

# Standard Three

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

## Division of Student Affairs

### Mission, Goals, Objectives, Assumptions, and Beliefs

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

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

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

### Organization

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

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

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

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

### **Fiscal Management**

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

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

### **Physical Facilities**

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

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

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

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

## **General Responsibilities**

### **Identification of Student Characteristics, Learning, and Special Needs**

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

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

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

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

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

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

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

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

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

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

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

Student Participation in Institutional Governance; Faculty Involvement in Student Policies

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

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

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

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

## **Students' Rights and Responsibilities**

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

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

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

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

## **Campus Safety**

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

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

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

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

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

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

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

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

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

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

## **Publications**

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

## **Student Services**

### **Admissions**

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Office of the Registrar**

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

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

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

### **Enrollment Management Council**

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

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

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

### **Special Student Populations**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Undergraduate women receive more scholarship awards than undergraduate men.

In the last five years, there has been an increase both in the support for and the large number of undergraduate organizations advocating for women.

Undergraduate women have higher retention rates than undergraduate men and are completing degrees within four years at a higher rate than undergraduate men.

Within the College of Engineering and Architecture and the College of Sciences, two areas in which women have traditionally been underrepresented, programs aimed specifically at women's entry and success have been established.

The WSU Gay, Lesbian, Bisexual, and Allies (GLBA) Program and Center offer educational programming and a speakers bureau for campus and community organizations. The program actively supports research and curricular developments that integrate GLBA scholarship in the university. The program is also a source of referrals and information for the campus and local community. The center has a library of books, magazines, and videos on GLBA issues available for check-out and a lounge that serve as a gathering place, meeting room, and study area. An active Friends of the Center group sponsors a variety of events that support the program and its projects.

### **International Programs**

WSU annually enrolls close to 1,200 international students representing some 91 countries. Two hundred twenty-nine WSU students studied abroad last year on university-sponsored programs. International Programs (IP) has the overall responsibility for Washington State University's international activities, and facilitates, supports, and coordinates them. An International Affairs Advisory Council of faculty and students from across campus provides policy guidelines and a forum for discussion of issues related to the internationalization of the university's programs. International Interest Groups, established on an ad hoc basis, offer additional input on international interests. Currently Interest Groups for Africa, Asia, Europe, Latin America, Russia and Eurasia are active. IP provides many support services including intensive training in English, orientation to international students, and the International Friend and Family Program, which links students with local families as hosts. Fifteen to twenty international student organizations contribute to the diversity of the WSU community through programming and celebrations. IP consists of four programmatic units:

**Education Abroad** provides students with education abroad options, including overseas study, exchanges, internships, service learning and Fulbright graduate opportunities. This unit works with faculty in developing courses, and expanding the international content of existing courses, and assists faculty in locating teaching abroad opportunities.

**International Students and Scholars** assists international students and visiting faculty with the legal, non-academic, and social adjustments necessary for a successful educational, research, and cultural experience at WSU.

**Development Cooperation** assists faculty, departments and units in establishing and implementing collaborative activities with universities, research institutions, the private sector, and other organizations around the world.

**Intensive American Language Center** provides instruction in American English language to international students and scholars at a variety of levels. Many graduates of the IALC then attend WSU.

**International Enrollment Office** provides information and assistance for potential students at a variety of levels.

In addition, IP cooperates with other groups on campus who are involved in international activities, such as the Small Business Development Center, and the International Marketing Program for Agricultural Commodities and Trade (IMPACT), the Area Studies Programs, McCroskey International House, international student organizations, and International Alumni Associations.

### **Financial Aid and Scholarship Services**

The Office of Student Financial Aid and Scholarship Services (OSFNOSS) provides financial assistance to WSU students through a variety of aid programs, including federal, state, and institutional. In addition, scholarship programs are provided to recognize students of special talent and ability and to increase the diversity of the student body. During the 1997-98 academic year, the OSFNOSS coordinated the delivery of nearly \$110 million in aid resources to almost 13,000 WSU students. Over the past five years, total aid delivered to WSU students has increased approximately 69%, from \$64 million during 1994-95 to \$108 million during 1997-98.

As tuition costs and living expenses increase, the demand for these aid programs has steadily increased. Only through institutional coordination has this demand been met. The Office of Admissions, the Office of the Registrar, University Receivables, and OSFNOSS have worked to assure that students are awarded aid based upon accurate and timely information.

