone courses (CAPS), based on direct measures of student performance by faculty teaching capstone courses and by results of indirect measures from the National Survey of Student Engagement. See Figure 5.A.1-2-4 below.

**Figure 5.A.1-2-4**



These student performance summary data help demonstrate that WSU is meeting and advancing its educational mission. Additional reports and information about UCORE Assessment is available on the UCORE website,<sup>34</sup> including pages for evidence of student learning and summaries of assessments.

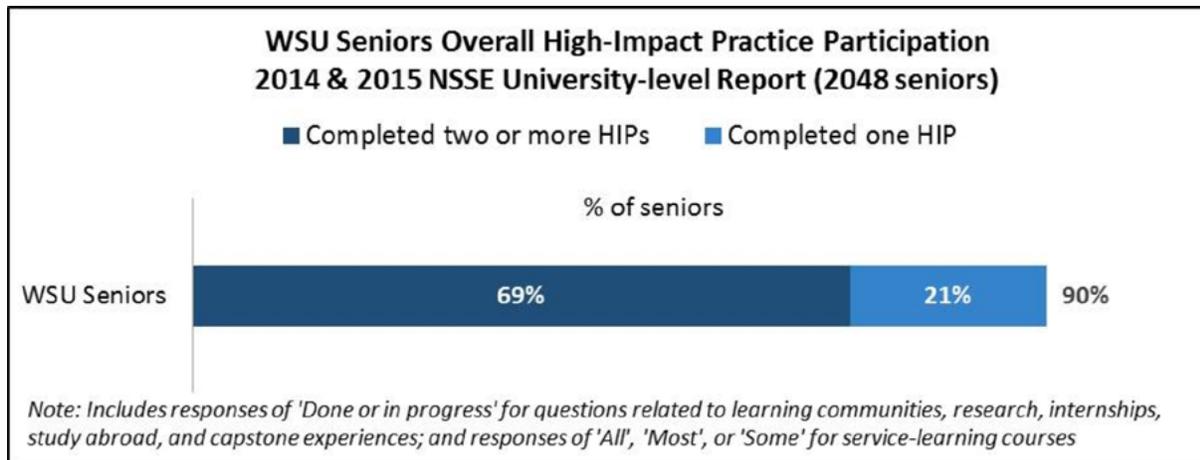
Assessment of Mission Fulfillment: High-Impact Practices

As reflected in its mission statement and Theme 2, Transformative Student Experience, WSU is committed to providing “a university experience centered on student engagement, development and success, which prepares graduates to lead and excel in a diverse United States and global society (Theme 2, Goal 2). To help fulfill this part of its

mission, WSU prioritizes opportunities for student engagement, particularly in high impact practices (HIPs)<sup>35</sup> such as culminating senior experiences, internships, service learning, undergraduate research, and other forms of experience-based learning.

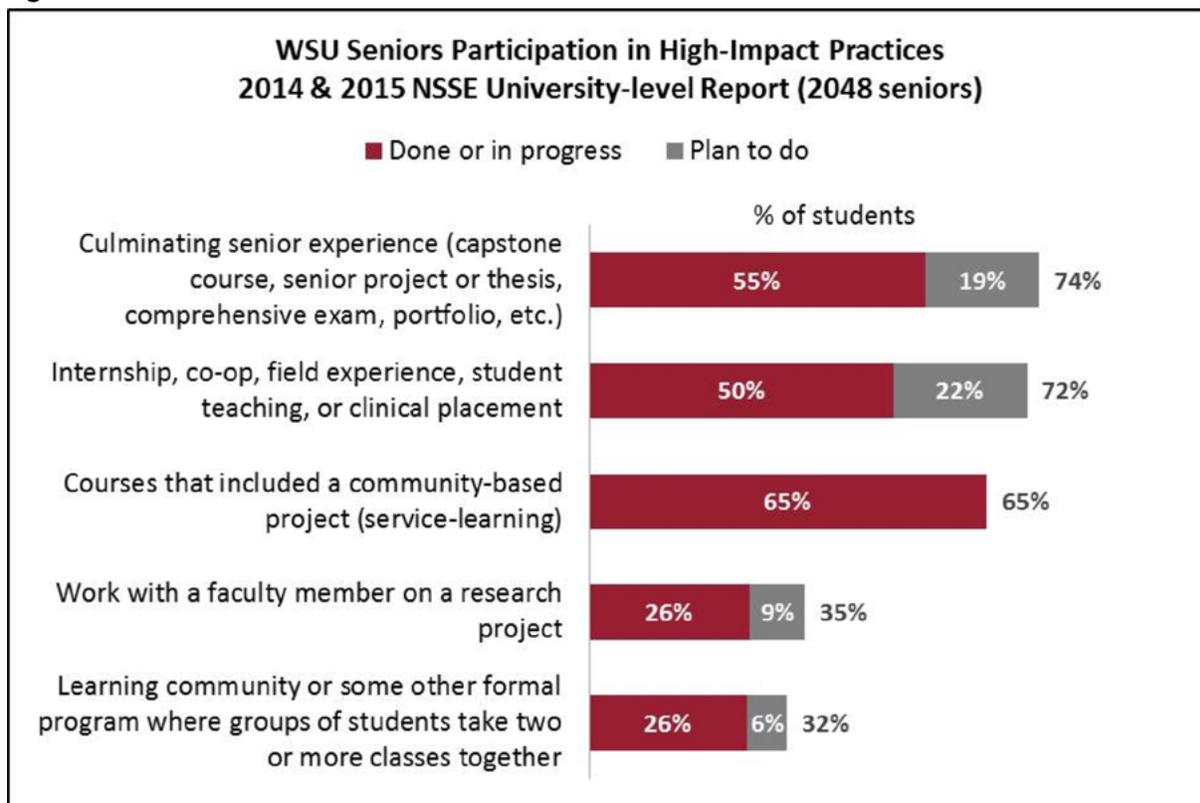
Indicators of undergraduate student achievement and transformational learning identified in the strategic plan include results from NSSE and from college reports on specific HIPs (see strategic plan metrics 15, 20, 42, 46, and other types of evidence). Recent results detailed further in Response to Recommendation 2 show that 90 percent of WSU seniors have engaged in at least one high-impact practice (NSSE, 2014 and 2015) and 69 percent of seniors have engaged in two or more high-impact practices (NSSE, 2014 and 2015), as shown in Figures 5.A.1-2-5 and 6.

**Figure 5.A.1-2-5**



In addition, the table below shows strong participation in specific HIPs for seniors, especially capstones and internships.

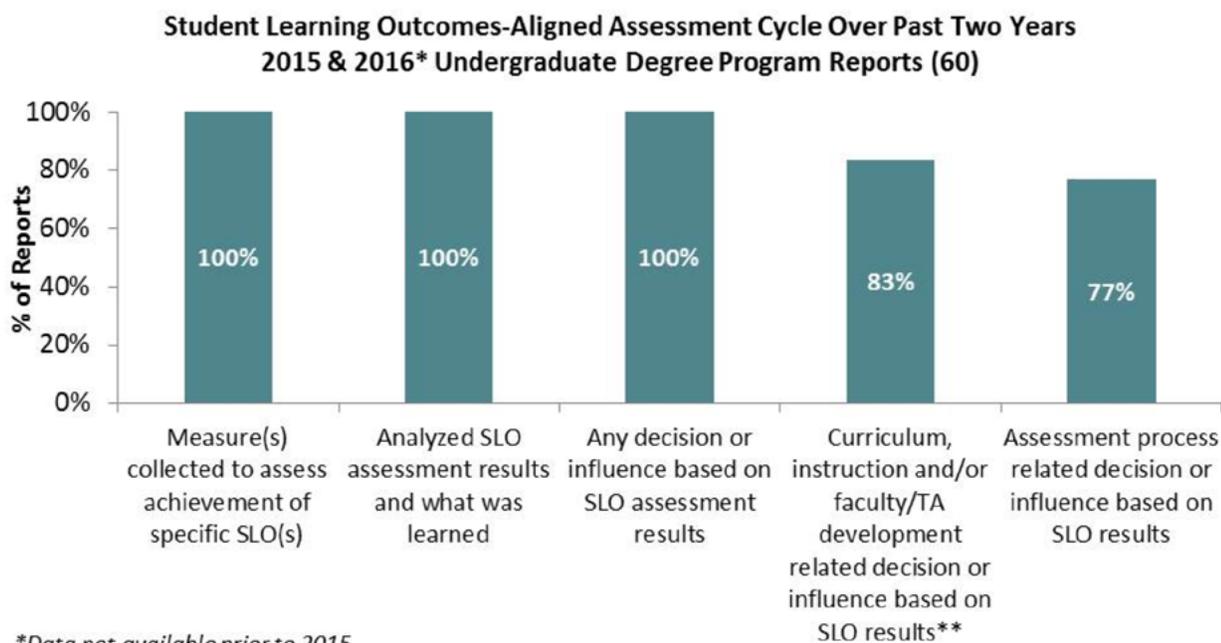
**Figure 5.A.1-2-6**



## Assessment of Mission Fulfillment: Assessment of Student Learning in Degree Programs

WSU's strategic plan identifies metrics regarding assessment of student learning and use of results for program improvement by undergraduate degree programs (Metric 16) and graduate degree programs (Metric 17). Substantially all programs ( $\geq 90$  percent) have all key assessment elements in place (95 percent in 2016), continuing an upward trend over the past five years. Similarly, all undergraduate programs reported that in the past two years they completed an assessment cycle for one or more learning outcomes and used results to inform program decisions (100 percent). Eighty-three percent categorized the decisions/change as being about curriculum, instruction or faculty development—the sorts of decisions that contribute most directly to improving student learning (see Figure 5.A.1-2-7 below). Chapter Four, Theme 2, Transformative Student Experience, provides additional details.

Figure 5.A.1-2-7



\*Data not available prior to 2015

\*\*Faculty/TA development related decision or influence is based on past one year only (data not available prior to

Graduate programs also conduct and use assessment of student learning for program improvement. This information is reported in annual assessment reports to the Graduate School and supports continuous quality improvement in a proactive manner. Annual summary information is available on the Graduate School's website<sup>36</sup> for program assessment. The information is shared with leadership and shows an upward trend over four years.

These consistent practices—conducted and used by faculty to assess and support student learning and effective curricula and instruction in courses and degrees, wherever offered and however delivered—contribute to the advancement and fulfillment of the University's education mission.

## Assessment of Mission Fulfillment for Core Theme 3, Outreach and Engagement: Land-Grant Components

When developing new degrees and programs, WSU is careful to consider the value of the proposed new degree/program to the state and its economy. The Faculty Senate and Office of the Provost jointly require a proposing unit to include a detailed needs analysis in its proposal, explaining how the new degree/program will help meet a local or regional need for people with expertise in the new area. Perhaps the best example is the establishment of a new WSU instructional site in Everett,<sup>37</sup> site of a major Boeing research and development center. Creation of this site was in direct response to an expressed need by Boeing for more professionals who can work with cutting-edge aerospace

technology. As another example, WSU has recently established a master's degree in electrical engineering at the Vancouver campus,<sup>38</sup> in response to demand from high-tech companies in southwestern Washington for professionals with advanced expertise in areas such as nanoelectronics, power systems, digital systems, sensors, and electromagnetics. Finally, WSU has also recently created a data analytics major,<sup>39</sup> in response to a call from the state legislature to produce in-state more experts in management and analysis of large data sets. Graduates from the program will be positioned to work with data collected for the aerospace, forest products, e-commerce, software development, and health care industries, all of which are major industries within Washington. Graduates will of course be competitive in other areas, but the program offers particular opportunities for experience with these industries.

WSU extensively communicates its land-grant accomplishments, consistent with the goals for the refreshed strategic plan. The WSU Extension impact report library<sup>40</sup> makes available every Extension report produced over the last two years (72 such reports are available for 2014 – 2016). The WSU Extension online store<sup>41</sup> offers for sale detailed manuals related to topics of importance to Washington residents. Finally, the WSU Extension library archive<sup>42</sup> contains over 700 past Extension reports available for download, going back to 1936. Every Extension report is peer-reviewed before it is released to the public, thus providing external evidence of the quality of WSU's Extension work.