When a student is admitted and enrolled at least halftime as degree seeking and has a valid application for financial aid with the OSFNOSS, the eligibility for aid is determined. Following the application review and verification of eligibility, the student receives aid that is first applied to his or her university charges. Any excess funds are delivered to the student through University Receivables. The Office of the Registrar reports the enrollment status of aid recipients as well as certifying any veteran's benefits received. The Office of Admissions also provides consumer information and scholarship application information to current and prospective students and helps document any funds already received by the student. The coordination between these offices and OSFNOSS is vital to ensure that no student receives aid in excess of his or her eligibility. Any information received in the OSFNOSS regarding outside funding is also counted in the student's award eligibility. This information, combined with automated financial aid transcript data from other schools assures that financial aid awards are accurate.

Consumer information distributed to students includes the federal publications *The Student Guide*, and *Paying for College*. In addition, the OSFNOSS provides a number of brochures and pamphlets that address the specific needs of the incoming freshman, the prospective student, the transfer student, and the graduate student. General information about the financial aid process and other related topics is available on the OSFNOSS on WSU's Web site. Students can also access financial aid information specific to their financial aid status via the WSU InfoNet, a Web-based Registration and Student Information Center. Students will soon be able to access information specific to their personal financial aid via the telephone in an Interactive Voice Response System.

Besides providing the standard verification and awarding processes, the OSFNOSS provides students and parents with an opportunity to meet with counselors and discuss extenuating circumstances that warrant special consideration. A professional judgement process that includes the

gathering of specific documentation, presented in person and/or via written correspondence, has been developed to deal with these situations.

University Receivables and the OSFNOSS regularly monitor the NDSL/Federal Perkins Loan Program. As of June 30, 1998, default rates for borrowers entering repayment in the 1996-97 academic year are calculated at 8.9%, well below the 15% that would require a formal default-prevention program at the institution. Additionally, the United States Department of Education (USED) provides data on the default rate of borrowers in the Federal Stafford Program. USED has reported that the WSU cohort default rate for 1996 is 6.8%.

This past academic year, the OSFA conducted a client service survey of all students attending the Stafford Exit Interviews. The results of this survey reinforce the idea that continual training and better communication with students are a priority. These same results revealed that students were increasingly satisfied with the improvements in quality of service made by the OSFNOSS in recent years.

Services offered by the Office of Scholarship Services (OSS) include a searchable data base of scholarships. Students may complete a brief questionnaire and have their information input for a search of the most applicable scholarships. The OSS also mails out thousands of scholarship applications to high schools each year and gives numerous presentations to current and prospective students encouraging them to apply for available scholarship funds.

While financial aid awards are processed on the Pullman campus for all students, branch campus staff administer local or campus-based scholarships, and are trained to assist students with questions regarding the financial aid process and facilitate smooth delivery of aid.

WSU students enrolled through Extended Degree Programs are eligible to receive all Title IV financial aid in compliance with federal guidelines. Eligibility determination, needs assessment, enrollment verification, academic progress, and disbursement of funds are processed in the same manner as for students in residence on a WSU campus. Joint agreements with all Washington institutions of higher learning and National Universities Degree Consortium (NUDC) member institutions are designed to provide comprehensive financial assistance to students receiving their education simultaneously through a variety of delivery formats and providers.

Prospective and enrolled EDP students receive accurate and comprehensive information, about all forms of financial aid available to them as well as assistance with application procedures. EDP staff provide individual counseling in written form, over the telephone, or through electronic communication. Information about scholarship assistance is provided through frequent correspondence with EDP students. WSU scholarship applications are provided upon request, and the institution provides the service of assisting students with a national data base search to identify non-WSU scholarship opportunities.

WSU regularly monitors its student loan programs and the institutional loan default rate. EDP students borrowing through the student loan program receive entrance and exit counseling through written correspondence to ensure a clear understanding of the rights and responsibilities of borrowing student loans.

## Orientation of New Students

A variety of programs and activities introduce entering freshmen and transfer students to the intellectual and social life of the university. Emphasizing student learning, academic support, and social adjustment, the programs require close working relationships between the academic community and various student affairs offices.

On the Pullman campus, New Student Programs under the direction of the Office of Residence Life conducts the *Alive!* at WSU Summer Orientation Program. Approximately 65% of all entering freshmen attend one of the eight, two-day sessions of testing, advising, registering, and introduction to college life activities. Approximately half of students' parents attend a parallel set of activities that provide information and encourage a partnership between parents and the institution to foster students' success.

The *Alive!* at WSU program addresses many of the factors found to influence retention rates, including: 1) social connections (meeting future peers, learning about extracurricular options), 2) academic integration (pre-registering for Fall semester, meeting a faculty advisor, visiting a university classroom). 3) becoming familiar with the institution's environment (campus tour, overnight stay in a residence hall, eating in a dining center), 4) learning about available resources, and 5) gaining realistic expectations and coping methods for the first-year transition through contact with the student orientation counselors. The success of the program in encouraging student success is indicated by a recent study in which *Alive!* participants had higher freshman-to-sophomore and sophomore-to-junior retention rates. The study also indicated higher graduation rates. For students unable to attend *Alive!*, New Student Programs also conducts Week of Welcome (WOW) the week before classes begin.

The Graduate School provides an orientation to graduate students on the Pullman campus prior to Fall semester. Many departments also provide graduate student orientations.

At WSU Vancouver, the campus orientation is not only delivered to new students the week prior to the start of classes each term, but also to students taking WSU courses at Lower Columbia College at Longview. The program is offered in various sessions that address general campus information, electronic connectivity, and library usage. At WSU Tri-Cities, the New Student Orientation conducted each semester is a cooperative effort with Academic Affairs and includes meetings with faculty as well as a review of activities and support programs and services by Student Affairs representatives. Since the majority of new students at WSU Spokane are graduate students, the orientation program has evolved into a series of departmental programs. Student Services plays an active role in providing packets of information and discussing the activities, support programs, and services available on campus and in the community.

Orientation to college life continues during the freshman year. The award-winning Freshman Seminar introduces some 600 students annually to college-level thinking. The interactive, writing-intensive, Web-based program encourages development of critical thinking skills. Each of 45 sections is designed to create a learning community that links two courses—one a General Education Requirement or introductory course, and the other a Freshman Seminar. The seminar is offered both Fall and Spring semesters.

Students in the residence halls may enroll in CATS (Cougars Academic and Transition Support) either Fall or Spring semesters. Students attend six 1-hour workshops and attend eight weekly meetings with a peer facilitator in small groups to investigate workshop topics more fully and share transitional issues.

The 20-year-old Peer Advising Program also assists entering freshmen in their transition to university life. Trained and closely monitored upper class students live in the residence halls with their advisees, providing academic planning and scheduling and, perhaps more importantly, acting as mentors and role models in everyday interactions. The success of the Peer Advising Program is indicated by higher retention and graduation rates of the peer advisees compared to freshmen not participating in the program.

### **Academic Advisement**

One measure of WSU's commitment to student academic success is the faculty policy that all undergraduate students must see an academic advisor at least once each semester. Entering freshmen meet with an advisor during the *Alive!* orientation and then are assigned by the Student Advising and Learning Center (SALC) to either a faculty member, a professional advisor, or a peer advisor. Students with less than a 28 AIN are assigned an advisor within SALC for closer monitoring and assistance. To assist with appropriate math and English placement and informed academic planning, advisors receive an academic advising folder for each student prepared by SALC that includes: an Academic Advising Profile of placement test scores and specific course recommendations, SAT/ACT scores, high school grade point average, selected demographic information, a General Education Requirements checklist for graduation, high school and college transcripts, and a form for advisor notation of student advising sessions.

Recently implemented technological innovations greatly assist the advisement process. The Degree Audit Review System (DARS) provides advisors and students with immediate access to their progress to degree on the Web. Plans are to have similar access for incoming transfer students in 1999. The METRO online registration system, with its partner Schedule Surfer, provides students and advisors with information regarding grades, schedules, and available courses, and then provides students with either touchtone or Web-based registration capabilities.

Freshmen must complete 24 semester hours before applying to a department for certification in a major. During those first 24 semester hours, they are assigned to advisors who understand the critical nature of early exploration of careers and majors in the development of their academic planning. If students meet departmental requirements after completion of 24 semester hours, they are certified into the major and assigned an academic advisor in the department.

Students are required to certify into a major upon completion of 60 semester hours. Non-certified students are monitored by SALC and if approaching or completing 60 hours are notified and directed to their academic advisor. Academic advisors, department chairs, and college deans are notified by SALC of students in violation of the policy to ensure that students meet with advisors. Advisors assist students in developing plans of action for certification in the current major or refer students to Career Services, SALC, and other appropriate units to assist in developing academic plans for certification in another major.

At WSU Vancouver, an ad hoc task force was organized to evaluate the current advising model to determine if modifications need to be made. On an ongoing basis, the advising process is coordinated through bi-monthly meetings between Admissions, Registrar, and departmental advising coordinators.

The academic regulations defining the standards for continuation in programs are published in the Fall semester Time Schedule. Academically deficient students are notified on their grade slips and by SALC under separate cover. Deficient students can apply for reinstatement through the Office of Academic Standing in SALC or at the designated office on the branch campus. Departmental faculty, as members of the Reinstatement Council, review the applications for reinstatement and, depending upon the case, often interview the student. Reinstatement is subject to the student meeting conditions the faculty member perceives as promoting success. A student may request a hearing before an appeals board of three to five Reinstatement Council members. There is no appeal beyond the Appeals Hearing Board. Reinstatement at WSU is designed to be a problem-solving process that can help students determine the factors contributing to their academic difficulties and develop a plan to achieve academic success.