The quality of the University's land-grant work has also been recognized by the state legislature through annual receipt of a Timm Ormsby Award for Faculty Citizenship, which the legislature uses to recognize outstanding faculty involvement in betterment of the lives of Washington state residents. Recipients include Dr. Paul Strand, who has created and implemented a variety of programs to help at-risk children thrive in school; Dr. Carol Black, who developed and administers urban pest management and pesticide safety programs; Dr. Bidisha Mandal, who works with Washington school districts to improve in-school student nutrition and reduce youth obesity; and Dr. Michael Gaffney, who has provided leadership on the state's response to the 2014 State Route 530 mudslide disaster and is facilitating a gubernatorial committee to examine state policy on response to natural disasters. WSU publicizes its Ormsby recipients with statewide news releases that include discussion of the faculty member's work.

#### Assessment of Mission Fulfillment for Core Theme 4, Institutional Effectiveness: Budget and Salary

The effects of the recent recession on Washington State University have led to a stronger focus on openness and accountability in operations, with a particular goal of improving the regularity and breadth of accountability reporting to ensure efficiency, effectiveness and sustainability. For much of the seven-year review period, budget cuts due to the recession limited WSU's ability to advance internal initiatives. The state of Washington began reinvestment in higher education in the 2013-15 biennium through new appropriations. WSU used this new funding to award the first salary increases for faculty and staff since 2009. Retaining top-quality faculty enables WSU to meet its land-grant mission and to renew its commitment to serve its students, the citizens and the state of Washington. WSU's strategic plan embraces exceptional research, innovation, and creativity. Providing competitive compensation is crucial to supporting the strategic initiatives of transformational student experiences, outreach and engagement, and institutional effectiveness.

New state funds were used in 2014 for a 4 percent across-the-board increase for administrative professionals, graduate assistants, and faculty. Additional meritorious increases for eligible tenured, tenure-track, and clinical faculty were funded with internal funds, resulting in a 6.5 percent increase in the total faculty salary base. A combination of new state funds and funds generated through an internal reallocation were used to provide an additional 4 percent increase for faculty and graduate students, and a 3 percent increase for administrative professionals in FY 2015. As of July 1, 2016, the state funded increases of 1.8 percent for all employee types. When reviewing compensation levels, one group of public land grant peers that WSU benchmarks to are its Global Challenge State peers.<sup>43</sup> When compared to this group, from fall 2013 to fiscal year 2016, WSU progressed in all faculty ranks to more competitive salary levels.

WSU considers salaries for faculty and staff a high priority and customarily includes requests for merit-based retention in state operating budget requests. Budgeting and analysis for specific faculty compensation occurs at the unit level using a variety of metrics. Merit-based increases are awarded according to faculty manual guidelines and are allocated based on professional development (30 percent), superior merit (40 percent), and extraordinary merit, equity, and market adjustment (30 percent). When a faculty member is promoted, his or her salary is increased by no less than 10 percent of annual salary. The adjustment occurs regardless of the level of funding for salary increases and is in addition to any other merit, equity, marketplace, or cost-of-living adjustments. Promotional increases are provided from university funds.

Aside from funding salary increases, other new state funding since the recession has been targeted toward expansion of engineering programs and accreditation of the Elson S. Floyd College of Medicine.

WSU strives to keep tuition rates for Washington residents as low as possible. Undergraduate resident rates have remained flat or decreased annually since 2013, in part due to help from the legislature, and particularly in the current biennium whereby new state funding was provided to offset mandatory reductions in undergraduate resident tuition of 5 percent in academic year 2015-2016 and 10 percent in academic year 2016-2017.

WSU's biennial budget requests continue to focus on areas in which the University has substantial expertise, and initiatives that advance its mission including compensation and retention of faculty and staff, expansion of programs in Everett and Bremerton, and medical education. In FY 2016 WSU participated in an internal budget reallocation to generate a pool of funds for targeted investment in research and student services. Through a competitive process more than \$29 million over five years was awarded to support multidisciplinary research projects and student success initiatives.

#### Assessment of Mission Fulfillment for Core Theme 4, Diversity, Integrity and Openness: Access and Inclusion as a 21<sup>st</sup>-Century Land-Grant University

Consistent with the mission of a land-grant institution in an increasingly international economic and social landscape, Washington State University has reaffirmed its commitment to access and inclusion in this context. WSU has pursued a number of initiatives in response to needs expressed by the state legislature for graduates who contribute to the state's economic and educational needs, needs related to larger and more diverse enrollments, and the needs and interests of an increasingly diverse array of individuals seeking learning opportunities through Extension, distance-learning, and global engagement opportunities. WSU has completed building projects, developed new degree programs, opened and expanded campuses throughout the state, launched a college of medicine, and initiated a major partnership aimed at internationalizing the on-campus experience. Examples include:

- The following building projects:
  - The Ste. Michelle Wine Estates WSU Wine Science Center opened on the campus of WSU Tri-Cities in 2015 to provide a world-leading teaching and research facility to support a major state industry;
  - The Global Scholars Hall opened in 2015 to expand residential opportunities on the growing Pullman campus;
  - The WSU Spokane Teaching Health Center, opened in 2016 to provide opportunities for medical residents and health sciences students;
  - The SPARK building opening in Fall of 2017, enabling WSU Pullman faculty to employ innovative technologies to engage students in learning;
  - The WSU University Center classroom building in Everett, opening in fall of 2017, to feature STEM-oriented teaching and laboratory facilities;
  - The Troy Hall renovation completed in 2017 on the Pullman campus to provide updated facilities for research and instruction in chemical and environmental sciences;

- The Elson S. Floyd Cultural Center, opening in 2017 to provide educational and cultural programming, social justice outreach, and community engagement;
- The Chinook Student Center opened on the Pullman campus in 2017 to bring additional recreational facilities to serve the growing student population;
- The Tri-Cities Student Union Building, Tri-Cities campus, a student-fee funded facility opening in 2017 to provide facilities dedicated to student organizations, leadership opportunities, and social development;
- The Chief Joseph Village Apartments renovation, Pullman campus, completed in 2017, has updated the remaining buildings in the complex following an initial set of updates performed in 2011, consistent with the Student Housing Long Range Plan;
- The Food Quality Building Addition, opening on the Pullman campus in 2017, will develop a whey processing room that allows the creamery to convert a portion of its whey into marketable products and provide whey processing experience to students;
- New degree programs at multiple campuses to serve the state's economy in areas such as data analytics, software engineering, and computer science;
- And development of the instructional site at Everett and elevation of its dean to chancellor.
  - Accreditation of a new medical school that accepted its first students in fall of 2017.
  - Entering a long-term agreement with INTO, a private global education company that works with more than 20 leading universities across the world to expand international student enrollment that will enable more Washington state students to develop skills to work across languages, cultures, and borders to solve critical, complex global problems.

#### Assessment of Mission Fulfillment: Monitoring of Best Practices

WSU is committed to continual improvement by applying evidence-based good practices to all its endeavors. Professional development is encouraged, so that people and units can belong to many organizations providing information on best practices to help faculty and staff support educational mission fulfillment. For example,

- WSU's Graduate School has been a longstanding member of the national Council of Graduate Schools (CGS),<sup>44</sup> an organization dedicated to research and services that advance graduate education and promote U.S. competitiveness in the global economy. In addition, the Graduate School actively participates in the Western Association of Graduate Schools,<sup>45</sup> a regional CGS organization that provides annual opportunity for professional development, sharing of best practices, and networking with regional peers.
- The Vice Provost for Undergraduate Education and Office of Assessment of Teaching and Learning. Leadership and assessment professional staff monitor and apply good practices at WSU through association membership and conference and webinar participation and presentations in national organizations, notably the American Association of Colleges and Universities<sup>46</sup> and the Association for Assessment in Higher Learning Education,<sup>47</sup> as well as the Assessment Institute.<sup>48</sup> WSU assessment activities are regularly informed by good practices identified by the National Institute of Learning Outcomes Assessment; in fact, in 2016, NILOA invited WSU to contribute to its DQP assignment design toolkit for its work on capstone assignment design<sup>49</sup> and featured WSU's work at an Assessment Institute panel.
- Institutional Research and Office of Assessment of Teaching and Learning participate regularly in good practice training via Association for Institutional Research membership or conferences.<sup>50</sup>
- Advising professionals participate in the National Academic Advising Association for professional development and to adopt best practices.
- The Office of the Provost hosts a membership to the Education Advisory Board's Academic Affairs Forum, which provides best practice research, annual meetings for sharing of best practices, and webinars that any WSU staff or faculty member can attend.

- The staff of Academic Outreach and Innovation engage with the national community focused on research and application of best practice processes and standards for videoconferencing, online teaching and learning, academic technology, student advising, and extended sessions.

#### Assessment of Mission Fulfillment: Rankings

WSU has achieved prominence in many rankings of higher education institutions, academic programs, scholarly accomplishment, and student support programs.<sup>51</sup> The University regularly publicizes these rankings in both internal news announcements and through press releases.

#### Conclusion

As WSU has experienced strategically guided enrollment growth and increased diversity it has improved its representation of the states' demographic mix and has improved access to first generation students. This also has created a need to expand and refine student success initiatives that provide students with best opportunities to complete their degree and take full advantage of high-impact learning opportunities. A summary of trends for enrollment, retention and graduation rates over this period may be found in the tables below, which draw upon the IPEDS data. A summary may be found in Exhibit #9 and #10 in the table below.

#### Exhibits 5.A.1-2—Assessment of Accomplishments and Mission Fulfillment

#	Mission Fulfillment Strategy	Evidence
1	2008 – 2013 Strategic Plan	<a href="https://strategicplan.wsu.edu/archives/2008-2013/report/">https://strategicplan.wsu.edu/archives/2008-2013/report/</a>
2	Strategic Plan Progress Report 2016	<a href="https://strategicplan.wsu.edu/progress-report/">https://strategicplan.wsu.edu/progress-report/</a>
3	List of Prestigious Awards as Identified by the National Academics of Science	<a href="http://sites.nationalacademies.org/PGA/Resdoc/PGA_044718">http://sites.nationalacademies.org/PGA/Resdoc/PGA_044718</a>
4	WSU Libraries Research Exchange	<a href="https://research.libraries.wsu.edu/xmlui/">https://research.libraries.wsu.edu/xmlui/</a>
5	WSU Libraries Open Access Placement Service	<a href="http://libguides.libraries.wsu.edu/scholarlycommunication/oa">http://libguides.libraries.wsu.edu/scholarlycommunication/oa</a>
6	SERC Exit Survey	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.1%20EXIT13%20Data%20Report_042613.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.1%20EXIT13%20Data%20Report_042613.pdf</a>
7	Washington House of Representatives Bill 1795 on STEM Enrollment	<a href="http://lawfilesexternal.wa.gov/biennium/2011-12/Pdf/Bills/House%20Passed%20Legislature/1795-S2.PL.pdf#page=1">http://lawfilesexternal.wa.gov/biennium/2011-12/Pdf/Bills/House%20Passed%20Legislature/1795-S2.PL.pdf#page=1</a>
8	Washington State Higher Education Dashboard	<a href="http://www.ofm.wa.gov/hied/dashboard/degrees.html">http://www.ofm.wa.gov/hied/dashboard/degrees.html</a>
9	Retention Rates	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A%20WSU%20version%20of%20slide%2025%20from%20NWCCU%20workshop.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A%20WSU%20version%20of%20slide%2025%20from%20NWCCU%20workshop.pdf</a>
10	Graduation Rates	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A%20WSU%20version%20of%20slide%2025%20from%20NWCCU%20workshop.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A%20WSU%20version%20of%20slide%2025%20from%20NWCCU%20workshop.pdf</a>
11	Student Achievement Measure	<a href="http://www.studentachievementmeasure.org/participants/236939">http://www.studentachievementmeasure.org/participants/236939</a>
12	Rising Tide	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A%20TheRisingTide_120115.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A%20TheRisingTide_120115.pdf</a>
13	Diverse Magazine	<a href="http://tinyurl.com/l5q5t2n">http://tinyurl.com/l5q5t2n</a>