In 1997 an Academic Advising Task Force appointed by the Provost issued a report noting a number of findings and related recommendations. Central to those recommendations was the establishment of a Transfer Student Center to "serve the specific needs of this clientele." In July 1998, a Transfer Student Center was established in the Student Advising and Learning Center to provide transfer students a place where they can connect to the WSU academic community even before enrolling at WSU. The Transfer Student Center is designed to coordinate with academic units, the Faculty Senate, and the administration to maintain up-to-date information for advisors regarding articulation agreements, curricular changes, and related data to facilitate effective and timely information for transfer student advising.

### **Academic Support Services**

The Student Advising and Learning Center (SALC) assumes the leadership role for the university in providing and coordinating support services to encourage students' academic success. Each semester more than 550 students benefit from a for-fee tutoring program that provides one-on-one and group hourly tutoring for some 700 courses. Students with financial aid awards and athletes are provided financial support for tutoring. The SALC also maintains a comprehensive listing of other, free tutoring available in residence halls and departments across campus. In addition to providing one-on-one counseling for students seeking academic assistance, SALC also conducts more than 30 learning strategies workshops each semester. Many faculty refer students to these workshops, and Reinstatement Council members often make participation in these workshops a condition of reinstatement for academically deficient students.

The Department of English and SALC collaboratively developed an Online Writing Lab (OWL) to provide any student with Web access to trained English tutors and to critiques and suggestions from other students on any writing project. The OWL is available to any student in the WSU system.

The Department of English also conducts the ESL (English as a second language) Help Desk, an online writing service for ESL students. WSU Tri-Cities is developing a learning assistance program that focuses on providing writing support.

## **Career Services**

Career Services offers a variety of career-related resources and services. Counselors assist students in assessing skills, interests, and work values, developing decision-making skills, identifying and exploring career options, connecting academic majors to internship opportunities and future careers, preparing for graduate/ professional school, and planning job search strategies. Each semester, Career Services offers a 1-credit course (University 100) to help students explore majors and better understand how to connect their academic experiences with the world of work. The Career Resource Center maintains information on WSU majors, occupations, job search and graduate school preparation materials, and employer literature and directories. Many of the materials are available on the Web for any student in the WSU system. A variety of workshops are regularly scheduled on topics such as resume preparation, interviewing, internship strategies, job searching on the Internet, and applying to graduate/professional school. Counselors also offer daily “drop-in hours” for review of resumes and cover letters. In addition, Career Services sponsors two major career fairs each year.

Each of the branch campuses has career development professionals or staff to assist in many of the above career exploration activities. The Pullman campus supports those efforts primarily through sharing of resource information and occasional workshops and visits to the branch campuses. The Career Professional at WSU Spokane also provides limited consulting services to WSU students taking courses through the Stevens County Learning Center. WSU Vancouver provides a variety of career services for students including resume writing and interview workshops, guest speakers, and opportunities to interview with employers in Pullman by way of video conferencing.

Through on-campus interviews, students can interview for internship and permanent employment with more than 300 employers yearly who recruit at the Pullman campus. The recently implemented in-house Recruiting and Scheduling Interview (RASI) Web-based registration system allows students take advantage of the resume referral service to access employers interested in WSU students, but not planning to come to campus. Desktop videoconferencing allows employers visiting the Pullman campus to interview students at the branch campuses.

On the Pullman campus, the recent administrative merger of Career Services with SALC, under one director, acknowledges the relationship of career development with academic advising. Career advising is considered essential to the development of a quality academic advising system and outstanding academic support programs. Good advising and academic accomplishment are critical if students are to proceed successfully toward chosen career paths. Integrating the programs under one administrative director provided a conceptual “bundling” of interrelated services and opportunities for resource efficiencies not normally available to separate administrative units.

## **Counseling, Health and Wellness Services**

Counseling Services and Health and Wellness Services collaborate closely to provide timely, integrated, comprehensive mental and medical care and health education to the WSU community. In addition to a number of collaborative initiatives, the two units meet weekly to plan and monitor students served by both units.

**Counseling Services.** The Counseling Center is staffed by seven full-time and two part-time psychologists, an adjunct certified chemical dependency counselor, a consulting psychiatrist, four

pre doctoral interns, three half-time counseling assistants, and fifteen to twenty advanced doctoral students satisfying practicum requirements each year.

Counseling Services programs fall into three areas. The Direct Services Program includes individual and group counseling, 24-hour crisis service and consultation for students, parents, faculty, and staff, and outreach workshops and presentations. The Testing Program oversees administration of state and national standardized tests, provides individual testing for career decision making and diagnostic purposes such as learning disabilities assessment, and administers examinations for students participating in Extended Degree Programs. The Training Program provides supervised practicum experiences for graduate students in the Department of Psychology and the Department of Educational Leadership and Counseling Psychology. The APA-accredited pre doctoral internship trains four full-time interns yearly and is the only accredited internship for psychologists affiliated with a university counseling center in the State of Washington.

WSU Spokane provides counseling services to its students through the services of a part-time psychologist who also provides counseling at the Intercollegiate Center for Nursing Education in Spokane. WSU Vancouver students have the opportunity for five free professional counseling sessions with a local counseling professional. At WSU Tri-Cities, Student Services professional staff provide academic, career, and personal counseling services as need. Additionally, a local psychological consulting firm has been contracted to provide psychological counseling on a referral basis.

**Health and Wellness Services.** Located in Pullman Memorial Hospital building on campus, Health and Wellness Services (HWS) receives some 34,000 visits each year at its clinic. HWS is accredited by the Accrediting Association for Ambulatory Health Care and certified by the state of Washington Department of Health. The clinic is open Monday through Saturday. Twenty-four hour telephone consultation with a health care provider is available to students daily. The clinic has a staff of six physicians with specialties in family practice, pediatrics, neurology, sports medicine, and psychiatry, three ARNPs, one physician assistant, six registered nurses (five certified in college health), and sixteen support staff.

Several thousand more students benefit from the WSU Wellness Program's outreach activities. WSU Wellness Programs deal with issues of personal health education and prevention, safety, and well-being among the students.

WSU Vancouver students can access basic health services, including consultation with a nurse practitioner, lab test, immunizations, and referrals for a nominal fee through Clark College. With the help of the Pullman director of Health and Wellness Services, a health needs assessment will be administered at Vancouver during Spring 1999 semester. Students at WSU Spokane are eligible for primary health care through an agreement with a local clinic. Wellness programming is provided by Student Services staff with support from Health and Wellness Services in Pullman. WSU Tri-Cities students are eligible to participate in the WSU Medical Insurance Plan made available to students and their dependents. Additionally, the assistant director of Student Services provides wellness counseling and offers wellness seminars.

In Fall 1998, as part of the response to the previous spring's student disturbance centering around alcohol abuse, the Vice Provost for Student Affairs convened a Campus/Community Coalition on

**Alcohol Abuse Prevention.** The coalition was charged with creating environmental change on and near the Washington State University campus to address the persistent challenges posed by student alcohol abuse. Based on the belief that human behavior is highly influenced by environmental factors, the committee will strive to attain two major goals:

- Create a campus and community culture that promotes and supports healthy, responsible lifestyles and behaviors.
- Reduce alcohol abuse and related problems at WSU and in the surrounding community.

In an effort to promote these and other goals related to combating alcohol abuse, the university has also secured a \$283,000 grant from the Department of Education.

### **Child Care Centers**

Recently accredited by the National Association for the Education of Young Children, and licensed by the state of Washington Department of Social and Health Services, WSU's two child care centers provide sorely needed services for non-traditional and returning student-parents. The centers are designed to meet child care needs of student-parents while providing intellectual, social, emotional, and physical growth opportunities for the 140 children enrolled. Both facilities are state-of-the-art and feature computers, an observation room, and multiple classrooms.

WSU Vancouver now has limited child care facilities on campus that are available to staff and students. The child care services are operated in conjunction with the Department of Human Development and Early Childhood Programs. WSU Spokane Student Services provides students with information regarding available community resources for child care, but to date students have not rated child care as a significant need on surveys.

### **Residence Life, Housing, and Dining Services**

At WSU in Pullman, Residence Life exists to create residence hall and Greek communities that support and enrich student learning. The department provides essential services and educational support and enrichment programs to approximately 4,000 students living in residence halls and 2,000 students living in sororities and fraternities. A variety of living and learning options are provided in the 20 residence halls in the housing system. Each residence hall room has a high speed data port so students can access WSU's computer network. One hundred percent of WSU's sororities and fraternities are also connected to the network.

Residence Life works closely with Housing Services in room assignment, cleaning, maintenance, security, and accessibility to the halls. Residence Life focuses primarily on the people living in the halls, and Housing Services focuses primarily on the physical facilities. An interior designer ensures that all renovation enhances the learning environment. A safety officer ensures compliance with safety regulations. Housing Services also houses approximately 1,500 additional students in its university-owned apartments, and employs its own student and professional staff in these facilities. Dining Services, reporting to the Assistant Vice President for Business Affairs, works closely with Residence Life to provide an efficient, high quality dining program to meet food service needs of students, faculty, and staff. Dining Services operates the three primary dining centers for students in residence halls, four convenience stores, and four espresso carts for students, faculty, and staff. Dining Services meets all mandated health and safety standards.