14	Student Athlete Graduation Information	<a href="https://ir.wsu.edu/documents/2017/01/student-right-to-know-athlete-graduation-rate-gsr-institution-report.pdf">https://ir.wsu.edu/documents/2017/01/student-right-to-know-athlete-graduation-rate-gsr-institution-report.pdf</a>
15	Cougar PAWS Diagram	<a href="https://provost.wsu.edu/wp-content/uploads/sites/102/2017/03/Cougar-PAWS-Diagram.docx">https://provost.wsu.edu/wp-content/uploads/sites/102/2017/03/Cougar-PAWS-Diagram.docx</a>
16	Teaching at WSU Website	<a href="https://teach.wsu.edu/">https://teach.wsu.edu/</a>
17	Technology Test Kitchen	<a href="https://elearning.wsu.edu/testkitchen/Default.aspx">https://elearning.wsu.edu/testkitchen/Default.aspx</a>
18	WSU Teaching Academy	<a href="https://vpue.wsu.edu/teaching-academy/">https://vpue.wsu.edu/teaching-academy/</a>
19	College of Veterinary Medicine Teaching Academy	<a href="http://www.vetmed.wsu.edu/innovative-education/teaching-academy">http://www.vetmed.wsu.edu/innovative-education/teaching-academy</a>
20	Smith Teaching and Learning Grants	<a href="https://vpue.wsu.edu/FacultyGrants/SmithTeachingLearningGrants/">https://vpue.wsu.edu/FacultyGrants/SmithTeachingLearningGrants/</a>
21	Strategic Reallocation Initiative	<a href="https://provost.wsu.edu/rfp/">https://provost.wsu.edu/rfp/</a>
22	Launch into Learning Initiative	<a href="https://provost.wsu.edu/initiatives/paws/">https://provost.wsu.edu/initiatives/paws/</a>
23	Week of Welcome Follow-up Surveys	<a href="https://wow.wsu.edu/assessment/">https://wow.wsu.edu/assessment/</a>
24	“The A Game” Assessment Survey Results	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.2%20A%20Game%20Student%20Assessment.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.2%20A%20Game%20Student%20Assessment.pdf</a>
25	“Calculated Success” Summer Mathematics Program	<a href="https://calculatedsuccess.summer.wsu.edu/">https://calculatedsuccess.summer.wsu.edu/</a>
26	WSU Tri-Cities Jump Start Program	<a href="https://tricitie.wsu.edu/jump-start/">https://tricitie.wsu.edu/jump-start/</a>
27	Learning and Study Strategies Inventory (LASSI)	<a href="http://www.hhpublishing.com/assessments/lAssi/">http://www.hhpublishing.com/assessments/lAssi/</a>
28	Math Learning Center Retention Report  Math Learning Center Report Data Analysis	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.2%20Math%20Learning%20Center%20Retention%20Report.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.2%20Math%20Learning%20Center%20Retention%20Report.pdf</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.2%20MLC%20Retention%20Study%20Data%20Analysis.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.2%20MLC%20Retention%20Study%20Data%20Analysis.pdf</a>
29	Cougar Success Website	<a href="https://cougarsuccess.wsu.edu/">https://cougarsuccess.wsu.edu/</a>
30	ASWSU Course Material Cost Reduction Initiative	<a href="https://facsen.wsu.edu/current_agenda/09.24.15-04.14.16/ASWSU.Course.Material.Reduction.Intitutive.201602120832.pdf">https://facsen.wsu.edu/current_agenda/09.24.15-04.14.16/ASWSU.Course.Material.Reduction.Intitutive.201602120832.pdf</a>
31	OpenStax Project	<a href="https://teach.wsu.edu/openstax-partnership/">https://teach.wsu.edu/openstax-partnership/</a>
32	Distinguished Scholarships Program	<a href="https://distinguishedscholarships.wsu.edu/">https://distinguishedscholarships.wsu.edu/</a>
33	Survey of Mid-Career Alumni	<a href="https://ir.wsu.edu/alumni-survey/">https://ir.wsu.edu/alumni-survey/</a>
34	UCORE Assessment	<a href="https://ucore.wsu.edu/assessment/">https://ucore.wsu.edu/assessment/</a>
35	High Impact Practices (overseen by the Office of Undergraduate Education)	<a href="https://vpue.wsu.edu/units/">https://vpue.wsu.edu/units/</a>  <a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.1-2%20WSU-DS%202015-16%20annual%20report.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.A.1-2%20WSU-DS%202015-16%20annual%20report.pdf</a>
36	Graduate School Program Assessment	<a href="https://gradschool.wsu.edu/program-assessment/">https://gradschool.wsu.edu/program-assessment/</a>
37	WSU Everett	<a href="https://everett.wsu.edu/">https://everett.wsu.edu/</a>
38	WSU-Vancouver Electrical Engineering Program	<a href="https://ecs.vancouver.wsu.edu/electrical-engineering-ms">https://ecs.vancouver.wsu.edu/electrical-engineering-ms</a>

39	Major in Data Analytics	<a href="https://data-analytics.wsu.edu/">https://data-analytics.wsu.edu/</a>
40	WSU Extension Impact Report Library	<a href="http://extension.wsu.edu/impact-reports/">http://extension.wsu.edu/impact-reports/</a>
41	WSU Extension Online Store	<a href="https://pubs.wsu.edu/">https://pubs.wsu.edu/</a>
42	WSU Extension Library Archive	<a href="https://research.wsulibs.wsu.edu:8443/xmlui/handle/2376/4333">https://research.wsulibs.wsu.edu:8443/xmlui/handle/2376/4333</a>
43	Global Challenge State Peers	<a href="https://ir.wsu.edu/global-challenge-state-peers/">https://ir.wsu.edu/global-challenge-state-peers/</a>
44	Council of Graduate Schools	<a href="http://cgsnet.org/">http://cgsnet.org/</a>
45	Western Association of Graduate Schools	<a href="http://wagsonline.org/">http://wagsonline.org/</a>
46	American Association of Colleges and Universities	<a href="https://www.aacu.org/">https://www.aacu.org/</a>
47	Association for the Assessment of Learning in Higher Education	<a href="http://www.aalhe.org/">http://www.aalhe.org/</a>
48	Assessment Institute	<a href="http://www.myacpa.org/events/2017-assessment-institute">http://www.myacpa.org/events/2017-assessment-institute</a>
49	National Institute for Learning Outcomes Assessment	<a href="http://www.learningoutcomesassessment.org">http://www.learningoutcomesassessment.org</a>
50	Association for Institutional Research	<a href="https://www.airweb.org/pages/default.aspx">https://www.airweb.org/pages/default.aspx</a>
51	List of WSU Placements in National Rankings	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation-percent20Exhibits/5.A.2percent20Rankings.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation-percent20Exhibits/5.A.2percent20Rankings.pdf</a>

## 5.B Adaptation and Sustainability

### 5.B.1 Evaluation of Resources and Operations

Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

As explained in Standard 3, the Institutional Effectiveness Council (IEC) is charged with oversight of strategic plan implementation and assessment, including the adequacy of its resources, capacity, and effectiveness of operations. The IEC regularly reports to the University community on progress toward strategic goals and mission fulfillment, with Theme 4 of the strategic plan focused on resources, capacity and effectiveness of operations along with diversity and inclusion. Following the collection of metrics by Institutional Research, the IEC solicits feedback from colleges, campuses and areas regarding their contributions to institution-level goals. Leadership is asked to address the following points:

- Key college/area-level strategies that have been instituted to advance institution-level goals and sub-goals.
- The status of implementation for those strategies.
- How strategic initiatives and progress are being communicated within and, as relevant, outside of the area.
- Illustrative examples from the college/area that feature notable achievements representing progress on strategic goals/sub-goals.

Every area of the University contributes in some way to all institution-level goals, but some areas of operation contribute more directly to certain goals and sub-goals and more indirectly to others. The IEC recognizes that area/college/campus reports naturally will reflect their areas of emphasis.

## Resources

WSU is managed as a system of five instructional sites (“campuses”), with each campus responsible for developing its own operating budget, which is in turn approved by the president and chief university budget officer. The WSU Budget Office provides the budget allocations to all campuses, based on their estimated tuition after waivers, the aid fund and an 11% transfer to Pullman, plus the prior funding level, adjusted for any changes. The Spokane and Everett campuses are co-located with regard to net tuition, but their budget is allocated to them via a process similar to Vancouver and the Tri-Cities. The Pullman campus budget is managed by the president and a small budget group, including the provost, the vice president of finance and administration, and the chief budget officer. The Budget Office allocates net tuition based on an enrollment-based budget model, and other funds are allocated based on prior year levels, adjusted for changes. Capital budgets are prepared using an integrated approach with all campuses submitting their individual capital priorities and systemwide priorities determined by the president, provost, and vice president for finance and administration. The Board of Regents adopts an annual operating budget, an annual capital budget, and approves a 10-year capital forecast each year.

Several steps have been taken recently to ensure that investments of resources and capacity are consistent with strategic priorities and assessments of institutional effectiveness. Overall, resource planning and development at the University have undergone dramatic change over the last five years. Significant factors have led to this change, all of which influence the University’s resource planning efforts, as described under Standard 2.F.2. Most notably, the level of state General Fund support to the University was decreased dramatically during the Great Recession, from \$247 million at the start of FY 2009 to \$176 million for FY 2014.

Because of the significant reductions that the university experienced in state General Fund support, the University’s resource planning has focused on how to absorb these reductions, while minimizing, to the extent possible, negative impacts on programs and students. Institutional responses have included:

- significant increases in tuition, particularly undergraduate tuition;
- increases in the number of undergraduate students and changes to the undergraduate enrollment mix, including a greater percentage of non-resident students (still below 15 percent of total enrollment);
- rigorous and transparent budget processes used to develop the system-wide annual operating budget focused on preserving priority programs and services for students;
- adoption of an enrollment-based budget model to better tie resources to programs most impacted by enrollment growth;
- an integrated capital planning process to assure capital planning reflects the needs of all locations and all university functions; and
- enhanced focus on performance evaluation metrics for both academic and administrative units.

This deliberate and systematic approach has positioned both the University overall, and the colleges and schools in particular, to plan for a future in which material increase in state support is unlikely.

## Operational Capacity & Effectiveness

WSU continually assesses its operational effectiveness through analysis of current policies and practices. In 2015, a task force was charged by Interim President Dan Bernardo to analyze the policies, procedures, and current WSU budgeting model with the goal of improving resource allocation decisions to enhance fiscal responsibility and sustainability and to achieve the strategic objectives of the university. The final report, issued June 2016, has framed current discussions around the budget model and informed several changes to budgeting policies and procedures. The University is currently evaluating alternative models for allocating funding to academic programs, support and service units, and for the distribution of Facilities and Administrative returns from grants and contracts.

Significant changes have been made to the University's budget process since President Kirk Schulz's arrival. Prior to 2016, the University employed an incremental budget process by which area administrators (deans, chancellors, and vice presidents) submitted incremental budget requests and the annual operating budget was developed by a budget planning committee consisting of the president, provost, chief university budget officer, and vice president for finance and administration. More recently, a much more deliberative and transparent process has been adopted to develop the University budget. Annual budget proposals are developed for each area (college, campus, vice-presidential area) and presented in an open forum open to the entire University community. Final budget deliberations occur with all of the senior administrators, with final authority resting with the president, and ultimately, the Board of Regents.

Differential budget reductions and increases have been used to drive strategic priorities. For example, in the beginning of fiscal year 2016, it was announced that all budgets across the University would be reduced 5 percent in 2017. Units had a year to make the necessary adjustments in their operations to accommodate the budget reduction. The resulting pool of permanent funds (approximately \$13 million) was used to fund three University-wide strategic priorities: (1) faculty and staff salary increases, (2) advancing the University's Research Grand Challenges, and (3) student success initiatives.<sup>1</sup>

In implementing its strategic plan, the University places emphasis on performance evaluation metrics at each level of the institution. The plan, which was refreshed in 2013, was revised to tightly map specific metrics to each sub-goal specified in the plan. To the extent possible, these metrics were designed to provide reliable baselines, target benchmarks for improvement, and peer comparisons. These were approved by the provost, president and regents based on recommendations of the Institutional Effectiveness Council, which is described in Chapter 4, Section 3.B. The plan also includes examples of additional types of evidence that are tracked to gauge performance and progress that provide more qualitative data or for which reliable baselines and peer comparisons might not be available. The refreshed plan includes sub-goals specific to the following: (a) "adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission," such as subgoal 4.d.; and (b) "to strengthen administrative accountability, innovation, creativity, openness, and collaboration to advance the University's mission," measured by answers to questions on the Employee Engagement Survey (metric 54), reports from the Institutional Effectiveness Council subgroups, and WSU's annual financial report. Similarly, subgoal 4.e. specifies that the university will "Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with institutional priorities," tracked by the number of colleges reporting utilization of strategic plans and data as specified (metric 55) as well as by deliberations within the Institutional Effectiveness Council's subcommittees and through its annual progress report to the University on the strategic plan fulfillment. Monitoring of the Drive to 25 metrics provides an additional level of scrutiny for high-priority metrics identified for tracking progress on WSU's quality and ranking as a public research institution, explained further in chapter one. Further, sub-goal 4.f. specifies that the University will "Expand, diversify, and effectively steward funding to advance the university's mission," which is monitored through the Foundation's annual report of private support (Metric 56) and endowment assets (Metric 57). Initiatives and tactics associated with each metric also are reviewed by the IEC. In this way, university-level performance metrics are measured and monitored by the Institutional Effectiveness Council. Key academic, fiscal, and personnel performance metrics are monitored for each academic college and incorporated into academic planning and resource allocation decisions. All centers, institutes and laboratories are evaluated based upon defined performance goals on a five-year cycle by the Faculty Senate's Research and Arts committee.

A sustained strategic reallocation process based on an enrollment-based budget model was implemented in fiscal year 2013 to better allocate resources to areas impacted by enrollment growth. A baseline undergraduate enrollment for each college was determined based upon AY 2012 average annual full-time enrollment (AAFTE). An average instructional cost for an AAFTE in each college was estimated using faculty salary data. A share of new tuition revenue is allocated to each college based in part upon the number of AAFTE taught over the baseline enrollment and in

part upon the college's average AAFTE instructional cost. This model has helped ensure that funds follow increases in course sections and/or course enrollments.

Growth in enrollment and research productivity requires significant investment in capital infrastructure. Each campus has developed and regularly updates a campus master plan which defines capital priorities based upon evolving needs and priorities. Space utilization and needs are assessed annually for each college and campus using national standards. An integrated capital prioritization process is conducted every two years to identify capital project priorities across the WSU system. This process involves all locations and all potential sources of funding (e.g., state capital allocations, internal funding, and gifts). In the last five years, significant facilities have been added on all five campuses to support instructional and research missions, residential life on the Pullman and Tri-Cities campuses, and student life (student union or recreation) on the Pullman and Tri-Cities campuses.

Each campus also monitors its own performance as explained in the next sections.

#### WSU Spokane

An illustration of WSU's efforts in regard to adaptation and sustainability are the many changes that have occurred on the WSU Spokane campus in the last seven years.

In 2010 WSU's Board of Regents designated WSU Spokane as the health sciences campus for the entire University. That decision came about after an economic analysis of the regional economy by the consulting firm of Tripp Umbach revealed that the health care industry is the largest industry in the Spokane region and that Spokane had a need for a graduate-level university to serve as an anchor for health sciences education and research.

Since then, University leadership and the administration in Spokane have taken the following steps:

- Consolidated graduate and professional human health science programs on the Spokane campus, including relocating the College of Pharmacy to the Spokane campus, which has housed the College of Nursing for many years.
- Conducted a feasibility study about upcoming shortages of health care professionals in Washington that discovered a significant need for additional physicians.<sup>2</sup>
- Determined that WSU had the capacity to launch a second publicly accredited medical school in Washington State and then created a college of medicine.
- Worked with the Washington State Legislature to create two major additions to the infrastructure of the WSU Spokane campus—the Innovate Washington building and the Pharmaceutical and Biomedical Sciences building that provides space for both medical students and the WSU pharmacy program
- Entered into an innovative partnership with a health care system and a health care foundation to secure federal funds for community-based graduate medical education (medical residents) and interprofessional education, and built a teaching health clinic on campus to house the additional medical residents and provide space for the inter-professional education that came about as a result of the partnership.

The University's proactive efforts in Spokane demonstrate an ongoing evaluation of needs and procurement and prioritization of resources to sustain activities to effectively fulfill its mission.

#### WSU Vancouver

WSU Vancouver reexamined its mission, capacity, and effectiveness during a strategic planning process in 2015-2016. The resulting strategic plan<sup>3</sup> reflects the collective input of stakeholders—faculty, staff, students and community members. A nine-member steering committee, consisting of the chancellor, strategic planning co-chairs, faculty governance chair, the three vice chancellors, one academic director, and the research specialist for campus effectiveness led the effort. A 30-member strategic planning committee met regularly over nine months to

create most of the content. Input was sought from the entire WSU Vancouver community, the local community, and throughout the WSU system.

Strategies are funded through a mixture of reallocation<sup>4</sup> of current resources, student enrollment growth and philanthropy. Purposeful implementation, communication and accountability mechanisms were developed to keep the plan at the center of campus priorities. Each of the goals and objectives provided in the strategic plan also has strategies for implementation. Teams have been developed to address implementation, communication and progress measurements.

The Vancouver strategic goals align with the broader institutional goals; each of Vancouver's goals and objectives has been mapped onto the WSU strategic plan. As the goals and objectives were considered and finalized, prioritizations occurred. The reality of finite resources was an acknowledged tension. Focus, prioritization and re-sourcing were tenets throughout the middle and final stages of strategic planning. As an example, new degrees and programs were weighted by the ability to leverage existing resources. While a five-year strategic plan was adopted, the decision was made to front-end funding for enrollment growth and retention initiatives. The initial two years of the plan's objectives were tied to reserved funding, with the understanding that growth would be the funding mechanism for the final three years of the adopted plan.

Many initiatives were provided two- or three-year funding, with the understanding that outcome assessment would determine future funding, whether permanent (PBL) or ongoing funding from carry forward. This allows for—and even expects—that some initiatives will become institutionalized going forward; but others may be phased out, allowing for alternate initiatives to be tested against results. This provides flexibility in how to achieve the goals and objectives while relying on quantifiable data to validate the effectiveness of specific actions.

As an example, a supporting objective of Goal 3 (Supporting growth, education and graduation of a diverse student body) is to improve retention and graduation rates. Data show that a primary factor in WSU Vancouver students stopping or dropping out is financial. The campus has adopted a strategy to mitigate this factor by reducing the cost of student instructional materials, has provided funding for faculty stipends to encourage the research and adoption of OER materials, has funded the library to work with faculty on these projects. Assessment of how effective the strategy is (on OER adoptions) will influence future funding. The effectiveness of increased OER adoptions on students stopping or dropping out will help inform future initiatives to improve retention and graduation rates.

Outside of the strategic plan context, WSU Vancouver routinely examines student enrollments to determine where programs should change or be reduced. For example, after reworking the curriculum several times in an unsuccessful attempt to increase enrollments, the longstanding MBA program will close after teaching out current students, relying on the highly regarded and awarded online WSU MBA to meet the needs of constituents. Also, the campus is moving toward cancelling low-enrolled sections (typically 10 students for upper division and 15 students for lower division classes) while still balancing the need to offer courses that students require for graduation, often a challenge in smaller majors. This ensures effective stewardship of limited resources and adequacy of resources to sustain the campus' future.

WSU Vancouver makes budget decisions through a collaborative process. The Campus Council,<sup>5</sup> constituted of combined cabinet and academic leadership, submits resource needs to the Chancellor's Office. The chancellor, supported by the vice chancellor of finance, determines available funding after critical review of enrollment trends, prospective state funding changes, mandated funding requirements (faculty promotion, classified step increases) and necessary contingent reserves. Campus Council then competitively ranks select institutional data supporting individual requests and the need to maintain quality of existing work balanced with the interest in new initiatives.

### WSU Everett

Washington State University is living up to its land-grant ideals through its focus in Everett. WSU Everett epitomizes WSU's focus on providing access to educationally underserved communities, leadership in the classroom, and productive regional engagement.

WSU's presence in Everett has led to a focus on connecting WSU resources to economic development in the region and state. This work is regularly evaluated by university leadership, the WSU Everett leadership team, and community leaders serving on the WSU Everett Advisory Council.<sup>6</sup> This focus has resulted in expanded education, research, and engagement activities in the region.

With the opening of WSU Everett, place-bound students in North Puget Sound now have the opportunity to earn a four-year degree. Because the campus offers only advanced classes, students complete their first two years at any community college, thus reducing the total cost of a four-year degree. WSU Everett offerings are targeted to community and industry needs. After years of direct engagement with industry leaders in the region, WSU Everett has grown programs in mechanical engineering; electrical engineering; integrated strategic communication; and hospitality business management. New programs in software engineering and data analytics are starting, and another in organic agriculture systems is currently being planned. The 2016-17 student body consists of 198 students. Of those, 37 percent are the first in their family to attend college; 10 percent are military veterans; 36 percent are ethnic minorities; and 40 percent are Pell Grant eligible. To date more than 90 students have graduated from WSU Everett.

The WSU Everett experience is closely aligned with the broader WSU focus on creating a transformative undergraduate experience. WSU Everett students are already embracing the opportunities that come through student clubs. Students have created multiple student organizations, including Associated Students of Washington State University Everett; WSU Everett Engineering Club; WSU Everett Society of Women Engineers; and Institute of Electrical and Electronics Engineers at WSU Everett. The WSU Everett Mars Rover Team earned second place in the international University Rover Challenge.<sup>7</sup> Graduates are succeeding in the workforce with organizations like Boeing, NASA, Aviation Technical Services, Electric Mirror, Johnson Controls, the Institute of Flight, and B/E Aerospace.

WSU Everett is working hard to engage with and support the local community. The university has maintained partnership and continued engagement with the communities of Arlington and Darrington,<sup>8</sup> both of which were badly impacted by the Oso mudslide. Besides supporting the communities' entry in the America's Best Communities competition, WSU students have been actively engaged in the communities through volunteering and coursework. The campus has engaged community and industry partners in its first research initiative, the Joint Center for Deployment and Research of Earth Abundant Materials (JCDREAM).<sup>9</sup> Finally, the campus houses the Metropolitan Center for Applied Research and Extension.<sup>10</sup>

### WSU Tri-Cities

In 2014-15, WSU Tri-Cities re-examined its strategic approach to the university's mission, the local capacity, and effectiveness. This resulted in a focus on regional needs for STEM-prepared graduates, relevant programming, and strong community engagement. The Enrollment Management, Student Affairs, Advancement and Community Engagement, and Research units all developed strategic plans to address steps to achieve: a) leveraging of the Tri-Cities location; b) student success results; c) innovative instruction; d) embracing entrepreneurship; e) Cultural and Global Inclusion; f) increasing research and development; g) creating a culture of creativity; and, h) building the WSU Brand. This information was compiled into the 2016 Academic Master Plan approved by the WSU Board of Regents.

Financial efficiency is key to the success of growing campus programs. To ensure positive revenue flow that supports the ability to market and develop programs, a campus zero-based budget, using all accounts, is established each year outlining unit and department operational budgets. Each unit is accountable to review budgets for their departments and manage expenditures. Accounts are developed for specific projects in order to track revenue and expenditures. Rate of Investment summaries are produced for executive review in order to guide project development. Communication of budget status is directed by the business office and the Vice Chancellor for Finance and Administration. Professional development for unit and department leaders are provided in order to increase the quality of their fiscal management. Unit leaders and the Chancellor's Office review budgets quarterly, making corrections as needed. A project approval process has been established by the Chancellor's Executive Council to support project planning efforts.