The majority of the Residence Life staff are the 125 student paraprofessionals who are the front line staff living on the residence hall floors in an average ratio of 1 paraprofessional to 32 residents. An additional 85 students are employed part time as hall desk workers. The desk workers and the paraprofessionals are trained and supervised directly by a staff of 3 professional master's degree-holding hall directors, 10 graduate student hall directors, and 4 area coordinators, also with master's degrees. The assistant director of Residence Life supervises the professional hall directors and the area coordinators.

The central staff in Residence Life includes the assistant director, the director of new student programs, 2 coordinators of Greek affairs, an associate director, and the director. Each central staff member has at least a master's degree and an average of 10 years of experience with residential programs. An office administrative staff of 5 full-time employees provides support for the department's programs and staff.

Staff training focuses heavily on the creation of healthy and safe communities within the halls. Fire, personal, and property safety are emphasized during staff training, which includes sessions taught by the campus Fire Services and Police Services, as well as the Counseling Center. Proper handling of emergency and conduct incidents is repeatedly reinforced in order to create and maintain a "safety net" for all residential students. The custodial and maintenance staff are carefully trained on the handling of cleaning materials and blood-borne pathogens. All residence hall rooms are protected by a fire sprinkler system to ensure superior life safety protection.

Learning-supportive hall communities are created using an educational and social programming model that emphasizes the importance of balancing challenge and support for residents. Staff members use a community standards approach to help residents assume responsibility for the climate of their living groups. The programming model highlights the need of new students to rapidly develop an understanding about safety, alcohol and substance abuse, sexual responsibility, and human diversity within the first six weeks of arriving on campus.

The residence hall staff encourages involvement in campus activities and events, with very successful results. The rural and residential nature of WSU Pullman supports an extraordinarily strong student culture. Students often remain on campus on weekends and participate in a variety of clubs and activities such as the intramural sports program, one of the largest at any university. Intramural team sponsorship is one of many ways the active student government groups in the halls use the \$50 per student annual dues collected for hall programming. Hall governments allocate the hall dues funds. Residence Life works closely with the staff in the Student Leadership Center in Compton Union to develop student leadership skills. An active Residence Hall Association (RHA) is advised by Residence Life staff and is consulted about substantive residence hall issues such as policy changes and room and board rates.

Residence Life assesses the satisfaction of all hall residents using a census-type survey process in late Fall semester each year and again in the Spring semester using a sampling process. The information collected is used to evaluate staff performance, establish goals, and monitor year-to-year progress. In general, assessment information has demonstrated high levels of student satisfaction with residence hall life as well as the enhanced personal and intellectual development of on-campus

residents compared to off-campus residents. An ongoing assessment program monitors the impact of residential living on students supporting a departmental philosophy of continuous improvement.

### **Co-Curricular Activities and Programs**

Under the leadership of the director of the Compton Union Building (CUB), a broad array of co-curricular programs and activities aid in fostering the intellectual and personal development of students.

Some 200 student organizations annually open their membership opportunities to students. The Student Leadership Center, recently organized in collaboration with Residence Life and the Department of Educational Leadership and Counseling Psychology, presents colloquia, workshops, and awards ceremonies, publishes the Involvement Guide of Student Organizations and Involvement Opportunities, and conducts other educational and experiential opportunities to create a leadership culture for students. The Community Service Learning Center connects more than 1,000 students with service experiences to develop an ethic of service, to strengthen and apply learning from the classroom, and to repay their communities. Programs sponsored by the Visual, Performing, and Literary Arts Committee are attended by some 20,000 students, faculty, and staff. Despite an aging facility, the Compton Union continues to serve as the co-curricular heart of the Pullman campus. CUB programs such as Art a la Carte and CUB Gallery exhibitions draw some 5,000 appreciative attendees. Meeting and conference services provided some 7,500 events for 256,000 attendees in academic year 1996-97.

Campus events conducted on Terrell Mall such as the CUB Mall Market, the Welcome Back BBQ, and the Spring

Recognition Picnic attract students to cultural, educational, and social events that create a sense of community and enhance students' experiences. The Associated Students of Washington State University (ASWSU) provides students with opportunities to participate and develop leadership skills. ASWSU funds eighteen committees, which organize some 150 programs to involve, educate, and serve students.

The importance and influence of programs and services affiliated with the CUB are indicated by two recent surveys. In the 1996 Alumni Survey conducted by Student Affairs Research and the Social and Economic Sciences Research Center, 84% of alumni surveyed had used Student Activities. Of those, 36% were highly satisfied, and 58% were moderately satisfied. A market research survey of currently enrolled students conducted in 1997 indicated that ASWSU was first and the CUB fourth in importance of those organizations receiving Services and Activities Fees paid by students.