WSU Tri-Cities has a plan to build on the strength of the region to provide bachelor's, master's, and doctoral programs in areas that will improve the economy and quality of life. The five core program clusters are Energy; Health Science; Environment; Agriculture; and Innovation. The plan exists in three phases, covering 2013-2017, 2017-2023, and 2023 and beyond. The plan integrates state economic indicators as well as regional and local needs. The plan is also intended to help fill local high-need professions as identified by the 2014 Tri-Cities Development Council (TRIDEC) study. In addition to community and industry needs, the Tri-Cities plan considers the regional higher education market. At present, 16 undergraduate and 13 graduate degrees can be earned at WSU Tri-Cities. Initial efforts address maximizing these programs.

Baseline evaluations of personnel positions are conducted in each unit to determine appropriate functions and identify efficiencies through integration of services. Unit directors are responsible for evaluating unit members, applying clearly-defined performance expectations and plans for improvement.

Capital projects and infrastructure are aligned to support the completion of campus goals. Assessment of space utilization for offices, administrative space, student services, classrooms, labs, and storage have informed a five-year space plan. Financial resources are allocated to capital projects based upon the priorities in the space plan. Currently, there is a legislative budget line for the development of an academic building on campus. A new Student Union Building was completed in Spring of 2017. Construction is scheduled to begin in February 2018 on the first of seven phases of student family housing.

Participatory Action Research (PAR) is the foundation for WSU Tri-Cities cyclical, reflective, and collaborative self-improvement process. This process, in simple terms, has three phases: a) Look & Learn, b) Think & Plan, and, c) Do & Assess. This process will be enacted annually at the executive level and nested down through the department level. The purpose is to actively engage the WSU Tri-Cities campus in reflection on and improvement of practices. Such a process allows the campus to be responsive to the changing demands of the market, refine systems, and work to meet goals.<sup>11</sup>

## Summary

WSU's strategic plan directs the University to pursue specific goals and subgoals congruent with mission fulfillment as Washington state's land-grant research university. The Institutional Effectiveness Council provides oversight of strategic plan implementation and mission fulfillment with representation from faculty, staff and students. In addition, feedback from alumni helps assess and guide mission fulfillment. The University pursues mission-relevant initiatives based on assessments and observed best practices, as well as in response to the needs of the state. As described above, WSU is advancing fulfillment of its educational mission, as well as its research, outreach, and stewardship missions, as identified in the University's Mission and strategic plan, with annual scorecards and with other regular assessments.

### Exhibits 5.B.1—Evaluation of Resources and Operations

#	Resource	Evidence
1	Strategic Reallocation Initiative	<a href="https://provost.wsu.edu/rfp/">https://provost.wsu.edu/rfp/</a>
2	2014 Feasibility Study of Washington State Health Care Professional Shortages	<a href="https://news.wsu.edu/2014/09/11/consultant-presents-medical-school-study-to-wsu-regents/">https://news.wsu.edu/2014/09/11/consultant-presents-medical-school-study-to-wsu-regents/</a>
3	WSU-Vancouver Strategic Plan	<a href="https://admin.vancouver.wsu.edu/strategic-plan">https://admin.vancouver.wsu.edu/strategic-plan</a>
4	Vancouver Reallocation Process	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.B.1%20WSUV%205%20percent%20%5B1%5D.pptx?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.B.1%20WSUV%205%20percent%20%5B1%5D.pptx?Web=1</a>
5	WSU-Vancouver Campus Council	<a href="https://admin.vancouver.wsu.edu/office-chancellor/campus-council">https://admin.vancouver.wsu.edu/office-chancellor/campus-council</a>
6	WSU-North Puget Sound at Everett Advisory Council	<a href="https://everett.wsu.edu/advisory-council/">https://everett.wsu.edu/advisory-council/</a>
7	WSU-North Puget Sound at Everett Mars Rover Team	<a href="https://everett.wsu.edu/marsrover/">https://everett.wsu.edu/marsrover/</a>
8	WSU-North Puget Sound Engagement with Victims of the Oso Mudslide	<a href="https://everett.wsu.edu/2016/01/21/arlingtondarrington-advance-in-americas-best-communities-10-million-prize-competition/">https://everett.wsu.edu/2016/01/21/arlingtondarrington-advance-in-americas-best-communities-10-million-prize-competition/</a>
9	Joint Center for Deployment and Research of Earth-Abundant Materials (JCDREAM)	<a href="https://everett.wsu.edu/2016/10/05/wsu-everett-hosts-first-research-symposium-on-earth-abundant-materials/">https://everett.wsu.edu/2016/10/05/wsu-everett-hosts-first-research-symposium-on-earth-abundant-materials/</a>
10	Metropolitan Center for Applied Research and Extension	<a href="https://everett.wsu.edu/metropolitan-center-for-applied-research-and-extension/">https://everett.wsu.edu/metropolitan-center-for-applied-research-and-extension/</a>
11	WSU-Tri-Cities Action Plan for Implementation of a Continuous Improvement Process	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditationpercent20Exhibits/5.B.1percent20WSU-percent20TCpercent20actionpercent20plan.pdf">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditationpercent20Exhibits/5.B.1percent20WSU-percent20TCpercent20actionpercent20plan.pdf</a>

### 5.B.2 Evaluation and Assessment of Planning Processes

The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

As explained in 5.B.1 and 3.A.1-2, the Institutional Effectiveness Council (IEC) is charged with ensuring that initiatives are developed and executed to realize the goals of the strategic plan's goals. The council's charge is to serve as a coordinated, sustainable system to pursue University institutional effectiveness. Specific goals of the council are:

- to coordinate strategic planning implementation, required accountability reporting, and decision support;
- to reduce redundancy and increase efficiency, transparency, and accountability among strategic planning, institutional management, university accreditation, and other state and federal reporting requirements; and
- to optimize usefulness of data and reports systemwide at all levels.

The president and provost employ the reports of the IEC to guide planning efforts for continuous improvement. A number of other mechanisms track the adequacy, alignment, and effectiveness for specific aspects of University planning, practices, resource allocation, application of institutional capacity, and assessment of results.

## Drive to 25

In January of 2017, President Schulz announced the set of metrics that would be used to monitor the Drive to 25 initiative.<sup>1</sup> Feedback throughout the campus system and deliberations among the University's senior leadership team and deans led to the designation of three different types of metrics to measure progress. First, because the Drive to 25 maintains WSU's long-standing AAU aspirations, the University included metrics that determine AAU membership. Second, the University selected metrics that are quantitatively measurable, fit with university core values, and are commonly used by other universities across the nation. Third, the University chose several metrics important to the WSU community that are not easily comparable to other peer universities. The set follows:

### AAU metrics

- Federal research and development expenditures
- Faculty awards
- National Academy membership
- Citations: Thomson Reuters InCites

### Peer-comparison metrics

- Total research and development expenditures
- Doctorates awarded
- Annual giving
- 6-year graduation rate

### Strategic WSU-specific metrics

- Percentage of undergraduates involved in research, scholarship, and creative discovery
- Placement rate of graduates
- Percentage of underrepresented minority faculty, staff, and students

These 11 metrics will help the University measure its accomplishments and progress. The University's overall ranking will be determined by taking the average of the University's standing among public research universities in its peer comparison metrics and selected AAU metrics as reported annually by the Center for Measuring University Performance (CMUP).<sup>2</sup> It is important to note that the MUP is a database of information and not a ranking service.

## The University Student Success Council

The Student Success Council was launched in 2013 to bring together on a regular basis mostly management-level individuals from a wide range of business, service, and academic areas of the university, along with representatives from faculty, advisors and students, to make sure all areas know what is happening to affect student success and can help share best practices and troubleshoot challenges. Recently the Council became the official subcommittee of the Institutional Effectiveness Council responsible for oversight of strategic plan Theme 2, the Transformational Student Experience. The group and its subcommittees have spearheaded or spurred a number of institution-wide initiatives, such as the Year of the Advisor, the course materials cost reduction initiative, and more training and coordination, with a developmental focus, on academic integrity. A similar council also was launched on the Vancouver campus. A large-scale initiative to promote student success is explained in more detail in 5.A.1 and 5.A.2. Assessments of the initiative's components are provided to the Council for effective planning and broad dissemination. Progress reports on assessments of student learning and student success initiatives and outcomes also have been provided to the Board of Regents.

## Systemwide Efficiencies and Performance

WSU is actively assessing its systemwide infrastructure to identify and adopt opportunities for better efficiency and effectiveness in its operations that support the research, instruction and public service mission. WSU has operated

the Spend Compass initiative<sup>3</sup> which uses analyzes procurement data and trends, seeking opportunities to leverage University spending to garner better pricing through strategic sourcing contracts and cooperative agreements. These activities help reduce the cost of acquiring critical goods and services in support of the instruction, research and public service activities of the University. WSU recently adopted a University-wide learning management system, which is allowing students at all campuses to engage in virtual learning environments through the Global Campus. Most recently, as explained in 2.F.4 WSU has begun preliminary planning to replace aging business systems with a modern, efficient and effective financial and human resource services, processes and systems. Adoption of modern practices and related systems will help support activities scale to meet the needs of the growing University with less cost. The initiative's goals include:

- Eliminate business continuity, failure and compliance risk associated with continued operation of legacy human resource, payroll, and finance, Payroll and Finance processes and systems.
- Deploy modern, effective, and efficient human resource, payroll, and finance services based on industry best practices to support the growing academic and interdisciplinary research enterprise.
- Replace inefficient paper based processes with intuitive online workflow on multiple devices.
- Enable real time analytics to support daily operations of the University at all levels.
- Leapfrog traditional systems deployed in the last 20 years to a modern and nimble, software service focused on business process design.
- Empower users to perform critical work in a modern way on the device of their choice.
- Work in a spirit of shared governance and open communication to effectively foster change.

WSU planning and budget information is discussed broadly, through the shared governance process with faculty and staff. The president, provost, and the chief budget officer meet with the senior University leadership team, faculty senate, student leadership groups and staff leadership groups to discuss budget, planning for the future of WSU and current issues such as enrollment, new academic programs and capital facilities. The associate vice president for finance and office of the controller monitor fiscal year financial activities closely assessing results for trends or indications for improved financial management or planning. As well, the Institutional Effectiveness Council (IEC) provides a coordinated, sustainable system to pursue and monitor university institutional effectiveness.

#### Administrative Efficiencies

Technology, data collection and analysis of infrastructure against strategic objectives has helped WSU maximize the effectiveness of Human Resource Services (HRS) refining data collection and reporting to constituencies related to the new strategic plan. This has manifested itself in numerous ways.

#### Customer Service Initiative<sup>4</sup>

Washington State University is committed to providing students, parents, visitors, faculty and staff with positive customer service interactions through the Crimson Spirit Initiative. Commitment to customers means giving them full attention and anticipating needs. HRS offers an interactive workshop focusing on the importance of providing positive experiences through all interactions at WSU. The Crimson Spirit program includes training sessions available in person, via videoconference, and online to help employees build and hone their skills as ambassadors for WSU. The training covers topics such as positive language, best phone and email practices, tips for personalizing communications, and more.

#### Consumer Protection

WSU makes a priority of protecting its students against default to the best of the institution's abilities. As explained in Section 2.D.9, WSU employs a "Life of the Loan" approach to helping students understand and manage their debt burden, before, during, and after their time with us. WSU's ethic is to encourage conservative borrowing and pursuit of gifts, grants, and participation in work-study programs before applying for loans. As part of this effort, WSU works

to increase the amount of money it devotes to scholarships, and has created the Invest in Success savings program to help students prepare financially for college. All students who engage with Student Financial Services (SFS) take part in some degree of financial counseling and financial literacy education, and SFS personnel stay educated on best practices for default prevention. Evidence of the effectiveness of WSU's approach lies in the fact that the institution's default rate has been stable, and comparable to peer institutions, over a substantial period of time. SFS also produces a yearly "Consumer Information" publication that is distributed to students, prospective students, and parents, and which is web-based as of the 2017-18 academic year.

#### Executive Onboarding Program<sup>5</sup>

The Executive Onboarding Program is intended to help new executives system-wide become familiar with WSU procedures and processes, as well as to acclimate to the WSU culture and navigate the functions and areas most critical to their success. Executive onboarding does not replace the standard area/college orientation. The goals of the Executive Onboarding Program include helping the new executive understand WSU strategic priorities; gain knowledge of WSU policies, procedures, and state and federal laws; and provide teambuilding opportunities with staff, peers, and senior leadership.

#### Recruitment<sup>6</sup>

HRS provides a variety of resources that focus on the recruitment of a diverse and inclusive workforce. An inclusive workplace is attained and sustained by seeking a diverse group of individuals and perspectives, valuing differences and ensuring equitable opportunities. HRS supports a climate of integrity and equity that actively reflects open, respectful dialogue. Recruitment tools have been enhanced to improve outreach to diverse candidates.

#### Employee Exit Survey<sup>7</sup>

In a continued effort to recruit, develop, and retain an outstanding, diverse, and fully engaged workforce, HRS invites separated employees to participate in the Washington State University Exit Survey on a monthly basis. The survey provides separated employees with a forum to submit anonymous responses regarding their experience with WSU through an online system. The information collected is reviewed and HRS works with University leaders to address areas of concern.

#### Employee Engagement Survey<sup>8</sup>

In an effort to attract, cultivate, and retain an engaged workforce built on organizational integrity, effectiveness, and openness, the biennial WSU Employee Engagement Survey was developed in 2014. The goal of the survey is to gather feedback on employee engagement and satisfaction within the workplace. Survey results will be used to assist the University in developing strategies to enhance and improve the workplace within WSU. Results from each survey are compared to future surveys to measure progress and determine how effective improvement efforts are in the long term.

#### Information Technology Efficiencies

Washington State University (WSU) has established a governance structure to formulate Information Technology (IT) strategy and policy and to manage IT investments. WSU's IT governance framework is administered by the President's Cabinet (formerly the Information Technology Executive Board, ITEB) which is responsible for all major IT decision making for the University. To guarantee significant opportunities for leveraging technology are considered, President's Cabinet solicits and evaluates input from the Information Technology Strategic Advisory Committee (ITSAC) on all areas related to IT. The President's Cabinet then makes decisions and/or makes recommendations to the President, as appropriate. The middle layer of the Information Technology governance structure is the Information Technology Strategic Advisory Committee (ITSAC).<sup>9</sup> The members of ITSAC are appointed by the campus chancellors, vice presidents and deans of the colleges. These representatives understand and articulate their area's information technology needs and how they align with their organization's business priorities and vision. They collaborate with

other University representatives on prioritizing information technology services, initiatives, and investments from a strategic, university-wide perspective.

ITSAC also commissions several subgroups that are focused on specific topics, such as high-performance computing, instructional technology, IT security and privacy, and IT procurement, to name a few. The recommendations developed by the subgroups are evaluated by the ITSAC.

The ITSAC in turn submits input to the President's Cabinet, which advises the president on WSU IT strategies, priorities, services and policies.

The purpose of ITSAC is to:

- Provide support to the President's Cabinet in the the development of an IT strategic plan for the University
- Conduct regular assessments of the university's IT initiatives to ensure alignment with and progress towards the goals outlined in the university IT strategic plan
- Create a subcommittee support structure that reflects and represents the functional and technology interests and needs of the university and its administrative and academic units
- Directly evaluate issues and recommend solutions that are outside the scope of the subcommittees
- Adopt a framework and guidelines that maintain an efficient and effective division of responsibility for enterprise and local IT services
- Recommend policies, procedures, and processes pertaining to IT that are consistent with best practices within higher education and the IT industry at large
- Recommend major changes in the delivery of IT services or service levels, as appropriate
- Review, prioritize, and recommend all large, University-wide IT projects
- Work with WSU's President's Cabinet and central IT offices to communicate the status of IT initiatives to the University community
- Provide annual reports to WSU's Senior Leadership Council on the progress of advancing performance metrics stipulated in the IT strategic plan
- Recommend and coordinate University-wide technology spending and staffing to ensure the most efficient and effective use of existing and anticipated university and decentralized IT resources
- Develop, for the review and approval of WSU's Senior Leadership Council, and implement an IT governance model for the efficient, sustainable, flexible, and transparent use of institutionally shared IT resources, and for the strategic growth of these resources

The President's Cabinet decides, finalizes, and acts upon the recommendations formulated by the ITSAC and ensures that it is in alignment with the University's strategic vision and plans.

### Managing Information Security

WSU takes an institutional and risk-based approach to information security and privacy, and has instituted IT governance processes that provide oversight over the Information Security Program. WSU Information Technology Services (ITS) continues to develop and implement information security and privacy policies that mitigate risk to the University. These policies, consistent with institutional and regulatory requirements, will enable the University to meet its goals and business objectives in an environment where information security and privacy risks have been reduced to acceptable levels.

WSU has implemented a consistent border security posture for the WSU campuses that includes firewalls and advanced intrusion detection and prevention capabilities to better protect against advanced security threats. Increased and advanced logging and monitoring systems are in place that provide automated security incident detection and analysis capabilities that greatly increase WSU's incident response capabilities. A tiered privileged access man-

agement architecture is implemented that provides increased controls for administrative access and secure remote administrative access. Intrusion detection and alerting capabilities have been implemented for servers and administrative workstations.

WSU has recently completed the buildout of a state-of-the-art, integrated Security Operations Center and Network Operations Center that will provide a single collaborative facility for network, system, and security event monitoring across all five campuses of WSU. This will allow for more effective sharing of information and for more efficient incident response activities. Information security is viewed as an ongoing process and continually looks to improve WSU's security posture in order to appropriately protect university systems and information in a very dynamically changing threat landscape. WSU also requires periodic password resets of everyone who uses WSU IT systems through a secure password reset capability. Those who have privileged accounts use two-factor authentication methodologies to gain access to WSU IT systems.

### Exhibits 5.B.2—Evaluation and Assessment of Planning

#		Evidence
1	President Schulz “Letter to Campus” on Drive for 25 Metrics	<a href="https://president.wsu.edu/2017/01/20/onward-in-the-drive-to-25/">https://president.wsu.edu/2017/01/20/onward-in-the-drive-to-25/</a>
2	Center for Measuring University Performance	<a href="https://mup.asu.edu/">https://mup.asu.edu/</a>
3	Spend Compass Initiative	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.B.2%2003.20.17%20-%20Strategic%20Sourcing%20Opportunity%20Identification.pdf?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.B.2%2003.20.17%20-%20Strategic%20Sourcing%20Opportunity%20Identification.pdf?Web=1</a>
4	Human Resource Services “Crimson Spirit” Initiative	<a href="http://hrs.wsu.edu/resources/customer-service/">http://hrs.wsu.edu/resources/customer-service/</a>
5	Executive Onboarding Program	<a href="https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.B.2%20Overview%20-%20Executive%20Onboarding_1.10.17.pdf?Web=1">https://sharepoint.ir.wsu.edu/sites/AR2017/Accreditation%20Exhibits/5.B.2%20Overview%20-%20Executive%20Onboarding_1.10.17.pdf?Web=1</a>
6	Human Resource Services Recruitment Toolkit	<a href="http://hrs.wsu.edu/managers/recruitment-toolkit/faculty-recruitment-toolkit/">http://hrs.wsu.edu/managers/recruitment-toolkit/faculty-recruitment-toolkit/</a>
7	Exit Survey for Separating Employees	<a href="http://hrs.wsu.edu/exit-survey/">http://hrs.wsu.edu/exit-survey/</a>
8	Employee Engagement Survey	<a href="http://hrs.wsu.edu/employees/employee-engagement-survey/">http://hrs.wsu.edu/employees/employee-engagement-survey/</a>
9	Information Technology Strategic Advisory Committee	<a href="https://itgovernance.wsu.edu/governance-committees/information-technology-strategic-advisory-committee-charter/">https://itgovernance.wsu.edu/governance-committees/information-technology-strategic-advisory-committee-charter/</a>

### 5.B.3 Monitoring Patterns, Trends, and Expectations

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

#### State and Federal Monitoring

WSU's Government Relations office<sup>1</sup> monitors federal, state and regional trends and represents the university's interests to the appropriate bodies. Through the vice president for external affairs and government relations, the results

of this monitoring are fed into the planning process through the president's senior leadership team. Within the Office of Government Relations, the director of state relations plays a vital role in identifying the needs of the university and works with university staff statewide to form a legislative agenda to address those needs. The director advises the University president and University staff on legislative strategy and participates in a number of events and forums throughout the year to communicate to the WSU community about higher education issues in Olympia.

Additional input from the state level into the planning process emerges from WSU's participation in the Council of Presidents (COP).<sup>2</sup> COP comprises four inter-institutional committees (presidents; academic officers; business officers; legislative affairs) that convene many subgroups which identify and respond to state issues, promote efficient and effective instruction and operations through best practices, and cooperate in the development of public policy. One such subcommittee, the Interinstitutional Committee on Academic Policy and Planning (ICAPP),<sup>3</sup> plays a role in the planning stages of both new baccalaureate and graduate degree programs and existing programs for new locations or modalities. The purpose of the committee is to provide a forum for communication, transparency, and exploration of partnership opportunities among Washington's public baccalaureate institutions and the State Board of Community and Technical Colleges.

The Council of Presidents has recently established a new collaborative technology consortium to improve the efficiency and effectiveness of technology across higher education to benefit the citizens of Washington State. The Washington Higher Education Technology Consortium (WHETC)<sup>4</sup> will partner with the State Board for Community and Technical Colleges (SBCTC). Many WSU faculty and staff play active roles on these and other statewide or national committees; they regularly report back and help shape institutional policy and planning.

#### Monitoring of Technological Advances

Critical to WSU mission fulfillment is coordination across the WSU system, including the use and support of academic technology at all campuses. Academic Outreach and Innovation (AOI) coordinates with administrators, technical staff and faculty across the WSU campuses to ensure continuous quality improvement and sustainability of academic technologies employed by WSU.

For example, in fall 2016 AOI sponsored a fall technology forum, in collaboration with representatives from each of the physical WSU campuses. Faculty currently utilizing technology in innovative ways to support teaching and learning, were invited to present system wide to their peers. Technology support staff from each campus were also in attendance to inform their understanding of faculty needs and use of technology as well as to make apparent to interested faculty where local support can be accessed.

As a part of this work, monitoring of system data is critical. Teaching technology is significantly dependent on the consistent functioning of high quality technology tools. AOI monitors data related to uptime/downtime of the tools, technical support calls and issues, and response times to support requests in order to adjust, upgrade and replace tools as needed. These data are also used to inform development of faculty trainings and student support resources.

#### Incorporating Technological Advances for Future Student Success

Three technology related areas merit consideration as WSU looks forward to the changes that are going to impact higher education. These are personalized education, micro credentials and the importance of a WSU intranet in providing affordable access to higher education.

Everyone learns differently, and as WSU looks at the future, the university will need to invest in technology that allows us to understand how students learn and provide just in time, appropriate support. This might be either through tutoring or counseling or other means to motivate the students to do better. This will have a significant impact on retention and graduation rates. For this to be operational, each student needs to be classified into one of a number

of different profiles, each associated with unique methodologies for teaching and learning. Initially, this might only be a handful of profiles, but if the concept is successful, it could be extended to provide instruction that is personalized at the individual level.