Considerable care is taken to ensure that responsibilities for co-curricular programming are shared between students and the institution. The director of the CUB is advisor to ASWSU, and each club or organization has a faculty advisor. The Union Board, the Student Leadership Advisory Board, the Community Service Learning Center Advisory Board, and the Sports Club Federation Council have students, faculty, and staff as members. The Services and Activities Fees Committee, with five undergraduate students, two graduate students, one academic faculty member, and three administrative faculty, recommends the annual distribution of approximately \$5 million in student fees.

Activities on the branch campuses reflect the nature of the non-residential campus. Student government is active at WSU Vancouver, WSU Tri-Cities, and WSU Spokane. In Spring 1998, they established their own Services and Activities Fee Committees. Each has developed co-curricular activities and programs to meet the needs of students at its campus. At WSU Vancouver, the student government supports the safety escort program, Salmon Creek Journal, The Fitness Center, a lecture series, Environmental Awareness Week, and social events such as the Back to School BBQ. At WSU Spokane, student government provides access to fitness programs by underwriting student membership in the local YMCA. Additional programs include group social activities such as barbecues, group nights at local sporting events, and food drives and other community service opportunities. At WSU Tri-Cities, ASWSU provides access to local fitness clubs by underwriting student memberships. They also sponsor a variety of social, cultural, and community activities.

The EDP students have recently organized their own branch of ASWSU, conducting student government meetings via real time chat room sessions.

### **Recreational Opportunities and Facilities**

The campus recreation program, one of the largest in the country, is extremely popular with students. In the 1996 Alumni Survey, 88% had participated, and 53% were highly satisfied and 43% moderately satisfied with the program. In a March 1997 Student Satisfaction Survey, intramural sports was the only campus life activity for which satisfaction exceeded perceived importance of the program. In 1997 students approved dedication of Services and Activities Fees to construct a 150,000-square-foot multipurpose student recreation center. Construction began in Fall 1998 with anticipated completion by August 2000.

The intramural sports program involves more than 16,000 participants playing more than 4,000 games, from billiards to wallyball. The fitness classes, Olympic weight room, and clinic of the campus recreation program accumulates some 186,000 participations annually. The popular Outdoor Recreation Center provides students with equipment rental, classes, trips, special events, a climbing wall, and a resource center. In addition, sports clubs from bowling to synchronized swimming to winter sports involve some 723 students in 38,000 participations. The on-campus 9-hole golf course provides students and community members with fair weather golf recreation and serves as a popular tubing site for students in winter.

WSU Vancouver participated in its first ever intramural event in Fall 1998 with a series of soccer matches against local Clark

### **Student Bookstore ("The Bookie")**

The Student Book Corporation operates as an independent corporation under an agreement with the Board of Regents. The purpose is to offer service, merchandise, and benefits to students, faculty, staff, alumni, and friends of WSU. The primary beneficiaries of the corporation are the students. The Board of Directors consists of four students and one graduate student elected by the student body and four ex-officio directors, two from faculty and two from administration.

The building in Pullman was renovated in 1998 to increase food and beverage spaces and create more student-friendly areas for relaxed interaction and perusal of books and materials. The Bookie also operates bookstores at each of the branch campuses and provides services for Extended Degree Programs.

## **Student Media**

Services and Activities Fees support two student publications, *The Chinook* yearbook, and *The Daily Evergreen*, the student newspaper. Both publications operate under the auspices of the Board of Student Publications, which receives its authority from, and is reviewed by, the Board of Regents. Copies of *The Daily Evergreen* are delivered to each branch campus.

In May 1997, a revised Statement of Policies articulated the relationship of the institution to student publications. The Statement of Policies provides for the exercise of freedoms of speech and the press and prohibits university officials from requiring prior review of material or from coercing or prohibiting speech on the basis of views expressed. It clearly delineates the role of professional staff as twofold: (1) providing operational and budgetary direction and (2) facilitating student expression without censorship or interference.

Student broadcast media include a television station, Cable 8 Productions, and two radio stations, KUGR and KZUU. Cable 8 and KUGR are housed and run in the Edward R. Murrow School of Communication to provide real-world experiences for students. News programming is tied to courses in communications majors but all other programming is student selected, designed, and operated. KZUU is run by students but advised by an officer in Student Activities. Although the broadcast stations have no written policy regarding the relationship of the institution to student broadcast media, advisors for each station do not interfere with student selection of material. Students are apprised of the Federal Communications Commission Regulations and Rules for Broadcast Stations and the Radio-Television News Directors Association Code of Broadcast News Ethics. Advisors also discuss basic standards of practice in the world of broadcast media with students.