Historically, WSU has been in the business of educating students who graduate from high school or those who finished a two year program at community colleges and are transferring into our university. As the world becomes more technologically dependent and these change frequently, the application of technology to solve problems become crucial. Typically, this effects more the non-traditional students such as adult learners. In order for them to keep up with changing job demands due to the changing technology landscape, the University should provide pathways other than the traditional ones. In other words, the University should offer micro credentials that are focused on specific skill sets. These micro credentials could also be stacked together to offer a certificate in some specific discipline. These then could be further aggregated to fulfill degree requirements.

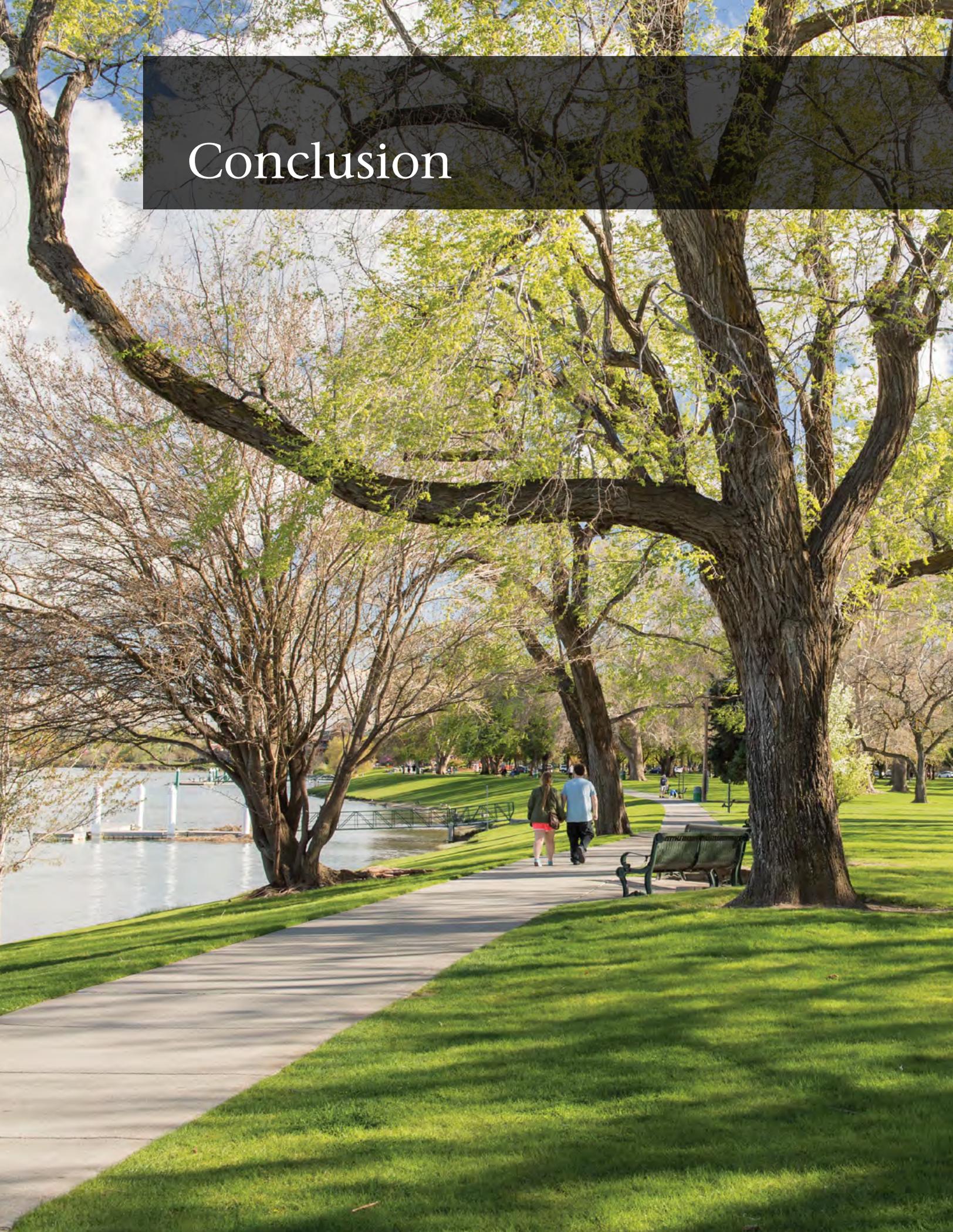
To reach a wider community, the university needs to ensure that there is unfettered and low-cost access to the internet. This can be done with each campus directly connecting to the internet. Alternatively, a better approach may be to first create a WSU intranet or backbone which will connect all the five WSU campus locations, Pullman, Spokane, Tri-Cities, Vancouver, and Everett together which will be fully redundant. This supports failsafe operations. Firewalls installed at each of the campus locations will protect these interconnections and improve the security of each campus. These interconnections will start with speeds of 1 gigabit/sec, and over time become 10 gigabit/sec and then, 100 gigabit/sec and beyond as needs increase. The next step would be to similarly connect all WSU Extension locations. The benefits of this are that it enables online education and telemedicine capability in every county within the state of Washington. This paves the way to provide affordable access to higher education and health care to all the residents of the state. Currently, the University is working with the Port Authority, nonprofit entities and commercial carriers to build out the fully redundant WSU network. WSU also is exploring federal grants to assist in this process.

Personalized education, micro credentialing and the WSU intranet will all play an important role in extending the reach of WSU across the state, thereby fulfilling the land-grant mission of the University.

### Exhibits 5.B.3—Monitoring of Patterns, Trends, and Expectations

#		Evidence
1	Office of Government Relations	<a href="https://governmentrelations.wsu.edu/">https://governmentrelations.wsu.edu/</a>
2	Council of Presidents	<a href="http://www.councilofpresidents.org/index.html">http://www.councilofpresidents.org/index.html</a>
3	Interinstitutional Committee for Academic Program Planning (ICAPP)	<a href="http://councilofpresidents.org/icapp.html">http://councilofpresidents.org/icapp.html</a>
4	Washington Higher Education Technology Consortium	<a href="http://councilofpresidents.org/subpages/w_index.html">http://councilofpresidents.org/subpages/w_index.html</a>

# Conclusion



## Conclusion

Since the most recent NWCCU site visit in 2010 and the most recent reaffirmation of accreditation in 2013, Washington State University has accomplished significant advancement of its strategic priorities in pursuit of mission fulfillment as Washington's land-grant research university, while demonstrating resilience and innovativeness in its responses to challenges and opportunities that have emerged in the areas of fiscal matters, leadership, community needs, and legislative requests. WSU's responses to the 2013 recommendations of the NWCCU site team regarding assessment of degree programs delivered online, deepening collective faculty responsibility for fostering and assessing student achievement of learning outcomes, and incorporating student learning outcomes summary information into the evaluation of overall mission fulfillment, have contributed to the University's effectiveness in advancing its mission.

Over the course of the seven-year cycle of continuous improvement, WSU has responded effectively to topics previously requested in recommendations from the Commission. These have included enhancement and strengthening of assessment processes at all levels and in all instructional delivery modes (Standard 2.B). The University has achieved this by articulating faculty and departmental responsibilities for effective assessment, and supporting faculty through centralized coordination and a strengthened infrastructure for assessment. WSU has demonstrated progress in all aspects, including faculty participation in assessment (Standard 2.C.5) and sustained use of assessment in decision making and strategic planning. The University also has ensured that decision-making processes are participatory and clearly communicated through enhanced communication practices to inform and involve all stakeholder groups in matters which they have direct and reasonable interest (Standards 1.B.3, 6.A.3). As explained in section 3.B of this report, this included an inclusive process for the development of the University's refreshed strategic plan, which refined and tightly mapped 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). It also includes the institution of regular communication vehicles from the president and provost to WSU stakeholders regarding important university issues including strategic directions, budgeting, and other topics. Information from assessments of student learning outcomes and strategic plan indicators is being used to evaluate Core Theme achievement and overall Mission Fulfillment and inform resource and capacity decisions (Standard 1.B.2), underpinning a set of key indicators selected to represent the Drive to 25 initiative (Standard 1.A.2, 1.B.2).

By employing a community-based effort in the refreshment of its 2014-19 strategic plan, WSU has developed a plan that reflects the core values of its faculty, staff, and students while recognizing the need for greater institutional nimbleness, openness, and entrepreneurial activity that diversifies the University's funding portfolio and promotes sustainability of operations and infrastructure. The 2014-19 plan focuses even greater attention system-wide on increasing access to educational opportunity, and high-impact student learning opportunities, responding to the needs of Washington state through research, instruction, and outreach, and contributing to economic development and public policy. The plan also incorporates tightly mapped aspirational metrics for each subgoal articulated in the plan, along with an implementation plan that deploys a new Institutional Effectiveness Council to provide sustained oversight and outreach for coordination of efforts, comprehensive accountability and openness, and continued focus on mission fulfillment and sustainability.

As explained in this report, the refreshed strategic plan incorporates the following:

- An emphasis on incorporating the institution's commitment to diversity and inclusiveness in all themes, while also remaining a major focus of Core Theme 4.
- Increased attention to measuring progress on infrastructure needs and alignment of resources, including the stewardship of resources, infrastructure and workload.
- An increased emphasis in Core Theme 1 on Washington State University's unique strengths, the need for multidisciplinary, the importance of collaboration within the institution and externally, and a high priority on engaging students in mentored research.

- An increased emphasis in Core Theme 2 on stewarding and continuing growth in access and enrollment, improving student success toward graduation and ensuring graduates are ready to provide effective leadership in society.
  - The goals developed for this theme reflect a broadened conception of academic achievement (beyond core competencies, a focus of the previous plan) and learning (beyond the classroom).
- An expansion in Core Theme 3 to give more emphasis to the role of outreach and impact of what Washington State University does as a land-grant institution serving the state of Washington.
  - Goals developed for this theme include a focus on access and availability of a Washington State University education, along with the role the University plays in communities and in an increasingly international economic and social landscape.
  - Goals developed for this theme also recognize importance of outreach and recognition internally and externally in order for the institution to achieve its maximum impact.
- An increased emphasis in Core Theme 4 on openness and accountability, including the integration of accountability reporting so it more effectively demonstrates sustainability and mission advancement to benefit the University and its community members.

Especially notable changes during this period have included:

- The authorization of a new college of medicine by the Washington state legislature, followed by its accreditation by the LCME in October of 2016 and by NWCCU in February of 2017. It accepted its first entering class of 60 students in Fall 2017.
- The opening of WSU Everett campus 2014 as WSU's sixth instructional site, followed by its first graduation ceremony in 2016, honoring 54 graduates from mechanical engineering, electrical engineering, hospitality business management, and integrated strategic communication programs.
- The hiring of Washington State University's 11th president, Kirk Schulz, who is guiding Washington State University's transformation into one of the nation's top public research universities with the launch of the Drive to 25, which aims to have WSU recognized as one of the nation's top 25 public research universities, preeminent in research and discovery, teaching, and engagement by 2030. The Drive to 25 builds on the cornerstones of the institutional strategic plan and its two pivotal goals:
  - WSU will offer a transformative educational experience to undergraduate and graduate students;
  - WSU will accelerate the development of a preeminent research portfolio.
- Increased enrollment systemwide, enrollment to 30,142 in fall of 2016, from 27,659 in fall of 2012, continuing to increase diversity, number of first-generation students and transfer students while also increasing the preparedness of entering students.
- The culmination of a successful Campaign for WSU in 2015, raising a total of \$1.065 billion from 206,259 donors and 44.6 percent of alumni, with \$338 million focused on student initiatives and scholarship support, \$338 million for faculty and research, and \$344 million for programs and facilities.

These changes have taken place in conjunction with a set of reorganizational steps responsive to goals of the strategic plan and priorities of the state legislature in keeping with WSU's land-grant mission, and guided by assessments in particular to increase the efficiency and effectiveness of WSU's student success efforts. These steps have involved Student Affairs, Enrollment Management, Information Technology Services, International Programs, Government Relations, and University Communication, the Graduate School, and the Office of Research.

In its Core Theme 2 focused on the Transformative Student Experience, WSU has committed to increasing its freshman retention rate and six-year graduation rate following a downward trend that coincided with larger entering classes and an increasing financial burden on students pursuing higher education at public institutions in Washington state. In conjunction with this commitment and consistent with Goal 2 of the strategic plan, WSU has focused on increasing high-impact educational practices and student success initiatives. These have included initiatives such as:

- Systematic assessment of all seven undergraduate learning goals, using assessment of student work by faculty, to inform improvements to courses and curriculum to meet the evolving needs of students and overall advancement of mission fulfillment.
- Monitoring and emphasis on five High-Impact Practices into the metrics of the strategic plan and indicators for quality, including capstones, internships, service learning, undergraduate research, and learning communities.
- Continued emphasis on the use of assessment in degree programs, including online programs, with substantially all undergraduate programs ( $\geq 90$  percent) now having all key assessment elements in place (95 percent in 2016), and substantially all graduate programs having key assessment elements in place, continuing an upward trend over the past five years, with deeper involvement of faculty in assessment as they iterate changes and improvements to meet evolving needs of students and curricula.
- New buildings and facilities to expand opportunities for students and faculty, along with increased support for faculty pursuing innovative instructional techniques and technologies.

Consistent with these efforts and responsive to Core Theme 1 of the strategic plan, WSU has placed a stronger emphasis on the University's unique strengths, the need for multidisciplinary investigation, the desirability of collaborative work (both internally and externally), and supporting the engagement of students in research. This has been facilitated by a 120-Day Study led by the Vice President for Research that identified five Grand Challenges to catalyze multidisciplinary research efforts to achieve broad societal impact consistent with WSU's land-grant mission.

In pursuit of the commitment embodied in WSU's Core Theme 3 regarding Outreach and Engagement, WSU has continued to increase its impact, generating \$3.4 billion in economic impact in 2014. WSU also continues to attract a large number of first-generation students, who currently represent 35.1 percent of the total student population and nearly 40 percent of all undergraduate students. In addition, the number of individuals enrolled in Global Campus to access WSU program online rose by more than 700, along with more than 18,000 more enrollments in non-credit educational opportunities offered through WSU Extension.

The need for growth and stewardship of resources are a primary focus of Core Theme 4 for Institutional Effectiveness, along with a strong focus on openness and accountability in operations. Accomplishments have included salary increases for faculty and staff that have moved WSU faculty to more competitive salary levels in comparison with WSU's Global Challenge state peer. WSU also has improved its ability to ensure that funds follow increases in course sections and/or course enrollments through the deployment of an enrollment-based budget model in fiscal year 2013.

WSU's continued commitment to Diversity, Integrity, and Openness as reflected in Core Theme 4 and throughout the strategic plan has entailed the development of an array of newly developed metrics because few commonly used methods exist nationwide for tracking diversity, integrity, and openness across institutions. These measures now provide the baseline for measurement of progress in subsequent years.

Washington State University has placed particular emphasis in its strategic plan on access and inclusion in an increasingly international economic and social landscape, reaffirming WSU's commitment to its 21<sup>st</sup>-century land-grant mission. This commitment has been reflected in its enrollment management strategies, capital planning, programmatic initiatives, and outreach.

As noted elsewhere in this report, public recognition of the results of this effort can be observed in *Money Magazine's* ranking of WSU as No. 4 on its list of "The 50 Colleges that Add the Most Value," making it the highest ranked public institution on the list. Meanwhile, *Diverse Magazine* recently ranked WSU No. 26 for graduating minority students, and *U.S. News & World Report* consistently names WSU's Writing Program one of the Top 20 in the nation.

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Consistent with its strategic commitment to providing tools and technology that facilitate excellence in research, creative discovery, learning, and operations, Washington State University also has invested in tools and technologies for strategic and data-driven decision-making to advance mission fulfillment and sustainability of operations, such as:

- Tools and that provide more self-service data for units to perform program assessments, measure student learning outcomes, and engage in activities for improvement of programs and services based on the results.
- Student-facing tools that help them plan their academic careers, register for classes, keep personal information up to date, and find information and resources at their University.
- Predictive analytics advising tools and associated professional development opportunities that enable academic advisors to assess where a student stands academically and how to keep the student on track toward graduation, and then facilitates targeted outreach and referrals based on students' needs and interests.
- Regular reports on key performance indicators and overall strategic plan progress, which incorporate assessment of student learning as a mission-central priority for decision making and resource allocation.

These achievements and the University's commitment to continuous improvement and mission fulfillment have resulted from the efforts of the entire WSU community who have worked both independently and together toward WSU's strategic plan objectives. The continued commitment of the Cougar nation to WSU's mission as Washington state's land-grant research institution and to the Core Themes of the strategic plan will ensure that WSU will continue to become even more innovative and resilient for the next generation of Cougs for the state of Washington and beyond. This strategic focus, along with the processes put in place to ensure accountability and openness, will drive the institution to become one of the nation's top 25 public research universities, preeminent in research and discovery, teaching, and engagement.



# Reader Resources



## Reader Resources

### Required Resources

- Basic Institutional Data Form:
- University Catalog: <http://catalog.wsu.edu/>
- Schedule of Classes: <http://schedules.wsu.edu/>

### WSU Accreditation Site

- <https://accreditation.wsu.edu/>

### Institutional Resources

- Strategic Plan: <https://strategicplan.wsu.edu/>  
2014-2019 Strategic Plan includes the vision, mission, values, and strategic goals of the University.
- Organizational Chart:  
<https://president.wsu.edu/documents/2016/06/org-chart-2.pdf>  
2016 organizational chart describes the organizational structure of the University.
- Quick Facts: [wsu.edu/about/facts](http://wsu.edu/about/facts)  
2016-2017 Facts and Figures provides key information about the University.
- Campus Master Plans: [facilitieservices.wsu.edu/campusmasterplans](http://facilitieservices.wsu.edu/campusmasterplans)  
Updated planning for WSU campuses across Washington state

### Administrative Resources

- Business Policies and Procedures Manual (BPPM):  
<http://public.wsu.edu/~forms/manuals.html>
- Education Policies and Procedures Manual (EPPM): <https://facsen.wsu.edu/eppm>
- Executive Policy Manual (EPM): <http://public.wsu.edu/~forms/manuals.html>
- Safety Policies and Procedures Manual (SPPM):  
<http://public.wsu.edu/~forms/manuals.html>

### Academic Resources

- Faculty Manual: [https://facsen.wsu.edu/faculty\\_manual](https://facsen.wsu.edu/faculty_manual)
- Seven Goals of the Baccalaureate: <http://ugr.wsu.edu/faculty/7goals.html>  
Undergraduate degree requirements are rooted in seven learning goals and outcomes.
- UCORE: <https://ucore.wsu.edu/>  
University Common Requirements (UCORE) form WSU's general education curriculum.
- Writing Program: <https://writingprogram.wsu.edu/>  
Writing support for undergraduate and graduate students and instructional support for faculty.

### WSU Accreditation Lead Units

- Office of the Provost and Executive Vice President: <https://provost.wsu.edu/>
- Graduate School: <https://gradschool.wsu.edu/>
- Institutional Research: <https://ir.wsu.edu/>
- Office of Assessment of Teaching and Learning: <https://atl.wsu.edu/>

Contributors: <https://accreditation.wsu.edu/accreditation-home/teams/>

## WSU Accreditation Report Glossary of Acronyms and Terms

Name or Abbreviation	Description
AAC & U	Association of American Colleges and Universities
AAFTE	Average Annual Full-Time Equivalent Enrollment
ADCAPS	Alcohol and Drug Counseling, Assessment and Prevention Services
AEC	Academic Enrichment Center
ADVANCE	A program whose goal is to increase representation of women in target STEM disciplines, as well as under-represented minority faculty in all disciplines at WSU.
AFW	Association for Faculty Women
AINS	Associated Intercollegiate Nursing Students
ALO	Accreditation Liaison Officer
AMS	Academic Media Services
AOI	Office of Academic Outreach and Innovation
AP	Administrative Professional
APAC	Administrative Professional Advisory Council
ARO	a designated school official that helps J-1 international students and scholars with immigration issues
ASWSU	Associated Students of Washington State University
ATL	The Office of Assessment of Teaching and Learning
ATLAS	Aspiring Teacher Leadership And Success
AY	Academic Year
BCU	Biomedical Communications Unit (passport printing service)
Blackboard, Blackboard Learn	an online platform used by faculty and advisors for classes and information
BPPM	Business Policy and Procedures Manual
CAHNRS	College of Agricultural, Human, and Natural Resource Sciences
CAMP	College Assistance Migrant Program
CAPS	Counseling and Psychological Services
CAS	College of Arts and Sciences
CCAMPIS	Child Care Access Means Parents In School
CCE	Center for Civic Engagement
CCOB	Carson College of Business
CFSL	Center for Fraternity and Sorority Life
CHP	Center for Health Promotion
COA	Cost of Attendance
COE	College of Education
Common Reading program	A WSU program designed to create community connections among students, between students and their professors, residence hall staff, and others
CTS	Counseling and Testing Services

CVM	College of Veterinary Medicine
DOS	Dean of Students
DSO	A designated school official that helps F-1 international students with immigration issues
EA	Education Abroad
EAB	Education Advisory Board
Ed Abroad	Education Abroad program (also called Global Learning and study abroad)
EBI	Educational Benchmarking, Inc
EDC	Economic Development Council
ELSSECP	Department of Educational Leadership, Sport Studies, and Educational/Counseling Psychology in the College of Education
First Scholars	A program to support first-generation students and enhance their ability to successfully graduate
FLFP	Faculty Led Financial Planning
FY	Fiscal Year
FYF	First Year Focus
GCC	Global Case Competition
GIESORC	Gender Identity/Expression and Sexual Orientation Resource Center
GL	International Programs' Global Learning Department
GLC	Global Leadership Certificate
GPSA	Graduate Professional & Student Association
GSH	Global Scholars Hall
GUC	General University Classrooms
HWS	Health and Wellness Services
IACUC	Institutional Animal Care and Use Committee
IALC	Intensive American Language Center
IC	International Center
IEC	Institutional Effectiveness Council
INTO	INTO WSU, a program to bring international students to WSU, beginning Fall 2017
IP	International Programs
IR	Office of Institutional Research
ISC	International Student Council
Junior Writing Portfolio	A mid-career diagnostic to determine if students' writing abilities have advanced in ways that can handle the demands of upper-division courses and courses in their majors
LLC	Living Learning Community
LMCE	Liaison Committee on Medical Education
MLC	Math Learning Center
MSMP	Multicultural Student Mentor Program
MSS	Multicultural Student Services

myWSU	WSU's online student center portal center
NSE	National Student Exchange
NSP	New Student Programs
NSSE	National Survey of Student Engagement
NWCCU	Northwest Commission on Colleges and Universities
OC	Orientation Counselor
OEM	Office of Emergency Management
ORC	Outdoor Recreation Center
RED	Residential Education Director
RHA	Residence Hall Association
ROTC	Reserve Officer Training Corps
RSO	Registered Student Organization
SAP	Satisfactory Academic Progress
SEAC	Student Experience Advisory Council
SEB	Student Entertainment Board
SFS	The Office of Student Financial Services, which handles financial aid and scholarships
SIS	Student Information System (currently myWSU)
Smart Start Program	A program designed to serve first-generation students through class-room instruction, personal counseling and academic advising
SNL	Student Nurse Leader
SRC/UREC/REC	Student Recreation Center
SSC Campus	An online portal used by academic advisors to connect with students
SSS	Student Support Services
TCH	Transfer Clearinghouse
TCR	Transfer Credit Report
TRC	Transfer Resource Center
TRiO	Student service programs
UCORE	University Common Education Requirements
VA	Veteran Affairs
VCEA	Voiland College of Engineering and Architecture
VetMed	Veterinary Medicine
WFSE	Washington Federation of State Employees
WRC	Women's Resource Center
Writing Center	Office that has Writing Portfolio information and writing tutoring
WSU	Washington State University
WSU Alert	WSU emergency notification service





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