## **Intercollegiate Athletics**

Washington State University conducted a self-study of its intercollegiate athletics program for NCAA certification that was completed in May 1996. The NCAA peer review team visited the campus in October 1996 to verify the accuracy of the self-study, to determine if participation had been sufficiently broad-based, and to evaluate conformity with the NCAA's operating principles. In March 1997, the NCAA Committee on Athletic Certification notified the university that it was certified. The Committee on Athletics Certification also imposed the following three strategies for improvement of the athletics program:

1. By the next certification cycle, provide evidence that the institution has established mechanisms to ensure that rules compliance shall be a central element in personnel decisions within the Intercollegiate Athletics department.
2. Further delineate in the institution's plan to address minority opportunities in the intercollegiate athletics program the offices or individuals who will be responsible for implementing the specific actions outlined in the plan. This information was submitted to the committee by the March 1997, deadline and is available with the NCAA certification materials.
3. Analyze, explain, and address (through specific plans for improvement) the graduation rates of the university's African American and transfer student-athletes. Appropriate academic authorities of the institution under clearly established and approved policies must conduct this review. These plans, developed under the guidance of the Faculty Athletic Representative, were submitted to the

committee by the December 1997 deadline. They are available with the NCAA certification materials.

The Committee on Athletics Certification notified the university that materials submitted in response to items number 2 and 3 satisfied their requirements.

Institutional control, the role of the Board of Regents, and evaluation of the athletic program relative to the mission of the university are addressed in the Governance and Commitment to Rules Compliance section of the NCAA Division I Certification Self-Study Report.

The goals and objectives of the intercollegiate athletic program, as well as institutional expectations of staff members, are not specifically provided in writing to prospective staff members. Institutional expectations for each position are outlined in the Notice of Vacancy, which initiates the hiring process and includes the job description. Job descriptions are contained in the department's policies and procedures manual. Head and assistant coaches are under contract. This employment agreement includes descriptions of general as well as specific duties and responsibilities and outlines disciplinary procedures for violations of NCAA rules and regulations. Administrative/professional and faculty exempt personnel are on yearly appointments. The policies and regulations in the Faculty Manual govern faculty. The university is in the process of developing a manual for administrative/professional staff in intercollegiate athletics.

Policies and rules concerning intercollegiate athletics are reviewed on an ongoing basis with all Intercollegiate Athletics staff. The entire department staff meets once a month during the academic year. Head coaches meet with the Athletic Director, Senior Associate Athletic Director, Director of Compliance, and Director of Academics and Eligibility twice each month during the academic year. The senior administrative staff meets each week. In addition, various departmental units meet on a regular basis. For example, all student support service personnel (academics, compliance, athletic medicine, physical development, event management, and sports psychology) meet as a group with the Senior Associate Athletic Director twice per month. The external operations staff (Cougar Club, marketing and promotions, sports information, ticket operations) meets at least twice a month with the Assistant Athletic Director. The department also circulates a newsletter to all staff each week that has a heavy emphasis on NCAA rules interpretations and issues. The duties of the Athletic Director are included in the department's policies and procedures manual. The functions of the Athletic Council are outlined in the WSU Faculty Committee Manual.

Student-athlete admissions procedures are the same as for all students. Student-athletes must meet the same standards of academic performance and satisfy the same degree requirements. Admission requirements and procedures, academic standards and degree requirements, and financial aid awards for student-athletes are addressed in the Academic Integrity section of the certification self-study. Admissions procedures are also addressed in the Governance and Commitment to Rules Compliance section. The Director of Financial Aid and the Compliance Coordinator for Financial Aid in the university Office of Student Financial Aid administer all letters of intent, financial aid awards, renewals, and cancellations. This information is also provided in the Governance and Commitment to Rules Compliance section. The athletic budget development is systematic, approved by the administration, and accounted for through generally accepted institutional practice. More detail

regarding the department's budget can be found in the Fiscal Integrity section, starting on page 95 of the NCAA Division I Certification Self-Study Report.

It should be noted that Washington State University is recognized nationally as a leader in achieving gender equity. The university has met the proportionality test in assessing participation opportunities under Title IX since the 1990-91 academic year. Further information regarding the institution's commitment to equity is found in the Commitment to Equity section of the NCAA Certification Division I Self-Study Report.

There is no written policy regarding scheduling of athletic events and team practices. The Intercollegiate Athletics department is guided in developing these schedules by NCAA regulations pertaining to appropriate practice times and by Pac-10 regulations regarding travel time to basketball games. As part of the institution's plan for improvement articulated in the NCAA Certification Division I Self-Study Report, the department is currently developing a written scheduling policy.